



Carlton Primary School
Behaviour Policy
Reviewed September 2021

Introduction

This policy is the statement of aims and strategies for the positive management of behaviour at Carlton Primary School. The objective at Carlton Community Primary School is that behaviour will be outstanding. This will be demonstrated by the following:

Everyone:

- Making an exceptional contribution to a safe, positive learning environment.
- Making every effort to ensure that others learn and thrive in an atmosphere of respect and dignity.
- Showing very high levels of engagement, courtesy, collaboration and co-operation in and out of lessons.
- Demonstrating excellent, enthusiastic attitudes to learning, enabling lessons to proceed without interruption.
- Is consistently punctual in arriving at school and lessons.
- Is highly adept at managing their own behaviour in the classroom and in social situations, supported by systematic, consistently applied approaches to behaviour management.
- Is very calm, orderly and considerate when moving around the school.

Aims

- To work consistently and fairly in the positive management of behaviour
- To encourage staff, children and parents to value good behaviour
- To encourage children to respect themselves, each other, and everyone associated with our school
- To create a school environment which enables children to grow in confidence and self esteem and to take responsibility for their own behaviour
- To develop an atmosphere of mutual trust and co-operation in which children are encouraged to care about each other and our school
- To provide a disciplined and safe framework in which the children can develop their own values, beliefs and personalities
- To involve the children, staff, parents and visitors in discussion which will ultimately provide a consistent and positive approach to behaviour
- To ensure that all children in our care enjoy school and achieve their potential
- To have outstanding behaviour and behaviours for learning
- To work alongside parents to encourage our children to develop socially, personally, academically, morally and spiritually in preparation for a positive role in society.

Rights and upholding rights

Everyone within our school community has rights and responsibility to uphold those rights to ensure that Carlton Primary School is a safe place in which to learn, work and play.

- Children have the right to learn, work and play in a friendly, safe and helpful school.
- Teachers and staff have the right to teach and work in a friendly, safe and satisfying school, which is supported by the community.
- Parents and carers have the right to feel welcome and to know that our children learn, work and play in a friendly, safe and helpful school.

Positive Behaviour

Praise is the most powerful form of influencing children's behaviour.

The following aspects of behaviour will be emphasised and praised in order to create an environment which celebrates the positive.

We hope that the children will:

- Listen to and respect the opinion of others
- Understand individual rights i.e. personal space, feelings, property
- Concentrate on their work, enjoy it and be proud of their own efforts
- Appreciate the achievements of others
- Move around the school sensibly
- Talk quietly and politely
- Treat everybody with respect
- Set a good example and behave appropriately out of school
- Look after the school, its grounds and everyone in it
- Take care to ensure that playtimes are safe and enjoyable
- Follow the agreed school rules (Always Be):
 - Be kind
 - Be ready
 - Be safe

Promoting Positive Behaviour

To promote positive behaviour we will:

- Actively seek and identify good behaviour
- Praise behaviour publicly being specific about what was good
- Reward good behaviour appropriately, verbally, privileges, appropriate treats (e.g. sticker, pencil etc.)
- Celebrate children who have demonstrated good behaviour via Special Mention assemblies
- Use circle time, assemblies and SEAL lessons to discuss behaviour
- Include aspects relating to good behaviour in assemblies and across the curriculum whenever appropriate
- Inform parents/carers of noteworthy achievements e.g. Share success with parents via 'Marvellous Me' (parental engagement app)
- Involve the children at all stages, listen to the children's views
- Adopt a consistent approach and inform supply staff/support teachers of our aims
- Encourage group/school expectations relating to positive behaviour i.e. following the school rules
- Reward good behaviour at lunchtime (via MSAs using a 'top table' reward ticket and linked marvellous me
- Show, share and celebrate achievements with other staff

Strategies to support positive behaviour management (not exhaustive) – see Appendix A for additional information

- PRAISE PRAISE PRAISE!
- look for and acknowledge all positive behaviours
- immediate and early intervention to prevent escalation and diffuse potential issues
- positive verbal comments and praise
- reminders
- positive nonverbal signals
- avoid negative attention
- consistency!
- positive comments written in books
- balance of public & private praise
- effective use of tone and volume of voice
- good eye contact
- 'A' grade for everyone' and high expectations for/of all
- effective use of humour
- fresh starts – every day or lesson is new start/a fresh chance to...
- walk and talk what you see (e.g. "I can see Bob working hard...")
- giving children responsibility
- sharing positive aspects with others
- awarding certificates and stickers
- informing parents of positives – e.g. via 'Marvellous Me' app, special mentions assembly, and informally on a needs basis , phone call home, postcards as appropriate
- explaining and modelling positive behaviours for learning

