



Governors Statement of Behaviour Principles

Carrington Primary and Nursery School is committed to ensuring high behavioural standards for all pupils. This statement, created and approved by the Governing Body and the Head Teacher, sets out the broad values and principles with regard to the behaviours that are expected and promoted. We believe it accurately reflects the school's ethos; that effective learning and development relies on excellent standards of behaviour, supported by a holistic approach, incorporating SEND, PSHE, Safeguarding and attendance. The Head Teacher is responsible for the practical application of these principles.

- All children, staff and visitors are and feel safe in school.
- All children are able to learn and thrive.
- Diversity is promoted and celebrated.
- We aim to proactively identify the needs of children so that every child receives effective behavioural support according to their specific needs.
- We work in partnership between parents, staff and children.
- We believe in actively encouraging excellent attendance and punctuality because it enables better behaviour and achievement.
- Good behaviour is recognised and celebrated. Where high expectations are not met, appropriate and fair consequences are applied.
- A positive behaviour culture is everyone's responsibility; we expect governors, parents and staff to model positive, respectful behaviour and support pupils to play a highly positive role in creating an environment where they feel safe and enjoy coming to school.

These broad principles have informed this policy and will guide implementation of the school's approach to behaviour.

Policy Rationale

"Good behaviour is fundamental to everything we are trying to achieve in education" (Bennett, T.). At Carrington Primary and Nursery School, our approach to behaviour is grounded in compassion, curiosity and connection. We understand that behaviour is a form of communication and reflects a child's internal world - their unmet needs, emotional states, and life experiences.

We take a forensic and nurturing approach to behaviour, where staff actively build trusting relationships and remain curious about what a child's behaviour might be telling us. Staff are proactive in working to understand the underlying causes of behaviour, especially for children who have experienced trauma, attachment difficulties or neurodivergence.

We teach and model good behaviour explicitly and consistently, viewing it as a vital skill. Children are supported to learn self-regulation through emotion coaching and zones of regulation and they are taught how to identify and express feelings safely and constructively.

Good behaviour doesn't happen by chance—it is taught, supported, and reinforced every day. Through this inclusive, compassionate and trauma-informed lens, we help every child to flourish, feel safe, and be ready to learn.

We are committed to:

- Promoting a consistent culture of praise and encouragement and reinforcing high expectations for every child
- Creating a nurturing, inclusive environment where every child feels seen, valued, respected, understood and safe
- Challenging negative or unsafe behaviour
- Promoting self-awareness, self-confidence, and self-discipline in all children
- Using emotion coaching to help children identify feelings, understand triggers, and learn to self-regulate
- Working in partnership with families to support behaviour and emotional development
- Embedding trauma and attachment-informed practices into all aspects of our behaviour approach
- Providing staff with training, tools, and supervision to implement behaviour approach
- Prioritising connection before correction, using relationships as the foundation for behaviour support
- Explicit teaching and modelling of the routines of the behaviour curriculum, insisting on expectations until they become habits

Values and Expectations

We use our school values to guide all behaviour expectations. These values are explicitly taught and embedded into our daily interactions and classroom culture. They act as our compass for behaviour and wellbeing:

	Be Kind. We show empathy, compassion, and thoughtfulness to ourselves and others.
	Be Respectful. We listen, value others' perspectives, and honour the differences in our school community.
	Be Ready. We come prepared to learn, participate, actively listen and engage with a positive mindset.
	Have Confidence. We believe in ourselves, take risks in our learning, and bounce back from setbacks.
	Strive for Excellence. We aim high and challenge ourselves to improve, persevere through difficulties, and take pride in our efforts.

These values are modelled by staff, recognised in children, and reinforced through praise, restorative conversations, and reflective practices. We believe that behaviour support should build connection, not control; and that when children feel emotionally safe, they are more able to behave positively and independently demonstrate these values.

Norms, Routines and 'The Behaviour Curriculum'

Most of our behavioural habits are learned. If behaviour is learned, then it can be taught. All adults then must ensure that the desired learning behaviours are taught, modelled and reinforced consciously and deliberately. So, as a school, we have a duty to teach children the habits of conduct that will maximise their safety, their opportunity to learn, and their dignity.

