Behaviour Policy and Statement of Behaviour Principles

Carlton Primary School

Approved by:	Jon Watson Headteacher	**Date:** October 2023
Last reviewed on:	October 2023 & LGB at Feb 2024	
Next review due by:	October 2024	

Contents

1 Aims

This policy aims to:

> Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment

> Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school

> Outline the expectations and consequences of behaviour

> Provide a consistent approach to behaviour management that is applied equally to all pupils

> Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

> Behaviour and discipline in schools: advice for headteachers and school staff, 2016

> Behaviour in schools: advice for headteachers and school staff 2022

> Searching, screening and confiscation at school 2018

> Searching, screening and confiscation: advice for schools 2022

> The Equality Act 2010

> Keeping Children Safe in Education

> Exclusion from maintained schools, academies and pupil referral units in England 2017

> Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022

> Use of reasonable force in schools

> Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

> Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

> DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

3. Definitions

Minor incidents are defined as:

> Disruption in lessons, in corridors between lessons, and at break and lunchtimes

> Non-completion of classwork or homework

> Poor attitude

Major incidents are defined as:

> Repeated breaches of the school rules

> Any form of bullying

> Vandalism

> Theft

> Fighting

> Racist, sexist, homophobic or discriminatory behaviour

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

> Deliberately hurtful

> Repeated, often over a period of time

> Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

A link to our anti-bullying policy:

https://selbyeducationaltrust.uk/set-policies/

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation. The trustees will note the school's behaviour policy.

5.2 The headteacher

The headteacher is responsible for:

> Reviewing and approving this behaviour policy

> Ensuring that the school environment encourages positive behaviour

> Ensuring that staff deal effectively with poor behaviour

> Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils

> Ensuring that all staff understand the behavioural expectations and the importance of maintaining them

> Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully

> Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy

> Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

> Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and staff

Staff are responsible for:

> Creating a calm and safe environment for pupils

> Establishing and maintaining clear boundaries of acceptable pupil behaviour

> Implementing the behaviour policy consistently

> Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils

> Modelling expected behaviour and positive relationships

> Providing a personalised approach to the specific behavioural needs of particular pupils

> Considering their own behaviour on the school culture and how they can uphold school rules and expectations

> Recording behaviour incidents promptly (see appendix 3 for a behaviour log)

> Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

> Get to know the school's behaviour policy and reinforce it at home where appropriate

> Support their child in adhering to the school's behaviour policy

> Inform the school of any changes in circumstances that may affect their child's behaviour

> Discuss any behavioural concerns with the class teacher promptly

> Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)

> Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school

> Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

> The expected standard of behaviour they should be displaying at school

> That they have a duty to follow the behaviour policy

> The school's key rules and routines

> The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard

> The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School behaviour curriculum

Pupils are expected to:

> Behave in an orderly and self-controlled way

> Show respect to members of staff and each other

> In class, make it possible for all pupils to learn

> Move quietly around the school

> Treat the school buildings and school property with respect

> Wear the correct uniform at all times

> Accept sanctions when given

> Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

6.1 Mobile phones

Pupils who bring mobile phones into school, with permission form the teacher, will leave them in the school office until the end of the day, when they will be collected by the child.

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

> Create and maintain a stimulating environment that encourages pupils to be engaged

> Display the behaviour curriculum or their own classroom rules

> Develop a positive relationship with pupils, which may include:

- o Greeting pupils in the morning/at the start of lessons
- o Establishing clear routines
- o Communicating expectations of behaviour in ways other than verbally
- o Highlighting and promoting good behaviour
- o Concluding the day positively and starting the next day afresh
- o Having a plan for dealing with low-level disruption
- o Using positive reinforcement

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Marvellous Me
- God to Be Gold rewards
- Special mention awards
- Headteacher awards
- Red Book entries

7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

> A non- verbal reminder

> A verbal reprimand and reminder of the expectations of behaviour

> A loss of social time

> Expecting work to be completed at home, or at break or lunchtime

> Detention at break or lunchtime

> Loss of privileges – for instance, the loss of some of their golden time

> School-based community service, such as tidying a classroom

> Referring the pupil to a senior member of staff

> Letter or phone call home to parents

> Agreeing a behaviour contract

> Putting a pupil 'on report'

