

Carlton Junior & Infant School

Behaviour Policy



The Carlton Best

- **We always follow instructions and listen carefully**
- **We are always kind and friendly and use polite manners**
- **We always try our best in all we do**
- **We always maintain a positive attitude**
- **We show respect towards each other, our school and our community.**

Our Values

respect, kindness, honesty, equality, perseverance, collaboration, achievement and responsibility.

1 Aims and expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. As a team we want to make the Carlton community an environment where everyone feels happy, safe and secure and a place where everyone enjoys coming to school.

The primary aim of our behaviour policy is not a system to enforce rules, but a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. All adults treat children fairly and apply this behaviour policy in a consistent way so that school is a safe and secure environment in which children can become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2 Rewards

At Carlton we believe it is significant to praise and reward all children for good behaviour in a variety of ways:

- ✦ Positive language is used throughout school – both from staff and children!
- ✦ Teachers and other adults continually congratulate children on good behaviour and any achievements earned in or out of school.

- ✦ If a child displays exceptional behaviour for ten consistent days, they will have the opportunity to move from the green traffic light up on to the Blue Star (meaning excellence). The child's name will then be entered into a blue bag and a lucky dip will take place every half term. At the end of each half term one child from each class will receive a reward, for example, a cinema afternoon in school, PE afternoon. **This is to recognise the child's behaviour both inside and outside the classroom.** There will be a chart in every classroom to monitor this in every classroom that will show what colour the child was on at the end of everyday.
- ✦ Each class teacher nominates a pupil to go into the 'Achievement Book,' these children are congratulated in Friday's achievement assembly and a certificate is given by the headteacher.
- ✦ Once each half term we choose a child who wins the Numaan Akbar award for dedication and perseverance and the Abu Baker award for being a good role model – the name of the nominated child is put forward by staff and announced in achievement assembly.
- ✦ School acknowledges all the efforts and achievements of children, both in and out of school. For example, music or swimming certificates are often shared in Achievement assemblies. Staff are also encouraged to celebrate their achievements in this assembly to allow the children to see examples of role models.
- ✦ In addition each year group has a planned system of rewards (Investors in Pupils) appropriate to the children's age, e.g. **The 10 Star Club in reception, Golden Nuggets in KS1 and Table Points in KS2. This is to recognise the child's achievement and progress in class.**
- ✦ If a child receives a green slip for exceptionally pleasing behaviour during lunch time this too will also be celebrated in the Achievement assembly. The child's name is entered into a lunchtime reward box and a name is randomly selected in achievement assembly each week.
The child, whose name is selected, sits on a 'Top Table' for lunch.
- ✦ To emphasise **manners and positive attitude throughout school** children from Year 1 to Year 6 are grouped in to mixed age house teams (Blackpool, Scarborough, Bridlington, Whitby). The house points accumulated each week are measured and the winner is announced and rewarded with a trophy. At the end of the year the winning house team also receives a WOW opportunity which involves an out of school experience – a trip to their team's seaside resort!
- ✦ Our Investors in pupils system also contributes towards termly rewards which are made personal to each class. Each class sets themselves a target and chooses what they would like as a reward for meeting this target.
- ✦ Attendance - Gold/Silver welly! Each week the attendance for each week will be recorded and the class with the best attendance wins the Gold Welly which entitles that class to an extra break time in the afternoon for 15 minutes and the runners up win the silver welly which entitles that class to a 10 minute extra break in the afternoon. Teachers select which day this will be.
- ✦ Individual children achieving 100% attendance every term win a prize e.g. cinema, trip to museum, park.
- ✦ The headteacher will send post cards home to celebrate a child's achievements.
- ✦ Praise in Public (PiP) and Repremand in Private (RiP) will also be used to reinforce good behaviour.

Early Years

The staff in EYFS use their own rewards and sanction which are age appropriate, but promote the same ethos and values as we hold.