Below is the behaviour curriculum; a clear framework of what we expect children to do at different times of the school day that acts like a highway code for children: 'this is how we will all succeed – together'.

These behaviours are clearly taught, repeated and insisted upon, until they become habit for all children.

Substantial time at the beginning of the year is dedicated to teaching this to children; discussing, practising and perfecting the protocols for simple everyday moments. This process is renewed throughout the year to imbed them in students' habits.

Children constantly receive verbal feedback on their behaviour. This is the language of correction and praise, not humiliation. The emphasis needs to be on spot-lighting good behaviour choices with a focus on 'this is how to get better and be more successful.

At various times of the school day, the following norms and routines are expected:

Start of the day

- A member of staff is on the yard and/or school gate when gates open to warmly greet and 'check-in' with children and families
- Children calmly walk into classrooms
- Children should not ride scooters or bikes on the playground – this also applies to the end of the school day

Travelling around school throughout the day and at lunchtimes

- Children walk calmly in single file and 'on the right'
- Staff & children use quiet voices, considerate and respectful of other conversations and learning taking place
- First modelled by staff, children use manners, hold open doors for others, offer to help others when appropriate and greet others warmly

Assemblies

- Assemblies are used as an opportunity to reinforce school values.
- Music is played during entrance and exit
- Classes enter assemblies on time, in silence or singing, and in a single file line
- Adults ensure that children sit sensibly in appropriate seating placements, ready to listen
- Adults praise children, spot-lighting exemplary behaviour
- Children show they are listening respectfully by looking at the person at the front
- Sensible applause should be given to celebrate achievements
- Classes leave assemblies in the same manner as they enter
- At times when children are encouraged to talk about their ideas in assemblies, an adult will raise their hand in the air when talking should stop. At this point, children should raise their hand in the air, stop talking and look at the adult

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- Adults who stay in assemblies should calmly, consistently and assertively challenge when expectations are not met.

In the Classroom



We aim for every classroom to have:

- An authentic buzz for learning and a sense of joy and purpose in the classroom where learning feels meaningful and relevant.
- A sense of collective ownership over the classroom environment, routines, and shared responsibilities.
- An environment where neurodiversity is understood, respected and supported.
- A culture where mistakes are seen as part of the learning process and children feel safe to try.
- Warm, respectful interactions between children and adults, and between peers where the volume and vocabulary is conducive to excellent learning.

Children	Adults
<ul style="list-style-type: none">• Engaged and focussed on learning• Authentic participation and active listening from every child• Using positive self-talk and showing resilience when faced with difficulty• Listen, take turns and share ideas respectfully in group work, valuing each other's contributions• When appropriate, physically active, out of seats or collaborating in groups – learning is not always sitting quietly!	<ul style="list-style-type: none">• High expectations of learning behaviour and outcomes for all• Proactively support/deepen learning at all times, with no time spent at teacher desks during lessons• Regular praise given to children for demonstrating the school values• Thoughtful adaptations and scaffolds ensure every learner can achieve success• Flexible seating, tools, visuals, and routines that reflect the diverse needs and strengths of the children• Model positive behaviours, language, and a consistent use of emotion coaching• Clear modelling of learning processes, problem-solving, and perseverance in the face of challenge

Adults do not talk over children

When adults need to talk to a group of children, they will *insist* on every pupil paying attention: eyes on the speaker, all activities stopped and hands free of equipment. Among others, adults use the following routines which should be rehearsed and maintained.

Hand in the air		<ul style="list-style-type: none"> The adult should not need to say anything but simply raise their hand in the air Children respond by raising a hand in the air also, stop talking, put equipment down and look at the adult
Countdown from 5		<ul style="list-style-type: none"> The adult begins a countdown with clear pre-determined actions for the children to complete when this starts The expectation is that by zero, all children are ready to listen

These are the school's common approaches – teaching teams should consider the most appropriate method for their class, use consistently between them and ensure that it is embedded as routine with high, unwavering expectations. After careful consideration, staff may decide to opt for a strategy more appropriate for the children in their class.

