INCLUSION, RELATIONSHIPS AND BEHAVIOUR POLICY

THIS POLICY APPLIES TO STAFF, PUPILS, PARENTS/CARERS AND GOVERNORS

ADOPTED BY THE FULL GOVERNING BODY: OCTOBER 2026
REVIEW DATE: OCTOBER 2027



CARR MANOR
COMMUNITY SCHOOL

INTRODUCTION / PURPOSE

Carr Manor Community School is a school committed to core values of inclusion and partnership. We aim to work with each other to build and maintain community within the school. Carr Manor Community School has a reputation of being a relationship led, highly inclusive school; we are proud of our diversity and our inclusive approach which creates a rich, cohesive learning environment. We work to create a strong foundation for all pupils to ensure they have the best opportunity to reach their full potential.

Our school values underpin all of our policies:

- **Know Our Children Well** - We believe that strong relationships lead to great learning. By getting to know children as individuals, we can better support them our unique Coaching programme is the starting point for this.
- **Partners in Learning** - We are a school that serves our community. Our pupils and staff work in close partnership with parents, volunteers, local charities, businesses, colleges, universities and other schools.
- **Character for Learning** - Resilience, motivation and independence are essential characteristics to be successful in the modern world. Our curriculum is designed to challenge and engage our pupils.
- **Enjoy and Achieve** - If children enjoy their learning they are more likely to succeed. We are deeply proud of our most recent Ofsted report and our strong results from the Early Years Foundation Stage through to GCSEs.

We encourage all our pupils to strive to achieve their full potential and we provide a wide range of pastoral, safeguarding and emotional well-being support to enable them to meet their targets. We work restoratively to secure positive relationships with our pupils so that they able to enjoy the positive learning environment that we provide. In order to achieve this, we expect all pupils to commit to positive relationships at all times, and we have a range of policies, processes and procedures to support this: for example, each year group has a Year Manager and each child has a coach.

The Year Manager works with all pupils to develop positive relationships between pupils and staff, pupils with each other and between the school staff and families.
Coaching staff work closely with a group of 10 -12 pupils from across the year groups. Coaches are the pupils and families first point of contact. The Year Manager and coach (along with teaching and support staff) play a key role helping us to 'know our children well' and to identify where pupils need support to develop their 'character for learning' and to secure the best possible outcomes (achievement, attendance, punctuality etc). We embrace an restorative approach of 'high challenge and high support' throughout the whole school community.

Our 'Meet Your Coach Days' enable us to meet with all pupils and parents/carers, allowing us to build working relationship and to be 'partners in learning'. All of this allows us to create the conditions for us to support pupils and ensure they 'enjoy and achieve' during their time with us.

This is a statement of principles, not practice. Practical applications of these principles are the responsibility of the Executive Principal / Principal.

The governors at Carr Manor Community School believe that:

Every child has the right to learn and no child has the right to disrupt the learning of others.

All members of the school community should be free from discrimination harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010.

Every child should be given the opportunity to develop a sense of personal responsibility for his/her own actions.

At Carr Manor Community School we value everyone as an individual that is capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens.

The purpose of this statement is to give guidance to the Principal in drawing up the Inclusion and Relationships Policy by stating the principles that the governors expect to be followed. The Principal has a duty to publish the statement on the school website.

The Principal will develop the Behaviour Policy with reference to the DfE guidance document *Behaviour and Discipline in Schools – Advice for Headteachers and School Staff, January 2016*. This should include consideration of the ten key aspects of school practice, that when effective, contribute to improving the quality of pupil behaviour:

1. A consistent approach to behaviour management based on building, maintaining and repairing relationships.
2. Strong school leadership.
3. Classroom management.
4. Rewards and sanctions.
5. Behaviour strategies and the teaching of good behaviour and development of character.
6. Staff development and support.
7. Pupil support systems.
8. Liaison with parent/carers and other agencies.
9. Managing pupil transitions.
10. Organisation and facilities.

THE SCHOOL'S MORAL CODE

Our moral code is based on the principle that we value every member of the school community. Teaching and Learning are our core activities and as a result we insist on a constructive partnership between staff and pupils in which both can expect courtesy and respect. We actively promote awareness and development of this learning and these expectations through our Coaching programme, Curriculum offer, Flexible and Independent Learning opportunities, School Councils and the House system.

