Behaviour Policy

2026-27

“Work hard, be kind”

CREATING A WELL-BEHAVED CHILD AT CARNARVON PRIMARY SCHOOL AND THE RELATIONSHIP TO OUR SCHOOL GUIDING PRINCIPLES

'At Carnarvon, every child has the right to learn and grow in a caring school where s/he feels safe and happy, and which provides equal opportunity for all.'

We use our motto of **'Work Hard, Be Kind'** to reinforce and embed our ethos.

Good behaviour is fundamental to our school's success. Moreover, it must work through a partnership between home and school.

ACHIEVING OUR AIMS

All members of our school community are expected to work hard to make Carnarvon a secure and happy place for children to learn and grow. We should always be courteous, polite, and thoughtful of others in everything we do. Perhaps 'Do to others as you would have them do to you' is a very appropriate way to define this.

We feel that Carnarvon's ethos and positive atmosphere make our children feel good about being part of the school, motivate them to learn, and encourage them to behave and do well. Our approach to discipline and building a well-behaved school is based on this positive attitude. It is also very much about what we give to children and how we reward, praise, and encourage them when they work and behave well. This positive attitude is central to the ethos of our school and is based on:

- valuing others regardless of race, gender, religion, creed, age and stage of ability or disability;
- taking an interest in children, work-wise and in general;
- making what is acceptable and unacceptable very clear, so children feel secure;
- making school a stimulating, challenging and rewarding learning environment;
- encouraging children to have views about their work and allowing them the opportunity to express and develop their ideas;
- making school an exciting place to be through the provision of a wide variety of opportunities and experiences, e.g. extra-curricular activities, chances to perform, residential trips and curriculum-relevant day visits;
- the positive views and support of parents and the Community;
- good home-school communication;
- staff working as a team and setting a good example; and
- making it clear to children that inappropriate behaviour is unacceptable and that we all must make the right `choices.'

This should make Carnarvon a place where children, staff, governors, and parents are proud to be part of. Children should see it as a good school and want to play their part in making it even better. The rest of us should feel the same. Inappropriate behaviour goes against this and lets the school, the child, and the family down.

‘At Carnarvon, every child has the right to learn and grow in a caring school where he/she feels safe and happy…’

In line with this, the following Code has been agreed. (taken from work undertaken with all children)

In general, …

- Children respect adults, shown through our **‘First Time, Every Time’** mantra.
- Adults respect children.
- Care for each other and be friendly.
- Care for others in need.
- Be helpful.
- Be polite and remember our manners.
- Welcome new people.
- Respect people’s differences.
- Be sensible.
- Respect other people’s property and look after your own.
- Share knowledge and skills.
- Have time for one another.
- Work hard and try to do your best.
- Let others get on with their work.
- Listen to see if someone is talking to you.
- Walk inside the buildings and on the paths.
- Use the toilet areas properly.
- keep each other safe.
- If someone or something is bothering you, tell an adult immediately.
- Keep your desk and classroom tidy; and
- Keep the school tidy. Especially outside…
- We will play in areas where adults on duty can see us.
- Play so that others are not hurt or frightened by our games.
- There will be no fighting or pretend fighting of any kind.
- Play well and be friendly, not bothering those who do not want to play with us.
- Share equipment and put it away after we have used it.
- When out on visits, we will remember that we are representing the school, and through our behaviour, we should show that we are a courteous, polite, and caring community.
- We will never leave the school grounds without permission and only if accompanied by an appropriate adult.

We have summarised the above into the agreed statement of ‘Work Hard, Be Kind’. This is displayed around the school and referred to by all staff.

REWARDS

We feel that a high priority should always be given to the recognition and praise of high standards. The main ways in which this happens are as follows:

- praise and thanks from adults, especially in class and assemblies;
- praise and thanks from peers;
- valuing good work, good attitudes, good behaviour, resilience, determination and other achievements, both in and out of school;
- instilling in children that they have a responsibility for their own choices and resulting consequences, and positively recognising when the right choices are made;
- sent to the Headteacher or another member of staff for praise;
- verbal or written comments to parents about good behaviour or work;
- commendations*, and extra special rewards as judged appropriate.

* Commendations are a significant way of rewarding good work, significant achievement and good behaviour. They are not easy to get, as all children are expected to work hard and behave well, but each one earned is more praiseworthy and counts toward a series of awards. These are as follows:

16 -Bronze Award (certificate)
32 -Silver Award (certificate)
48 -Gold Award (certificate)
64 -Platinum (certificate)

A trophy is also given at the end of the academic year for the child in each class with the most commendations (trophy, presented at the end of the summer term, for a consistently high standard of work, attitude and behaviour throughout the year)

At the end of each half-term, class teachers choose a child to receive a Head Teacher's Award for positive behaviour and attitude.