Break and Lunchtimes

The following rules and routines are in place to enable all children to have safe, positive and fun break and lunchtimes:

- Children walk to the playground calmly, in single file and on the right-hand side, led by an adult until children get outside
- Staff member on duty should arrive on the yard promptly. Other adults should remain on the yard until the staff member on duty arrives
- No children are left out of games should they want to participate
- Children demonstrate sportsmanship
- Zones for different activities are adhered to by all children
- Children respect the environment and each other's choices of play
- No combative play, including playfighting, using imaginary weapons etc.
- Children do not climb on the benches or fences
- Children should use break/lunch times to use the toilets to minimise lost learning time
- Children only drink water
- Children tidy up the resources they have used at the end of break
- All litter put in the appropriate bins
- Children do not eat snacks whilst playing games or sports

Calling children into the dinner hall

- The adult holds up a class card and calls out the class name
- Children in that class move sensibly to the adult to line up
- The adult counts the children and brings them into lunch
- Children having dinners line up at the dinner hall, quietly and sensibly
- Children having a packed lunch collect their lunch and sit in the dinner hall

In the dinner hall

- Children use an 'indoor voice'
- Children eat lunch and enjoy the company of their friends sensibly and calmly
- Children respond politely & respectfully to instructions from MDS and kitchen staff
- Children having a packed lunch put their lunchbox away calmly and go outside
- Any staff noticing behaviour below expectations should calmly challenge and remind children are what is expected

At the end of break and lunchtimes

First whistle = stop | **Second whistle = children walk calmly and quietly to lines**

Provision will be in place for some children who may find the transition between lunch and afternoon lessons more challenging. This would include positive, calming activities in groups or one-to-one that support children to regulate and settle for learning.

Rewards

Intrinsic rewards are integral to a positive school culture. The aim is for all children to value good behaviour and learning as its own reward, rather than for some other outcome. All adults are proactive in giving targeted praise to children in classrooms and around school when the Carrington values are demonstrated. This builds positive relationships and encourage children to feel proud of their behaviour choices.

The best reward is praise: sincere, targeted, proportionate praise, because it reminds the child that they are valued, they are noticed, and what they do matters.

For praise, all staff will:

- Use non-verbal such as smiles, thumbs up, high-fives
- Use verbal praise extensively to build a positive atmosphere
- Inform parents verbally/on Dojo about good behaviour choices when appropriate
- Verbally share and celebrate individual and collective achievements in the classroom and in assemblies
- Send a child to see another member of a staff, senior leader or member of previous/next teaching team to share their achievements
- Sincerely thank children for making good choices

In addition to intrinsic rewards, a number of **extrinsic rewards** are also in place to promote the Carrington Values. These should be implemented by all staff consistently:

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Recognition board (See appendix 1)

- Positive behaviour choices are celebrated and praised publicly on recognition boards in every classroom
- The advertising of poor behaviour does not help, but routinely advertising the behaviour you do want does.
- Each recognition board has 3 levels
- Children can move up the recognition board if they demonstrate the Carrington values
- Adults will identify children who should move up but will also invite the class to nominate others who they have seen demonstrating our values to promote the sense of teamwork and build a stronger collective understanding of our values
- Children cannot move back down the recognition board as a result of negative behaviour choices. Negative behaviour is addressed more privately and not publicly displayed.

Recognition Board	
Value in focus:	
Gold	
Silver	
Bronze	
Start	

Making best use of a Recognition Board

- Target the recognition board at the Carrington Value that is in focus for the week
- Children are never moved down the board
- Children can nominate others to be put on the board. Try stopping an activity after 15 minutes and asking them to write up some names of other children who have consistently demonstrated the desired behaviour
- Emphasis peer responsibility. It is not a competition between individuals, rather a whole class helping everyone to get their name on the board
- Boards should be refreshed daily
- Children are recognised for effort, not achievement. The board is for everyone. Your highest achievers might always be high achievers but they only get on the board when they have shown the required effort.
- When everyone has moved up the board, a collective mini-celebration at the end of a day or lesson is appropriate but large rewards are not necessary
- Use the board to persistently and relentlessly catch children demonstrating the Carrington values#

'When the Adults Change, Everything Changes' (Dix, P.)