RESTORATIVE PRACTICE

We believe children should be given opportunities to work restoratively and be openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour. Working restoratively is a whole school approach that places building, maintaining and repairing relationships at the centre of how the organisation works. It involves providing a culture of high challenge and high support throughout the organisation. Restorative practice ensures that every voice in school is heard. It encourages pupils to treat others with respect and to understand why relationships are important.

Our restorative approach helps pupils:

- Understand how their actions can affect others.
- Develop positive characteristics they can use in and out of school.
- Understand themselves and each other better.
- Learn why it's important to see another person's point of view.
- See that we all learn through making mistakes as well as through being successful.
- Learn how to move through conflict creatively.
- Repair relationships with pupils and staff following an incidence of poor behaviour or relationship breakdown.
- Restore working practices after resolving relationships.

PRINCIPLES FOR BEHAVIOUR

All children, staff and visitors have the right to feel safe at all times at school and procedures should consider the requirements of the Education Act 2002 in relation to safeguarding and promoting the welfare of children.

Carr Manor Community School is an inclusive school. Bullying or harassment of any description is unacceptable. All members of the school community should be free from discrimination of any sort. Measures to protect children should be set out in the Inclusion and Relationships and Equality policies, reflecting the duties of the Equality Act 2010.

The governors believe children should be at the heart of the development of school expectations and these should be regularly reviewed with the involvement of children and staff.

High standards of behaviour are expected and are set out in this policy. Governors and leaders expect all staff to work restoratively, with high challenge and high support.

Governors and leaders expect a wide range of rewards, consistently and fairly applied in such a way as to encourage and recognise good behaviour and character around school.

Consequences for unacceptable behaviour should be known and understood by all staff and pupils and applied with professional judgement. Wherever possible a restorative approach to resolution will be used alongside a sanction.

It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual pupil, and staff are expected to use their discretion. Consequences should however be applied fairly, consistently, proportionally and reasonably, considering special educational needs and disability and the needs of vulnerable children. Support and assessment from within the school and from external agencies should be available to support as necessary for pupils who display continued disruptive behaviour.

We expect pupils and parents/carers to co-operate as 'partners in learning' to maintain an orderly climate for learning.

The governors strongly feel that fixed-term exclusions/suspensions must only be used as a last resort.

WE EXPECT THAT PARENTS AND CARERS WILL

- Work with the school to help pupils make wise and informed decisions that impact their attendance, achievement and well-being, including avoiding term-time holidays.
- Work with the school to ensure their child follows school expectations and procedures; see 'caring for people' and 'caring for the building and environment' and 'caring for property'.
- Encourage their child to show respect for members of the community and the environment.
- Support the school in modelling polite, positive relationships.
- Work in partnership with school staff to ensure that their child is able to achieve to the best of their ability.
- Be good role models for other members of the community.
- The governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents/carers towards the school's staff will not be tolerated. If a parent/carer does not conduct themselves appropriately, the school may choose to restrict their access to the school premises.

CARING FOR THE BUILDING AND ENVIRONMENT

We expect all pupils to respect the school building, facilities and equipment, to use the bins

provided for litter and look after school property. We expect pupils to use the allocated areas when participating in physical activities to prevent any damage to the school property. Pupils who do not adhere to this are expected to contribute to the cost of any damage caused to school buildings or equipment.

CARING FOR PROPERTY

We expect all pupils to respect other people's work and property and to take pride in displays around the school. Pupils are asked to avoid bringing valuables into school. Money should not be left in pupils' bags. In Physical Education (and sometimes other lessons) pupils are asked to hand in all valuables to a member of staff and to claim them at the end of the lesson.

REWARDS AND RECOGNITION

Pupils at Carr Manor Community School are rewarded in a number of ways:

- Verbal praise.
- House points via the Recognition app.
- Character for Learning stickers.
- Purple slips which are entered into a fortnightly prize draw.
- Letters / phone calls / postcards home to parents/carers.
- Crew characteristics badges.
- Achievements recognised in assemblies.
- Termly rewards ceremonies – merit certificates, special commendations, attendance certificates.
- Pop up rewards – in and out of school.
- Class Dojo for Years Reception to Y6.
- Annual Presentation Afternoon (prize giving) for progress, participation and achievement.