Strategies to discourage inappropriate behaviour

- Praise positive behaviours
- Point out good behaviour to emphasise the sort of behaviour that is desirable e.g. Specific Positive praise of others and proximity praise
- Use non verbal signals, smiles, thumbs up etc
- Clarify and remind children of acceptable behaviour
- Give choices and opportunities
- Reiterate expectations, calmly, firmly and clearly
- Outline possible consequences
- follow agreed school systems

Whole school behaviour management

At Carlton we have a really positive way of managing behaviour. In class rewards (e.g. praise, raffles, stickers, messages) and whole school rewards. Whole School systems:

- We all adopt a PIP RIP approach – Praise in Public and Reprimand in Private
- Everyone is expected to have 'Gold' behaviour i.e. doing what they are asked and following school expectations – we have high expectations for all

- Our staff 'The Carlton Way' document is adhered to – we invest in knowing the children, building and maintaining positive relationships and using emotional currency as part of our daily interactions
- All 'gold' behaviour is recorded, with each session/day everyone starts on Gold
- Marvellous Me badges are used to reinforce positive behaviour - these can be linked to School Rules and Skill Set
- We have Celebration assemblies when children receive 'Special Mentions' cards, linked to School rules, Skill Set, attitude and behaviour.
- 'Red Book' entry – this is the ultimate reward and is a written acknowledgement that is a 'surprise and shared with the pupil and whole school in our celebration assembly
- Achievements can be shared in with others e.g. class, in weekly bulletin, assemblies, and /or newsletter
- Good to be Gold celebration.

Good to be Gold

As part of our whole school system for praising and celebrating good behaviour we have a Good to Be Gold whole school reward system. The tree is in the school hall and referred to in assembly – it is our visual way representing our behaviour reward system.

Each week each class can earn 'gold' leaves. Leaves are awarded for each class as follows:

- 90% of class or more in Gold all week = 2 Leaves
- 80% of class (up to 90%) Gold all week = 1 Leaf

If all 6 classes get 2 Gold leaves then Mr Watson will give a bonus 5 leaves to the whole school.

Additional points can also be gained for individuals or groups who receive a Red Book entry in special mentions assembly. Each Red Book entry comes with a 'Red Apple' (and counts as one leaf for the target!).

When we reach our school target of 50 Leaves we have a whole school reward. The more people who stay gold then the more points are scored, and the sooner we have the next whole school celebration. This promotes team work throughout school and praises good behaviour.

Behaviour/sanctions process

If after use of positive behaviour management techniques, there is poor behaviour/continuation of poor behaviour the following process is followed:

1. A general reminder given to Individual/Group/Whole class about expectations, previous positives and potential consequences
2. A verbal warning is given – this is short, clear, simple and direct. This is delivered in a quiet and specific way. Where possible this is linked one of three school rules – Be Kind, Be Safe, Be Ready. e.g. 'I notice that you are not being safe'. 'I notice that you are not ready to learn'.
3. Removal from Gold – this happens quietly or in private. This is made clear to the individual e.g. 'You now need to spend 2 minutes with me at the end of this lesson' (or immediately if appropriate e.g. if on playground). Within this time there may be some silence, and also time for a short clear conversation about the situation.

At each point positive improvement is praised, and the expectation is that behaviour should de-escalate whenever possible. e.g. we aim not to remove from Gold, if behaviour is improved at steps 1, or 2

Sanctions:

- This Sanction (e.g. removal from Gold) is recorded on the class record sheet.
- A sanction is 2 minutes (5 minutes for Year 4, 5 and 6 pupils) and can be at break, lunch, or within class time if appropriate. If a member of staff is on duty then the child either goes with them, or another colleague deals with the 2 (or 5) minute sanction.
- If a child is receiving several sanctions (within a day or within a week) then the class teacher will speak to the parent as appropriate – this may be via phone or face to face.
- If a child receives 3 sanctions in a day a letter or parent mail is sent home. The child receives a 15 minutes loss of time at lunchtime the next day (Sanction Stay).
- If a child receives 5 sanctions in a week a letter or parent mail is sent home. The child receives a 15 minutes loss of time at lunchtime the next day (Sanction Stay).
- The number of sanctions given across school is regularly monitored by the head teacher and other senior staff. For example a child receiving regular sanctions e.g. 8 sanctions in 2 weeks will trigger a formal meeting with parents with class teacher and/or senior staff.

Sanctions within Good to be Gold

When we reach 50 Good to be Gold leaves and trigger a whole school celebration, if you have had several sanctions you will not be taking part in the celebration activity. This will be reviewed by Mr Watson and/or Mrs Burton and they will consider whether, part of one session, a whole session, or both sessions are missed of this celebration.