Celebration Assemblies

- Weekly assemblies that celebrate children who have demonstrated the Carrington values
- Two children from each class receive a 'Star of the Week' certificate in recognition of their achievements
- Adults explain to the whole school how the children have earned their certificates, providing models of excellence for other children to learn from and celebrate
- Adults' comments should be concise and focussed on child's achievements. They should reflect growth and improvement without references to negatives. They should also reflect the views of the 'teaching team', using 'we' instead of 'I'
- Children take home their certificates and their achievements are celebrated on Class Dojo
- A 'Carrington Superstar' will be also identified by the headteacher for excellent behaviour and be given a separate certificate and a coloured jumper to wear proudly for the week.
- Children are encouraged to be actively involved in celebration assemblies, offering thoughts about the achievements of others, performing music on entry or reading aloud.



Class Dojo

- Class Dojo plays an integral role in celebrating pupil's positive behaviour with families.
- Adults will share regular communications with families about class activities and achievements, including those children who have earned a 'Star of the Week' certificate.
- Dojo is also a space for families to communicate any concerns or reasons for potential changes in behaviour to school.

Marble Jar

- Each class has a marble jar to celebrate individual and collective successes.
- Adults will add marbles to the jar when a child or group of children demonstrate the school values.
- When the marble jar is full, the class will have the opportunity to choose a reward that they can experience together as a group. This may include: coming to school in pyjamas, spending an afternoon on the field, visiting Pirate Park, having an arts and crafts afternoon, using iPads for the day, enjoying a film together with popcorn, have a picnic.
- Choices around class rewards should be inclusive and considerate of the needs and interests of the children in that class.

Responding to Emotional Dysregulation and Challenging Behaviour

Mantras that must be followed by all staff:

- *'Connect before you Correct'* – when a child is experiencing intense emotion and behaving in response to that emotion, it is not a teachable moment. Always connect with a child and validate their emotion before considering any consequence or correction. In the height of emotion, validation can be the ingredient that enables a child to put the brakes on challenging behaviour.
- *'Separate the behaviour from the child'*
- *'The reason for the behaviour is much more interesting than the behaviour itself'*

A forensic and proactive approach should be taken to the in-class management of behaviour incidents. Teaching teams must first consider:

- What is the behaviour of this/these child(ren) telling me?
- Is this child dysregulated because of provision? Did they miss crucial prior learning? Is the learning too easy or too challenging? Do they have the necessary scaffolding and resources? Are they clear on expectations?
- Are the additional learning or sensory needs of the child being met? Have appropriate adaptations been made to enable the child to be successful? Is provision aligned to the child's behaviour plan or pupil passport?

Behaviour Management Toolkit

Continuous professional development throughout the year ensures that staff are trained to use the following strategies as part of their toolkit for behaviour management.

- *Zones of Regulation*: a systematic, cognitive behavioural approach used to teach self-regulation by categorizing all the different ways we feel and the states of alertness we experience into 4 concrete-coloured zones. The framework develops our children's emotional literacy, providing strategies to teach pupils to become more aware of and independent in controlling their emotions and impulses. It also supports children to recognise and manage their sensory needs and improve their ability to problem solve.
- *Emotion Coaching*: a relational approach that helps children understand and manage their emotions by recognising, validating, and guiding them through their feelings. It supports emotional regulation, builds resilience, and fosters positive behaviour by teaching children how to respond to emotional experiences in constructive ways.
- *Co-regulation*: a supportive process by which staff help pupils manage their emotions and behaviour, especially during times of stress or dysregulation. It

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involves calm, attuned, and consistent adult responses and strategies that model self-regulation and provide emotional safety.

- *Trauma-informed Practice* recognises the impact that adverse childhood experiences (ACEs) and trauma can have on a child's behaviour, emotional regulation, and learning. It involves creating a safe, supportive, and predictable environment where all pupils—particularly those who have experienced trauma—can thrive.

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While the first step should always be to evaluate and explore reasons for dysregulation, the remaining actions may not always take place in this order and there may be occasions when it is appropriate to skip steps dependent on the level of behaviour.

Step 1 Evaluate

- Look beyond the behaviour and question whether the child's needs are being met. Consider whether provision aligns with individual behaviour plan.
- Consider adaptations that could be made in the provision to enable the child to regulate and engage in meaningful learning.

