CARBEILE JUNIOR SCHOOL

RELATIONAL BEHAVIOUR POLICY

CS – March 2026

Our Ethos

At Carbeile Junior School, everyone is responsible for making sure that our school is a happy and safe environment to learn.
We believe that building positive relationships and praise is central to nurturing, engaging and motivating children to reach their full potential inside and outside of the classroom. In order to achieve this, we use the **Paul Dix** pillars (see below) to create a positive learning environment and support the building of positive relationships through our relational approach and have a variety of praise and rewards for our children.

Our caring and supportive approach to learning is underpinned by our school values and our '**Ready, Respectful, Safe'** expectations. We believe that our school environment should be supportive, calm and purposeful to enable effective learning to take place so that our children can thrive.
All members of the Carbeile Junior School Family – parents, children, staff, governors and the wider community – work as a team. We believe that working in close partnership supports all children to demonstrate the learning and social behaviours that we expect. The policy principally relates to children, but it is important to note that the principles set out here relate to positive relationships and behaviour of all.

Creating a positive learning environment (Paul Dix – The 5 pillars)

The Paul Dix approach focuses on adults and the positive culture they create around school. We follow the 5 pillars:

1. Consistent, calm, adult behaviour
2. First attention to best conduct
3. Relentless routines
4. Scripting difficult interventions
5. Restorative follow-up

This approach is used by all adults across Carbeile Junior School and is revisited by staff at the start of every school year.

Our 6 Values

Pride, Respect, Honesty, Aspiration, Kindness, Endeavour

Our Four Learning Powers

Relationships, Reflectiveness, Resourcefulness, Resilience

At Carbeile Junior School, you will see visible adult consistencies everywhere. We believe that excellent behaviour from all children is only achieved when all adults are modelling excellent, wholly consistent behaviours in line with this policy.

We Do Not Shout	There is never a valid reason for shouting at a child. The only exception might be if a child was in danger, for example shouting "Stop!" across a busy playground if a child was seen to be doing something which was going to put themselves or other children in harm's way.
We Always Refer to the Behaviour and Not the Child	When we are speaking to children about negative behaviour, we always talk about the behaviour so that they understand they have a choice in how they behave.
"It Takes a Whole Village to Raise a Child."	Beyond the school gates, we encourage children to continue their positive behaviour outside of school in a number of ways. We model good behaviour when out and about in the local community.
Non-Confrontational Approach	We use a non-confrontational approach when speaking to the children and the rest of the school community.
Behaviour Outside of School	If the school becomes aware that anti-social or unacceptable behaviour has been displayed by pupils outside of the school, it will be dealt with appropriately.

Celebrating Success

We recognise that in order to ensure that success is embedded as a key aspect of our vision, we have a number of ways for all staff to celebrate and reward children's achievement. Examples are:

- Positive praise
- Phone calls home
- Positive notes
- Visiting the SLT offices to show their excellent work – Merits
- Gold tokens
- Go Kart tickets
- Team points
- Star of the Week
- Head's Tea party
- Recognition boards
- Bespoke class rewards e.g. Marbles in the jar.

Recognition Boards

Every classroom has a Recognition Board that is used throughout the lesson/day/week to acknowledge students who are going over and above. This will be displayed at the front of the classroom. Every Monday the class teacher discusses the values or attitudes to work that we

are looking for each week. When a pupil demonstrates these, their name/photo goes onto the Recognition Board. By the end of the day/week, all pupils will be on the board. If any are struggling to have their recognition, other pupils help them to demonstrate the desired behaviour/value/attitude to learning, so that they are all on the board. This then creates a whole-class celebration.

The Nest, Willow Room and Snug

We recognise that sometimes children have unresolved issues or are upset and need some additional support in order to settle in their learning. These rooms are a supportive space where children can receive nurture support and 'reset time' from our pastoral support team. This room is not used as a sanction, it is a space for children to feel safe and help them to understand and manage their feelings. The practitioners help them to problem solve and be able to return to their learning. They run intervention groups around communication, self-awareness and social skills.

What happens if a child's behaviour does not meet Carbeile Junior School expectations?

Carbeile Junior School uses positivity and praise to manage children's behaviour. However, where necessary, sanctions may be required to ensure that the school expectations (Ready, Respectful, Safe) are followed and to maintain a safe and positive learning environment for everyone. Each sanction is employed appropriately depending on each individual situation.

Behaviour that is disruptive to other children's learning, includes inappropriate verbal or physical conduct (including racism) or bullying, is not accepted at Carbeile Junior School. Unacceptable behaviour is managed using the steps outlined below. Depending on the behaviour and/or the individual circumstance, some steps may not be included, and they may not be used in this order dependent on the incident.