At lunchtime, we operate a separate rewards system:

1. **Blue Balls –** Middays can award blue balls freely for positive behaviour during lunchtime. The balls will be collected in the class containers (1 per class), and the winning class in Upper and Lower School will be announced in our Friday achievements assembly. There is no limit to the number of blue balls that can be issued, but do try to be seen as fair in their distribution.
2. **Golden Welly Awards –** Presented weekly to children who the Play Team has noted for their contribution to tidying up after our OPAL lunchtimes.
3. **Top Table** – Once every half-term, Midday Supervisors will nominate 1 child per year group to sit at the ‘top table’. The table will be decorated, and Mr Board will join the children for lunch.

At the end of each week, class teachers choose a child to be `Star of the Week', and these children sit on benches in the forthcoming week's whole school assemblies.

As staff and governors, we feel that more time and effort should be spent on praising and rewarding positive behaviour than on negative behaviour. We feel that generally, those children who need to gain attention soon learn that positive behaviour gains more recognition than the opposite. We aim to make the school a place where high standards are always expected.

SANCTIONS

We try to teach children to ask themselves, ' Am I making the right choice?' Making the right `choice' is the language agreed upon by staff, as is the mantra of 'first time, every time.' The following sanctions are to be applied appropriately according to a child's age and maturity, with staff using their discretion and judgement.

In the classroom...

- non-verbal disapproval;
- verbal warning
- name on board
- final chance tick on board
- removal to another part of the room;
- removal from other children;

For more serious, persistent behaviour issues, the following may be applied,

- miss breaktimes;
- removal to another classroom (with work);
- sent to Headteacher;
- parent(s)/carer(s) contacted.

Moving about the school...

- sent to repeat action correctly (e.g., walking, not running);
- miss a break if persistent or dangerous;
- Report to the teacher or Headteacher as appropriate.

Break and Lunchtime Behaviour

While we hope and expect that the children are courteous, responsible and independent at all times, we recognise that occasionally, children's behaviour may fall below the expected standard when playing outside. In these cases, we employ ABC Sanctions:

A = A Quiet Word—used when somebody 'gets carried away'. This involves telling children what is unacceptable without 'telling them off'. One can generally sense when behaviour is starting to bubble up. A quiet word or an adult's mere presence can often be all that is needed to avoid a situation getting out of hand.

Staff should:

1. Listen to see if a child wants to explain
2. Remain quiet and calm.
3. Be crystal clear about expectations.
4. Leave the child with a smile.

B = 2 Minutes of reflection and an apology—This is used when expectations or school rules have been made clear, but the pupil decides not to follow them. It is deliberate or premeditated behaviour. This can be extended to 5 minutes ONLY if the child is uncooperative, cheeky, or otherwise difficult.

Staff will explain what was unacceptable, and the child will have a 2-minute time-out, accompanied quietly by the staff member. The child will be asked to apologise, reflect on what they did, accept they were wrong, show respect, and take responsibility. At the end of the reflection period, the staff member will conclude it positively with a thank-you.

If the child refuses to cooperate and show the staff member appropriate respect, they will give them a warning: If you don't do it now, it will take 5 minutes.

If the child still refuses, the reflection period is extended to 5 minutes.

C = Red Line Behaviour – These are behaviours such as bullying, racism, violence, swearing, outright defiance (e.g., refusing a 5-minute reflection with midday)

In this instance, the child will be sent to the senior midday supervisor, their class teacher, or a member of the senior leadership team/HT. Their behaviour will be dealt with in accordance with this policy. Once the behaviour has been appropriately handled, the class teacher/senior staff member will take the child back to the original staff member to apologise and spend 2 minutes reflecting with them.

Our behaviour code is 'Work Hard, Be Kind,' which is regularly referred to in school. If a child in years 4-6 exhibits red-line behaviour, please record the incident in the Behaviour Book kept by Rose Cartwright in her classroom.

If misbehaviour persists or is deemed extreme enough on a one-off basis (e.g., verbal abuse towards a midday support assistant), a child may be given a fixed-term exclusion (i.e., a certain number of days) from dinner times. This means that parents must arrange for their child to be collected from the school premises at lunchtime and returned to the school for the start of the afternoon session. In very rare circumstances, behaviour may be so poor and persistent that a child is permanently excluded from school dinners.

Parental contact

Parents are contacted if their child's misbehaviour is felt to be serious enough or if a child has been seriously upset by being in trouble. Teachers and the Headteacher, in particular, are always available to discuss a child's behaviour and welcome parental interest and involvement.

If a child damages school property due to inappropriate behaviour, the Governors reserve the right to seek reparation.

In general, ...

The adults in school set the overall tone for behaviour.

Incidents of misbehaviour are always investigated thoroughly to minimise the chance of a child being wrongly accused.

We believe that no child or adult should come to school to be abused by another.