Redirect

- Reminder of Carrington Values and expectations
- "You are a great listener" "We are kind to each other in this classroom"
- Gentle encouragement, a look, a head shake, mention of name etc.
- A distraction towards more positive learning behaviours

Warning

- An official verbal warning, making clear the potential consequences if behaviour does not improve
- A reminder of previous good conduct to prove that they can do it, challenging the pupil to be at their best

Reset

- A reset opportunity in a different part of the classroom or in a different classroom, depending on the nature of the behaviour
- A time-out should be brief, using a timer for our youngest children, and end with a final reminder of expectations. Time-outs should be 1 minute per year group e.g., for a year 4 child, 4 minutes would be sufficient.
- Some children may be asked to complete a brief task as an opportunity to reset

Regulate

- A member of the teaching team or another member of staff will use emotion coaching with the child with the aim of regulating their emotions and returning them to class, and their learning, as soon as possible.
- A child may be taken to a member of SLT if the teaching team is unable to help the child regulate. SLT would follow the same processes with the aim of returning the child to class as soon as possible.

This process **will** be adapted for children who have additional needs or who are neurodiverse. For these children, a bespoke and individualised approach will be taken to support the child to thrive. This approach may include some or all of the following:

- Individualised behaviour plan
- Individual risk assessment
- Individual provision map
- 'Team Around the Child' meetings involving behaviour support specialists and an educational psychologist

In this holistic approach, an in-depth understanding of the child and their needs, shared by all relevant adults, is used to create an approach to scaffolding and supporting the child to be at their best and be successful learners.

Teaching teams should reflect on any behaviour incidents or scenarios where the above strategies have been used to review successes and identify areas for improvement in the provision or implementation of strategies.

Continuous professional development takes place throughout the year on the strategies above in response to the changing needs of our children.

Sanctions

'You permit what you promote and you promote what you permit' (S. Strickland)

Staff will not ignore instances where a child has not met expectations whether this occurs in their classroom or a different area around school. This provides consistency and clarity and reinforces the safe, positive culture desired in school.

Sanctions are put in place when school rules are broken. They are an important part of the school's behaviour approach and used to remind all children that school norms and expectations must be respected.

'The certainty of a sanction is far more important than its severity'. Sanctions must be highly consistent, predictable and reinforced by all staff. Sanctions may be issued regardless of whether steps to manage behaviour above were successful, depending on the nature and severity of the behaviour.

Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

Sanctions which may lead to shame or humiliation or detrimental to the child's self-esteem and wellbeing are not used at Carrington.

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Examples of misbehaviour	Examples of serious misbehaviour
<ul style="list-style-type: none">• Disruption in lessons, in shared areas between lessons, and at break and lunchtimes• Persistent non-completion of classwork• Being unkind to others• Repeated failure to meet expectations set out in 'behaviour curriculum'	<ul style="list-style-type: none">• Refusal to follow school rules• Behaviours which are unsafe for the child or others• Prolonged, significant disruption to learning• Bullying• Physical assault or fighting• Vandalism• Theft• Abusive language (including racist, homophobic, sexist, misogynistic)

Reflection

If a child continues to misbehave after the steps outlined above, they may be asked to attend a 'reflection' session as a consequence.

- A portion of break time is used to reflect on behaviour choices.
- This takes place when a child is regulated.
- The session is usually facilitated by a senior leader.
- The priority is for the child to be supported to reflect on their choices, the impact they had and what improved choices they could make in the future
- There will be times when not all behaviour management steps are taken before a reflection is given such as times when a child demonstrates 'serious misbehaviour'
- Reflection should always happen on the same day for children in EYFS and KS1. In KS2, this should take place by the following day at the latest.



- "What happened?"
- "What were you thinking and how were you feeling at the time?"
- "What have you thought about since?"
- "Who has been affected and in what way?"
- "How could things have been done differently?"
- "What do you think needs to happen to make things right?"
- "At Carrington, we are kind."
- "You are kind, we know that. But that behaviour wasn't kind and doesn't show the kind person you are."
- "How are you going to show people who you truly are?"

Following a reflection session, a consequence may be agreed. This could include:

- Making up for lost learning time
- Reparation time with affected children/adults
- Community-based service such as tidying an area

- Loss of privileges
- Regular check-ins on behaviour or learning outcomes

Meetings with Parents/Carers

- If analysis of data shows that a child is consistently making poor behaviour choices, a discussion will be had with parents. A meeting will take place between a senior leader and parents to set targets that will be monitored in the following weeks.