Class Behaviour

- Verbal warnings (first warning given and take up time given, second warning gets name in behaviour book, third warning child brings behaviour book to a member of the senior leadership team). SLT will decide if time in the lunchtime reflection room is necessary.
- If a child is sent with the behaviour book more than once in a week the class teacher will phone parents to make them aware and record this incident. If this continues, SLT will phone parents. If behaviour continues, parents will be invited in for a meeting.
- If no improvement in behaviour, child is internally suspended (sit out of class).
- A further phone call home after persistent bullying, consistent low-level disruption or further violent conduct, will result in a fixed term external suspension to home.

This means that (unless in serious cases) before a child is sent to a member of senior leadership they will have been given two reminders to amend their behaviour.

Lunchtime behaviour

- First warning, second warning gets name in behaviour book, third warning child sent to reflection room.
- Teacher on duty in reflection room to record any child sent.
- Class teacher to phone home if any child is in the reflection room more than twice in a week. If no improvement, SLT to phone parents and possibly arrange a meeting.
- If lunchtime behaviour still doesn't improve, parents will be asked to take the child home at lunchtime for a fixed period.

It is important to note that any incidents that are serious enough can result in an internal or fixed term suspension immediately.

Whole class sanctions will rarely be used. It is very rare that a whole class are behaving in an inappropriate manner. Individuals will be sanctioned according to their behaviour.

Restorative Conversation

At Carbeile Junior School, we strongly believe that although consequences for actions are often necessary, the real learning which actually changes behaviour, comes from a restorative conversation 'What is the reason for the behaviour?'. These conversations do not always happen at the time of the behaviour choice. Where possible, these conversations involve the children and staff involved in the incident. 'Picking up your own tab' is a key principle here. Restorative conversations allow:

- a culture of respect and discipline in the school community to be built;
- create an increase in staff confidence to deal with a wide variety of discipline issues including classroom management, bullying and low-level disruptive behaviour;
- empower pupils to take ownership of their behaviour to encourage self-discipline and responsibility to other learners and staff in the school community We place value on allowing children enough time to process their actions, and those of others, and then a restorative conversation will take place.

When conducting the conversations and staff will structure the conversations based on these main questions:

- What happened? Ready-Respectful-Safe?
- What were you thinking at the time?
- How did this make people feel?
- Who else has been affected?
- What should we do to put things right?

- How can we do things differently in the future to ensure we show our school expectations Ready-Respectful-Safe?

De-escalation
Wherever possible, attempts are made to de-escalate situations before the need for positive handling, including taking all reasonable steps to reduce the risks to the safety of all involved. Training is provided to all staff in strategies and approaches for de-escalating challenging situations, and staff should make themselves available to support colleagues when such situations arise.

Examples of de-escalation strategies include (depending on the circumstances):
• Distraction
• Humour
• 'Change of face' – introducing a different adult into the situation
• Withdrawal of other children
• Suggested self-withdrawal by child to an agreed safe place
• Strategic ignoring/time given
• Recommendation of self-soothing strategies

For this to be effective, it requires good communication and a shared understanding of the child's needs. It also requires staff themselves to present extreme calmness and positive intent to make the situation safe. The 'PLACE' tool can be used by staff: Playfulness, Loving, Acceptance, Curiosity, Empathy PLACE is a way of thinking, feeling, communicating and behaving that aims to make children feel safe.

The PLACE approach
Playfulness This is about creating an atmosphere of lightness and interest when we communicate. Using playfulness can defuse tense situations and is useful to manage minor behaviours, as the child is less likely to respond with anger or defensiveness. **Loving** Showing warmth, care and kindness in the way you connect with others **Acceptance** Unconditional acceptance is at the core of children's sense of safety. Acceptance is about actively communicating to the child that we accept the wishes, feelings, thoughts, urges, motives and perceptions that are underneath the outward behaviour. **Curiosity** Curiosity, without judgment, is how we help children become self-aware, reflect upon the reasons for their behaviour, and then communicate. Curiosity is wondering about the meaning behind the behaviour for the child. Curiosity lets the child know that the adults understand. **Empathy** Empathy allows the child to feel our compassion for them. Being empathic means, we actively show the child that they are important to us and that we want to be with them in hard times.

What the Law Allows
The school has a duty under Section 175 of the Education Act 2002 to make arrangements to ensure that functions are carried out with a view to safeguarding and promoting the welfare of children.

Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.

Teachers may discipline pupils for misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school.

Teachers may also discipline pupils for misbehaviour at any time, whether or not the conditions above apply that:

- Could have repercussions for the orderly running of the school
- Pose a threat to another pupil or member of the public
- Could adversely affect the reputation of the school.