ACTIONS IF PUPILS ARE NOT MEETING EXPECTATIONS

Each circumstance is treated individually. Staff are trained to make professional judgements on the course of action based on the nature and severity of the incident. There a wide range of consequences / sanctions are available to staff to support the child in taking responsibility for their actions, repairing any harm caused or repairing relationships.
Sanctions include:

- Detention after school.
- Removal of social / break time.
- Removal of privilege – participation in activities.
- RESTORE/ Offsite provision.
- Fixed Term exclusion/suspension.

In circumstances it may be necessary that identified appropriate members of staff have the power to search pupils or their belongings if there are concerns

Some of the ways we have maintained good relationships with our local community is due to reinforcement of high expectations outside of school for our pupils. We may need to Discipline pupils for negative behaviours outside school including issues that arise when witnessed or reported by others:

- taking part in school organised or related activity.
- travelling to or from school.
- that affect members of the school or our local community.
- In some situations, the Safer Schools Police Officer may be involved.

SAFEGUARDING

Carr Manor Community School recognises that changes in behaviour may be an indicator that a pupil needs support or protection.
We will consider whether a pupil's behaviour may be linked to them suffering, or being likely to suffer, significant harm.
Where this may be the case, we will follow our Safeguarding and Child Protection policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.
Please refer to the Safeguarding and Child Protection policy for more information.

HARMFUL SEXUAL BEHAVIOUR (HSB)

At Carr Manor Community School we are pro-active in minimising the risk of harmful, sexual behaviour through our RSE, PSHCE and PDP curriculum but, in order to safeguard children, staff are expected to be vigilant ('it could happen here') and prepared to raise appropriate 'causes for concern'.
All concerns around peer on peer / child on child abuse will be taken seriously, reported, investigated, recorded on CPOMS and managed in line with the child protection procedures outlined in the school's Safeguarding and Child Protection policy, leading to appropriate actions, including consequences as necessary.

BULLYING

We use a range of measures to prevent bullying within the school community. All pupils are placed in diverse coaching groups on joining Carr Manor Community School. Difference and diversity are celebrated to create a harmonious environment. The coaching system means that all pupils have a responsible adult to talk to and an opportunity to form positive relationships with pupils of different ages and social backgrounds. Bullying can take many forms including physical assault, social bullying, threatening behaviour, name calling, cyber bullying and sexualised bullying. Any form of bullying, which also includes derogatory remarks or harassment, persistent actions which humiliate, intimidate, frighten or demean someone, are not acceptable and will be taken seriously. They will be investigated, recorded on CPOMS and dealt with on an individual basis. All incidents will be dealt with restoratively with appropriate consequences, the relevant parties will be communicated with.

DIGITAL TECHNOLOGY AND MOBILE PHONES

We recognise the important role that digital technology plays in learning, communication and everyday life. We aim to support pupils to become responsible, respectful and safe users of technology, both in school and beyond. As part of this commitment, Carr Manor is a phone-free environment during the school day. Pupils may bring personal mobile phones and other digital devices to school; however, between 8:25am and 3:00pm all personal digital devices, including mobile phones, smart watches,

earphones and similar technologies, must remain switched off, silent and out of sight. This expectation applies at all times during the school day, including lessons, social times and movement around the school site. Any exceptions must be agreed by the school and based on an identified educational, medical, safeguarding, SEND/disability or other legitimate need. Pupils are expected to use all technology safely, responsibly and respectfully, including respecting the privacy of others and not recording, photographing or sharing images of others without permission. Breaches of these expectations will be responded to in line with this policy, the school's behaviour procedures, the Online Safety Policy and the Mobile Digital Technologies Policy. The school cannot accept responsibility for the loss, damage or theft of personal digital devices brought onto site

LEARNING RELATIONSHIP AGREEMENTS

LRAs are developed with each class/coaching group to set the conditions for a positive and constructive learning environment. Groups agree a common language for expectations that must be met to maintain and increase progress. Staff and children are accountable for meeting the expectations in each lesson. The LRA includes examples of recognition for conduct that meets and goes above and beyond the expectations. It can include consequences for conduct not meeting the expectations when appropriate. The LRA is the platform to challenge if expectations are not met. RP reps can be used to support staff reintegrating children into learning if the LRA is not followed. The LRA is a live document that can be adapted as dynamics and needs emerge through the year.