Response to serious misbehaviour, including suspension

- An immediate 'reflection' may be given
- Parents will be informed.
- A child may be removed briefly from their classroom by a senior member of staff.
- A child may be internally excluded – moved to another classroom or area of school for a set amount of time.
- The school may decide to *suspend* a child, particularly when unsafe behaviours are demonstrated or when a prolonged and significant disruption to learning takes place.
- Staff are legally authorised to search a child and/or their belongings if they have reason to believe that the child has property that does not belong to them or could be harmful to them or others.

Physical Intervention

All staff are legally authorised to use reasonable, proportionate and necessary force to prevent children injuring themselves or others, committing an offence, damaging property or to maintain good order and discipline in the classroom.

- On these rare occasions, specially designed methods of physically intervening to ensure children are held or moved safely and securely.
- This is a last resort only used if all other de-escalation strategies have been attempted.
- Parents would always be informed.
- An individual handling plan and risk assessment will be created for a child if there are recurring incidents that require physical intervention

Recording incidents of misbehaviour or serious misbehaviour

- All incidents of serious misbehaviour and physical intervention are formally recorded on My Concern.

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- Behaviour changes may be an indication that a child is experiencing other difficulties which may be cause for safeguarding concerns.
- Records of all reflection sessions are kept by senior leaders.
- Incidents are tracked rigorously to monitor trends or increases in certain behaviours that are then responded to in the school curriculum

- Inform a member of SLT
- Record incident on *My Concern*
- The record should be written in the same manner as safeguarding entries (see safeguarding policy)



- A DSL will categorise and triage concern.
- Parents will be informed.
- Where necessary, safeguarding checks will take place.
- Appropriate response to behaviour will be arranged.



- Incidents will be tracked half-termly to identify increases in categories of incidents.
- Any trends will be responded to in the school curriculum.

Suspension

As a result of serious misbehaviour, a child may be:

- Internally excluded: Moved to another class for a day or part of the day
- Suspended: Sent home for a part of a day, a day or a number of days
- The length of a suspension is at the headteacher's discretion
- If a child is suspended, appropriate work will be provided for them to complete during the time they are out of school
- Following a suspension, a formal reintegration meeting will take place between a senior leader, usually the headteacher, and the child and their parent or carer.
- During a suspension, school staff will reflect on current provision and consider whether a new/adapted behaviour plan or risk assessment should be put in place
- A reintegration meeting will take place following a suspension where amendments to a child's provision and a set of agreed targets will be shared to give the child the best chance of a successful return to school

In very rare cases, it may be necessary to permanently exclude a pupil. This would only occur as a last resort and when other avenues are no longer appropriate. In these cases, the school will work with the local authority to identify alternative education placements.

More information can be found in our [suspension and exclusion policy](#).

Racism and discriminatory language

Discriminatory language, either online or face to face (homophobic comments, misogynistic language, inappropriate comments about disability or racial and racist abuse) is not acceptable and will be responded to in a manner which is appropriate and proportional. Sanctions range from a warning to temporary exclusion depending on the nature and frequency of incidents and the age of the children involved.

By making it clear how we value the cultural identity of our children we seek to create an ethos where racism is unacceptable. Should a racist incident occur, perpetrators will be dealt with firmly. Parents will be informed and a change in behaviour and outlook will be necessary. We expect all parents to support us with regard to this matter.

The parent – teacher partnership

We believe that strong, professional relationships with our children and families is a vital prerequisite to supporting pupil behaviour. Staff should invest significant time, collaborate with families and liaise with experts, including the SENDCO to fully understand the children they are working with.

Working together is incredibly important. To support school in promoting the very best standards of behaviour.