> Removal of the pupil from the classroom

> Suspension

> Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

> Causing disorder

> Hurting themselves or others

> Damaging property

> Committing an offence

Incidents of reasonable force must:

> Always be used as a last resort

> Be applied using the minimum amount of force and for the minimum amount of time possible

> Be used in a way that maintains the safety and dignity of all concerned

> Never be used as a form of punishment

> Be recorded and reported to parents (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.6 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

> The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**

> In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**

> It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

> Assess whether there is an urgent need for a search

> Assess whether not doing the search would put other pupils or staff at risk

> Consider whether the search would pose a safeguarding risk to the pupil

> Explain to the pupil why they are being searched

> Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf

> Explain how and where the search will be carried out

> Give the pupil the opportunity to ask questions

> Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact a member of SLT, to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

> Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)

> Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

> Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

> Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3

> If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

> What happened

> What was found, if anything

> What has been confiscated, if anything

> What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

7.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

> Taking part in any school-organised or school-related activity (e.g. school trips)

> Travelling to or from school

> Wearing school uniform

> In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

> Could have repercussions for the orderly running of the school

> Poses a threat to another pupil

> Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

> It poses a threat or causes harm to another pupil

> It could have repercussions for the orderly running of the school

> It adversely affects the reputation of the school

> The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, a member of SLT, will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

> Proportionate

> Considered

> Supportive

> Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

> Responding to a report

> Carrying out risk assessments, where appropriate, to help determine whether to:

  o Manage the incident internally

  o Refer to early help

  o Refer to children's social care

  o Report to the police

Please refer to our child protection and safeguarding policy for more information.

7.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1 Loss of social time.

Teachers are authorised to issue sanctions which relate to a loss of social time.

Pupils can be issued with detentions during social times.

The school will decide whether it is necessary to inform the pupil's parents.

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

> Restore order if the pupil is being unreasonably disruptive

> Maintain the safety of all pupils

> Allow the disruptive pupil to continue their learning in a managed environment

> Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by the behaviour lead.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

> Meetings with pastoral members of staff

> Use of teaching assistants

> Short term behaviour report cards

> Long term behaviour plans

> Pupil support units

> Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

8.3 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

> Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)

> Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

> If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

> Whether the pupil was unable to understand the rule or instruction?

> Whether the pupil was unable to act differently at the time as a result of their SEND?

> Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

> Reintegration meetings

> Daily contact with the pastoral lead

> A report card with personalised behaviour goals

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

> The proper use of restraint

> The needs of the pupils at the school

> How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

> Behavioural incidents, including removal from the classroom

> Attendance, permanent exclusion and suspension

> Incidents of searching, screening and confiscation

> Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every week by the behaviour lead.

The data will be analysed from a variety of perspectives including:

> At school level

> By age group

> At the level of individual members of staff

> By time of day/week/term

> By protected characteristic

> The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the Governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Headteacher.

14. Links with other policies

This behaviour policy is linked to the following policies

> Suspensions & exclusions policy

> Child protection and safeguarding policy

> Physical restraint policy

Appendix 1: written statement of behaviour principles

> Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others

> All pupils, staff and visitors are free from any form of discrimination

> Staff and volunteers set an excellent example to pupils at all times

> Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy

> The behaviour policy is understood by pupils and staff

> The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions

> Pupils are helped to take responsibility for their actions

> Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Carlton Primary School
Behaviour Policy - Carlton Appendix
Reviewed October 2023

Introduction

This policy is the statement of aims and strategies for the positive management of behaviour at Carlton Primary School. The objective at Carlton 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 to school and for 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 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 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 and safe school.

School Rules:

We have three simple, clear and easy to remember rules under the heading of 'Always be': Be Kind; Be Ready; Be Safe!

These rules are displayed in all classrooms and in the school hall. The language of these rules is used by all staff and pupils.