STAFF TRAINING

All staff receive an Induction package of basic training including:

- Restorative conversations with pupils, staff and families.
- Safeguarding.
- De-escalation training.
- Coaching.
- Duty training.
- Radio protocol.

EXCLUSIONS/ SUSPENSIONS

In some cases, the school may exclude a pupil for a fixed period (fixed term exclusion/suspension) if their conduct is deemed to warrant this sanction. We feel the re-integration of an excluded pupil is an important process as it is essential that we take the approach of 'partners in learning' with families. It is therefore expected that parents/carers will attend the reintegration meeting to discuss with school staff strategies to be introduced to avoid a repeat of the behaviour that led to the sanction.

POSITIVE HANDLING

Carr Manor Community School believes that it is important to establish a safe, secure and stable environment to enable pupils to grow, develop and learn. To achieve this, we recognise that, in certain circumstances, managing aggressive behaviour through positive handling interventions could be used. This is a last resort and rare but may be needed on occasion. The appropriate staff are trained to do this.

ALTERNATIVE/OFFSITE PROVISION

Governors appreciate that in exceptional circumstances the needs of a pupil may be best met in an alternative or specialist provision. Where this is the case, governors would seek assurances that:

- The school had taken every appropriate action to address the pupils' needs before considering alternative provision.
- Consideration of moving pupils to alternative provision is done case by case basis and always in the best interest of the child and not to avoid their results being counted in performance measures.
- The school will have a clear plan around the purpose of the provision, how it meets needs, is reviewed and delivers progress.
- The alternative provision is of good quality and is well resourced to meet the needs of the pupil academically and socially.
- The school reviews each case with a view to seeing if / when the pupil can be reintegrated into the school.

PARTNERSHIP WITH PROVIDERS

At Carr Manor Community School we manage an offsite provision called RESTORE based in a community hub called CATCH. The provision works with pupils using restorative and therapeutic approaches with the aim to reintegrate the pupils back into mainstream education as soon as possible. RESTORE works with CMCS pupils and pupils from local partner schools. This provision is

designed to provide respite and capacity to reduce fixed term and permanent exclusion/suspensions from school.
CMCS works with neighbouring schools part of the Area Inclusion Partnership supporting pupils who need a fresh start through Managed Moves and other inclusive approaches to reducing exclusion. Collaboration on placing vulnerable pupils through the local Fair Access Panel is a key part of our partnership inclusion strategy.
CMCS works with agencies and services through and including the Area Inclusion Partnership, 2gether cluster and Leeds Learning Alliance to share good practise. As part of the 2gether cluster we host a Safer School Officer (Part funded by the Police).

UNIFORM EXPECTATIONS

All pupils of Carr Manor Community School are expected to wear the appropriate clothing in line with our uniform expectations below. These expectations are reviewed as needed to reflect the needs of our diverse school community and any changes are communicated with pupils/ parents. Our uniform expectations are primarily made on the basis of what is considered appropriate for a formal school setting. We ensure our uniform is simple, appropriate and affordable.

PRIMARY PHASE

- CMCS polo shirt in House colour
- Grey CMCS Jumper or grey CMCS cardigan: Reception to Year 4
- Black CMCS sweatshirt or black CMCS cardigan: Years 5 and 6
- Black trousers/dress/shorts/skirt or summer dress in relevant House colour
- Plain black/white/grey socks
- Supportive black shoes, appropriate for outdoor use
- No jewellery, except studs

SECONDARY PHASE

- White collared shirt
- Black CMCS jumper or cardigan
- Black CMCS blazer – this is optional
- School tie in House colour
- Black, appropriate-length skirt, with black tights
- Black trousers (no jeans, jeggings, leggings, trousers with studs or cargo trousers) – wearing of other trousers under school trousers is not permitted
- Black socks
- All black footwear (preferably shoes)
- No facial piercings; earrings to be one pair of studs only – no loop or drop earrings
- One necklace - to be worn underneath the school uniform
- One bracelet – to be worn underneath the school uniform
- Black headscarf/patka/turban if required
- False eyelashes are not allowed