PERSISTENT AND SERIOUS MISBEHAVIOUR

Serious breaches of discipline are reported and recorded on CPOMS. This provides a record of the action taken and a reference point if poor behaviour continues and further action is required.

If a child regularly misbehaves and fails to respond to initial interventions, the parents, teacher, SENCO, and Head Teacher will monitor the child's behaviour and provide ongoing encouragement to help the child behave well.

Risk areas may be identified so the child can be kept away from them. Hopefully, this will prevent the behaviour from ever happening and allow time for more positive modification. Prevention is always better than a cure.

A child may receive an 'Individual Behaviour Plan' (or I.B.P) to help improve their behaviour. This would be discussed with parents, and all staff would be made aware.

In some circumstances, a child may receive an 'Individual Behaviour Record Book' into which the class teacher (or others as appropriate) records both negative and positive behaviour daily.

BULLYING

We acknowledge that, on occasion, bullying may go on at Carnarvon. This is totally unacceptable and is taken very seriously. **The Child, Friends or Parents are encouraged to report any incident, fear or feelings to the class teacher or Head Teacher immediately.** Often, what is felt to be bullying is not (e.g., friends falling out and one being spiteful or abusive), but if left unreported, it can become bullying and certainly have the same emotional consequences for the child. To help us in this, we have adopted what we feel is a straightforward and unambiguous definition of what constitutes bullying:

'If you know you are hurting someone (physically or emotionally) and you continue to do it, then you are displaying bullying behaviour.' (N.B. This does not mean initial bad behaviour will not be dealt with, but it will not be referred to as bullying)

If incidents are reported early, even more serious consequences can be prevented. The most serious consequences often come from the child being too frightened to tell, so they need our help. The most common phrases the Head Teacher hears from parents in serious bullying-related situations are, 'We thought it would go away.' I told them to stand up for themselves. ' I didn't want to bother you. ' It's been going on for a while now.'

SUSPENSION and EXCLUSION

Suspensions or Permanent Exclusions are the final step in dealing with disciplinary offences, following a wide range of other strategies that have been tried without success. We acknowledge that we have exhausted all available strategies for dealing with the pupil, and they will normally only be used as a last resort.

When a pupil becomes identified as being at risk of exclusion, the school will pursue the following course of action before considering exclusion:

- There will be clear identification with the pupil of the offending behaviour.
- Appropriate sanctions short of exclusion will discourage the recurrence of such behaviour.
- Parents will be notified of concerns.
- A clear action plan to support the pupil will be developed with the parents (where possible).
- If a re-offence occurs, a discussion with the pupil regarding possible exclusion if behaviour does not improve;
- external agencies will become involved, in particular the Rushcliffe Primary Behaviour Partnership and the Educational Psychologist;
- If appropriate, the school will agree on a Pastoral Support Programme, agreed with the parents.

Occasionally, a pupil's behaviour will be such that exclusion will be an immediate response. Such action will be exceptional and generally relate to extreme behaviour, constituting a serious breach of school rules. However, the Head Teacher reserves the right to exclude a pupil if their actions threaten the health, safety, welfare, or education of others.

The school will follow the DfE's Statutory Guidance on suspension and exclusions. This document, entitled 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England,' outlines the procedures to be followed when undertaking an exclusion. It is filed in the Headteacher's office and is available on request.

PHYSICAL RESTRAINT

The school has the right to physically restrain a pupil (in accordance with official guidance) if the child is deemed a threat to their own or others' safety. See also the school's **Restrictive Interventions Policy.**

OUTSIDE AGENCY SUPPORT

In some instances, and especially where children are emotionally and behaviourally disturbed, The following people may be contacted to provide extra support and advice:

- Rushcliffe Primary SEMH Team
- Thorneywood Assessment Clinic (incl. Family Therapy)
- Behaviour Support Team/ PSED
- Educational Psychologist
- School Doctor/ School Nurse
- Local Education Officer
- CAMHS/MHST

PARENTAL RESPONSIBILITY

It is the school's responsibility to encourage children to behave and grow up appropriately and acceptably, caring for themselves and others. We at Carnarvon acknowledge this and take this responsibility very seriously. However, this is small compared to the responsibility and influence of a child's parent(s). Therefore, the school hopes that parents will:

- Support teachers if their child misbehaves, and take any communication regarding this seriously.
- Inform the school of home circumstances that may affect their child's behaviour.
- Know that staff at the school are available to talk in confidence if they are experiencing behavioural difficulties with their child at home and would like someone to talk to.
- Encourage their child to be assertive and NOT aggressive; and
- IF IN DOUBT, TELL SOMEONE IMMEDIATELY.

IN CONCLUSION

Please support the school's Behaviour Policy and help us not only maintain Carnarvon as the well-behaved school it is, but also improve it further, so that our children can get the most from their education and get the very best out of life.

April 2026