Clarity on sanctions:

- If work is not completed in class because of lack of effort or focus, part of lunchtime and break time can be used to catch up on work missed. Work can also be sent home to be completed. There is a big difference in not understanding or finding work tricky, to not trying.
- All staff will take responsibility for keeping the class log up to date. All staff will record incidents of 3 sanctions in a day or 5 in a week on CPOMS (digital records software).

Further actions and sanctions

Depending on regularity and severity of poor behaviour other sanctions and actions may be used. These include:

- loss of break-times,
- being sent to work with another member of staff
- time-Out
- working in isolation,
- loss of privileges, etc. e.g. after-school clubs access
- exclusion from playtimes
- Informal involvement with senior staff (e.g. head teacher or Deputy head teacher for discussion and appropriate follow up
- planned internal exclusion
- 'on report'/ behaviour record card

If sanctions are being given regularly, parents will be called into school for a meeting to discuss behaviour

Apologies

These are to be encouraged when the child actually feels remorseful, not token words.

ACTION IN EVENT OF CONSISTENT/SERIOUS INCIDENTS OF INAPPROPRIATE BEHAVIOUR

If someone has been physically hurt by another child, staff members will inform parents (either by phone call, parent mail or in person) This may also be true if there has been emotional upset.

Swearing, Physical and Verbal Aggression

Children who knowingly use racist, sexist or homophobic language, swear at, or physically attack another will be reported to the Head teacher (or Deputy Head teacher in the head teacher's absence). The following action will be taken:

- Discussion with the child
- Parents informed
- Child's behaviour will be recorded to allow monitoring of incidents of serious inappropriate behaviour

Other strategies and sanctions including e.g. loss of break-times, being sent to work with another member of staff, Time-Out, working in isolation, loss of privileges, etc., may be considered and applied.

A child who swears at, physically assaults, or threatens a member of staff may be excluded in accordance with NYCC guidelines.

Bullying

There is no legal definition of bullying. However, it's usually defined as behaviour that is:

- repeated
- deliberate/ intended to hurt someone either physically or emotionally
- often aimed at certain groups, e.g. because of race, religion, gender or sexual orientation

A useful way of talking to children (and parents) about bullying is 'S.T.O.P.' – Several Times On Purpose

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (eg email, social networks and instant messenger)

Bullying is to be treated as a very serious issue and the parents of the child will be informed immediately and a meeting called to discuss the problem. Care will be taken to ensure the safety of all involved. Children are encouraged to report any incidences of any form of bullying. Both bully and victim must be considered to have individual needs. Persistent bullying may lead to exclusion. NYCC guidelines will be followed.

Physical Aggression

Children who become physically aggressive may be referred to additional support services after consultation with the parents. Their behaviour will be monitored as will the safety of other children. Persistent outbursts of physical aggression may result in exclusion.

In the above cases the school will rely upon published guidance from NYCC/ the Local Authority and upon advice and assistance from other agencies.

Exclusions

In the rare event that a child is excluded, NYCC procedures are followed.

Code of Practice

Children who regularly exhibit behavioural patterns which are unacceptable will be monitored using the SEND Code of Practice 2014 as guidance.

Initial Concern, Assessment and Support

The class teacher should refer to SEND Co-ordinator who will give advice and support, liaise with parents and involve other agencies as appropriate.

For further information please refer the SEND policy.

Appendix A : Further Strategies to help children 'Stay on Gold'

It is important that children recognize that they can play an important role in supporting children to Stay on Gold. Children need to feel that the teacher has dealt with them fairly and given them appropriate opportunities to do the right thing. Using the least intrusive method of positive redirection will help to ensure that children are encouraged to make right choices. The following is a list of positive redirection tactics, from least to most intrusive.

- Tactical ignoring
For short period of time.
- Tactical pausing
Pause, emphasizes attention and focus.
- Non-verbal cueing
A clear, discussed cue that gives message.
- Name reminder
Integrate name into teacher talk.
- Proximity praise
Praising a pupil for following expectation to direct another pupil without drawing attention to negative behavior.
- Behavioural direction
Use name to initiate attention, focus on behavior required rather than what is going wrong, finish with thanks, keep direction brief.
- Class Charter reminder
Could ask a question 'what is our class charter for?'
- When.....Then
Keeps focus on the desired outcome whilst allowing pupil to see next steps.
- Partial agreement
Partially agree and redirect. Keep focus on required behavior do not get into discussion. I understand that you feel/think.....but I would like you to....
- Stuck record
I would like you to..... The rule is.....
- Direct questions
'what', 'when' 'how' rather than 'why' 'are you'. Direct the responsibility to the child.
- Directed choices
Within known rules or routines- refer back to rights roles and responsibilities.