The school has legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs.

Suspension
On rare occasions pupils may be suspended from the school on either a temporary or permanent basis. This may happen after a range of support strategies have failed to modify a pupil's behaviour, or it may be an instant response, without warning, if the misdemeanour is serious and puts the safety of others or themselves at risk.

Sanctions are in place for unacceptable behaviour. For the large majority of pupils, this will never come into effect but it is important that poor behaviour is quickly dealt with to ensure that progression in learning and the children's enjoyment on the playground/learning in the classroom is not affected.

- **Permanent exclusion** - whereby a pupil is no longer permitted to attend Carbeile Junior School.
- **Fixed Term Suspension –** Pupil removed from school for a set number of days dependent on the severity of the misdemeanour. Fixed term suspensions are normally annotated on a pupil's permanent school record.
- **Internal Suspension (INSUS) –** Pupil removed from participating in all time tabled activities; alternative learning and supervision arranged. Repeatedly ignoring teacher instruction or disrupting other pupils' learning will result in an internal suspension (INSUS). If a child receives 3 of these within any half term they will then get a fixed term suspension.

In relation to suspension from school, decisions will be made on a case-by-case basis. The decision to suspend will be proportionate to the behaviour and it will be lawful and

procedurally fair. It will also take into consideration any contributing factors e.g. bereavement, mental health, special educational needs and disabilities etc.

In all cases of suspension we will:

- Notify parents/carers verbally
- Confirm verbal conversations with parents in writing
- Record details in the class behaviour book
- Record details on our online recording system CPOMs
- Invite parents and child to a 'reintegration' meeting to reinforce values and good behaviour expectations.
- Ensure that work is set to ensure the child still receives an education.

Behaviour Towards Staff

Throwing anything at any member of staff, regardless of whether or not the member of staff is hurt, will result in an instant fixed term suspension.

Using inappropriate language towards any member of staff will result in an instant internal suspension and a phone call home to parents/carers. Any subsequent bad language towards staff might then result in a fixed term suspension. If a child fails to follow instructions from an adult, resulting in severe disruptive behaviour, or is deemed as being dangerous, an internal suspension/fixed term suspension may be given.

National standard list for suspensions

a) Physical assault against a pupil
b) Physical assault against an adult
c) Verbal abuse/threatening behaviour against a pupil
d) Verbal abuse/threatening behaviour against an adult
e) Bullying
f) Sexual misconduct
g) Racist abuse
h) Theft
i) Drug & alcohol related
j) Damage
k) Persistent disruptive behaviour
l) Other (including non-compliance of school policies (eg. behaviour policy, school uniform policy, anti-bullying policy, peer on peer abuse policy)

Special Educational Needs

The school has a legal duty under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN). Where a pupil has Special Education Needs which are related to his/her behaviour then individual cases are discussed with the pupil, parent and teacher to try to support the child according to their individual needs – as required by the Children and Families Act 2014. In these circumstances it may be necessary to work with the County Behaviour Support Service and the Educational Psychologist. Parents will always be informed and invited to be involved with the discussion and plans. Children with SEND may not be able to achieve a behavioural norm or standard as a result of their special educational need or disability. Reasonable adjustments will be made to the expectations of behaviour and the subsequent sanctions in individual cases.

Power to Use Restrictive Intervention
Members of staff have the power to use necessary, proportionate and reasonable restrictive intervention to prevent pupils committing an offence, injuring themselves or others, or damaging property.

Restrictive intervention might be used to guide a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where physical intervention is needed to prevent violence or injury.

Restrictive intervention will always be avoided, if possible, with de-escalation, distraction and good relationships being at the heart of our behaviour management. Staff at Carbeile Junior School are not afraid to use 'positive touch' if reassurance is needed, whether a child is upset, angry or dysregulated.

Staff will always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Five members of staff have been trained in 'Team Teach' to ensure that any force used is reasonable, proportionate and necessary.

All incidents of Team Teach being used will be recorded on CPOMS and in a separate log.

Please see Use of Reasonable Force Policy for more information.

Related Documents
Health & Safety
SEND
Equalities
Anti-bullying
Behaviour Expectations
Use of Reasonable Force Policy

Further Information
Behaviour in schools - GOV.UK
https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf
https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive_interventions_including_use_of_reasonable_force_in_schools.pd

Policy Review
A revised copy of the Behaviour Policy has been produced. Unless earlier revision is required, this document will be reviewed every two years. Once approved by the Board of Governors, the policy will be available to all staff and parents and stored as a hard copy by the Clerk.

Federation Headteacher: Mr P Hamlyn

Head of School: Caroline Sales

Chair of Governors: Mrs S Morton

Date: March 2026

Review Date: March 2028