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:
- **Follow the agreed school rules:**
  - **Be kind**
  - **Be ready**
  - **Be safe**
- Treat everybody with respect (Respect is one of the Carlton Skillset)
- 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
- Set a good example and behave appropriately
- Look after the school, its grounds and everyone in it
- Take care to ensure that playtimes are safe and enjoyable

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, use of 'Marvellous Me'
- Celebrate children who have demonstrated good behaviour via Special Mention assemblies
- Use circle time, assemblies and PSHE/Jigsaw 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 '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
- reminders
- positive nonverbal signals
- use of Carlton 'Gestures'
- 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 nonverbal 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
- use of Carlton 'Gestures'
- 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 and are usually 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 with others e.g. in class, assemblies, and /or newsletter
- Good to be Gold celebration.
- Each term the children with the most 'Marvelous Me' badges from each class will also receive a reward - this may vary in form (e.g. hot chocolate with the headteacher, certificate, treat etc)

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 visual representation 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' points. These points are awarded for each class as follows:
- 90% of class or more in Gold all week = 2 points
- 80% of class (up to 90%) Gold all week = I point

If all 7 classes get 2 Gold points then bonus 5 points will be awarded to the whole school.

Additional points can also be gained for individuals or groups who are receive a Red Book entry in Celebration/ special mentions assembly. Each Red Book entry also counts as one point for the whole school target!

When we reach our school target of 60 points 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.

All children who remain 'gold standard behaviour (e.g. receive no sanctions) receive a Marvellous me the following week for their consistent positive 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 (5 for older children) 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

Sometimes sanctions, depending on seriousness of behaviour, can be given without warmings. Please see the guidance table below for typical responses to circumstances:

Example of Behaviour	Typical action before a sanction	Typical Sanction & follow up
Disrupting learning with silliness/inappropriate behaviour	Reminders Warning	1 sanction
Answering back/rudeness to adults	Warning	1 sanction
Unkind behaviour / words	Reminders Warning	1 sanction
Very unkind behaviour / words	None	1 sanction or more
Persistent unkind behaviour - part of an ongoing incident	None	1-2 sanctions in first instance +SLT alerted (recorded on CPOMS)
Swearing	None	1 sanction in first instance

Racist/Homophobic or other discriminatory comment (indirect)	Discussion re what term means	1 sanction in first instance +SLT immediately alerted (Recorded on CPOMs)
Racist/ Homophobic or other discriminatory comment (direct to another person)	None	1-2 sanctions in first instance +SLT immediately alerted + parent alerted (Recorded on CPOMs)
Unkind behaviour (physical) e.g., 'rough and tumble' play, unintentional physical contact	Reminders Warning	1 sanction
Serious or significant unkind behaviour (physical) e.g., push, barge. over	None	1 sanction or more
Deliberate physical act – physical aggression e.g., thump, kick, punch	None	2 sanctions or more (Recorded on CPOMs)
Deliberate intended to cause injury, physical aggression.	None	2 sanctions +, 3 sanctions, SLT involvement or suspension (HT decision) (Recorded on CPOMs)
Damaging or breaking property (accidental)	Reminders Warning	1 sanction
Damaging or breaking property (deliberate)	Reminders Warning	1 (+) sanction in first instance +SLT immediately alerted (Recorded on CPOMs)
Theft	None	1 sanction or more SLT involved Police involvement if required (Recorded on CPOMs)

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 email 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 email is sent home. The child received 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 Senior Leadership team 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.
- Reviews of behaviour by the Senior Leadership Team are recorded on CPOMS (digital records software

Sanctions within Good to be Gold
When we reach 60 Good to be Gold points 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 the Senior Leadership Team and they will consider whether, part of one session, a whole session, or both sessions are

missed of this celebration. The premise behind this is the children are not being punished, but as they have not fully earned their reward, can't take part in the whole event.

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. attending after-school clubs access, accessing non curriculum based events/experiences
- 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 suspended excluded in accordance with SET & 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 (e.g. 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 suspension or 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& Suspensions
In the rare event that a child is excluded, SET & 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.