Parents/carers	School staff
<ul style="list-style-type: none">• Ensuring that children arrive at school on time, calm and ready to learn.• Report behaviour concerns to staff, quietly and away from other children or on Class Dojo. Do not confront other parents so we can investigate and resolve the issue appropriately in school.• Share relevant family context with class teachers that they feel may impact on their child's behaviour and engagement.• If there are any concerns about the way an incident has been handled by staff, we ask that you talk quietly and respectfully to staff away from the children. We will listen and we may have further explanation or clarification.	<ul style="list-style-type: none">• 'Connect before communicate'• Communicate any concerns or changes in behaviour with parents in a private and appropriate place.• Share and celebrate positive examples of behaviour in person and on Class Dojo.• Ensure that behaviours is separated from the child in all conversations• Be proactive in identifying any triggers and patterns of behaviour and sharing these with parents/carers• Share behaviour plans with parents/carers, providing an opportunity for these to be co-created.• Secure pupil voice as part of Routes to Inclusion.

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| <ul style="list-style-type: none">• At the beginning and end of the school day, we expect parents to take responsibility for their children's behaviour, supervising them as they leave school and the playground.• Support and inform any behaviour plans or 'team around the child' meetings that may be needed to focus appropriate intervention and support for their child. | |
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Anti-Bullying

At Carrington Primary, we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. Anyone who knows that bullying is happening is expected to tell the staff. For more information, see our [Anti-Bullying policy](#).

Out of school hours and offsite.

Government guidance indicates that school can respond to some types of behaviour which take place outside school hours and away from school premises. This includes inappropriate behaviour when walking to and from school, cyberbullying and the misuse of online platforms and social media.

Incidents that occur during after-school provision may also be responded to in school in collaboration with the after-school club provider.

Roles and Responsibilities

Governors:

- Ensure there is a strong behaviour policy in place to support staff in managing behaviour
- Ensure there is an effective anti-bullying strategy drawn up and implemented

Behaviour Policy

- Ensure the policy is publicised to all stakeholders and is available via the school website
- Ensure that policy and practice is reviewed regularly

Headteacher:

- Ensure there is a strong behaviour policy in place to support staff in managing behaviour
- Determine the school rules, including rewards and sanctions
- Authorise all staff to actively uphold the academy rules, using rewards and sanctions as laid out in this policy
- Ensure that this policy and related practice links closely with the school's Child Protection & Safeguarding Policy to ensure that all children are protected from harm
- Ensure the behaviour policy is shared with all stakeholders the wider school community.

Senior Leadership & Management:

- Support the Head in ensuring that there is a strong behaviour policy in place
- Ensure that the behaviour policy is upheld and applied consistently by all staff
- Support all staff in managing behaviour throughout the school
- Create tailored support programs for individuals
- Work with children who are in danger of being excluded, breaking down barriers to learning and building confidence.



Teachers:

- Have a professional duty to promote positive behaviour, protect children's wellbeing and develop their independence and emotional resilience
- Have statutory authority to discipline children whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction
- Communicate effectively with parents/carers where there are concerns regarding their child's behaviour
- Follow the school behaviour curriculum consistently

All Staff:

- Have a professional duty to promote positive behaviour, protect children's wellbeing and develop their independence and emotional resilience
- Have authority from the Head to discipline pupil whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction
- Follow and reinforce the school behaviour curriculum consistently

Appendix 1: Practical ways of demonstrating values

				
Be kind	Be respectful	Be ready	Have confidence	Strive for excellence
<ul style="list-style-type: none"> • Invite others to play • Help others if they are finding work difficult, feeling sad • Encourage others and give others praise • Put the needs of others before yourself 	<ul style="list-style-type: none"> • Listen to others • Accept different views to your own • Use your manners • Hold open doors for people • Do not interrupt others • Follow instructions first time every time 	<ul style="list-style-type: none"> • Arrive on time • Line up sensibly and quietly • Active listening • Wear correct school uniform • Arrive into assemblies on time and in silence 	<ul style="list-style-type: none"> • Actively participate in learning • Share views • Take on challenges • Ask critical questions • Have courage to make own decisions • Ask for help when needed 	<ul style="list-style-type: none"> • Take risks and make mistakes • Aim high and be ambitious • Demonstrate all values all day every day • Give 100% effort in every task • Excellence is about personal targets, not a one-size fits all

Appendix 2: Recognition boards (adapted from 'When the Adults Change, Everything Changes' Paul Dix)

* The advertising of poor behaviour does not help, but routinely advertising the behaviour you do want does.

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Recognition Board

Value in focus: _____

Gold

Silver

Bronze

Start