3 Sanctions

The school employs a number of sanctions to enforce the Carlton Best rules and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

These sanctions are displayed in each class for all children and staff members to see (**appendix 1**). This is so we can continually use them to promote and encourage the children to display good behaviour.

✦ We expect all children to follow the Carlton Best at all times. If they do they will remain on green on our traffic light system and advance to the blue star for consistent positive behaviour. If they do not follow the Carlton Best we will first of all give them a friendly warning. If this behaviour continues we will then issue them with the first official warning where the child will move onto the amber traffic light which means they will miss five minutes of their break time.

- ✦ If the child's behaviour still continues we will issue them with the second official warning and the child will move onto the red traffic light. The child will miss all of their break time.
- ✦ If a child is continuing to display concerning behaviour in class, the adult will reprimand him or her and isolate the child from the rest of the class by sending them to their key stage leader until s/he calms down, and is in a position to work sensibly again with others. The child will be placed on the black part of the traffic light and will miss their lunchtime.
- ✦ The safety of the children is paramount in all situations. If a child's behaviour is extreme or endangers the safety of others the class teacher will stop the lesson and call for the head teacher to remove the child. The child will move straight to black on the traffic light system.
- ✦ If a child persistently moves onto red on the traffic light system = 10 consecutive times on red will result in a phone call home and parents will be called into school to meet with teacher and head teacher
- ✦ The traffic light system is used as a tool for deciding whether or not children have earned the right to join in with the house point rewards and the Investors in Pupils rewards. The children who produce more than 10 points will not be taking part in these rewards as a sanction of their poor behaviour (amber = 1 point, red= 2points and black = 3 points).
- ✦ The lunchtime staff will also use amber and red tickets to support the traffic light system at lunchtimes. The lunchtime staff will pass on the tickets to the teaching staff to make them aware of this negative behaviour.
- ✦ Children who display physical violence or use verbal abuse will be logged onto a behaviour log in school with a detailed explanation of the incident. These incidents will be logged onto the electronic behaviour system.
- ✦ For children who display racial abuse, they will not only be recorded onto the behaviour log but also onto a racial incident form and our safeguarding monitoring system CPOMS.

Following on from any concerning behaviour each class teacher takes time to ensure the children understand the importance of both the rewards and the sanctions our school has. Teachers also use this time to emphasise the Carlton Best rules and the Carlton Values with the class.

After recent Team Teach training, all staff are able confidently use positive handling techniques in extreme behavioural circumstances in which reasonable force needs to be used. These are: if the child is self-harming, if the child is at risk of harming others, if the child is seriously damaging property and at a risk of harming themselves, if the child is committing a criminal offence or if the child is acting in a way that is counter to maintaining good order and discipline in the school (The Education Act 1996). If reasonable force has to be used, the staff involved have a duty to record in incident in the schools 'Serious Incident Book.' The parents of the child concerned will be immediately informed of what has happened and why the use of reasonable force was necessary.

4 The role of the class teacher

It is the responsibility of the class teacher to ensure that the Carlton Best rules are enforced in their class, and that their class behaves in a responsible manner at all times both in and out of the school building. All teachers in our school have high expectations of the children, and they strive to ensure that all children work to the best of their ability and demonstrate positive attitudes towards school life. The class teacher treats each child fairly and enforces the Carlton Best rules and the class mission statement consistently. The teacher treats all children in their class with respect and understanding. If a child

misbehaves repeatedly in class, the class teacher updates the behaviour log of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher will follow the sanctions mentioned above.

It is the class teacher's role to liaise with our Learning Mentor, when necessary, to support and guide the progress of each child. The class teacher may pass on concerns to the Learning Mentor who then may, if the concerns are alarming, discuss the needs of a child with the headteacher and relevant agency staff. The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The parent will be contacted if there are concerns about the behaviour or welfare of a child.

5 The role of other adults

It is the responsibility of all adults working in school to ensure that children behave in a responsible manner. All teaching assistants and lunchtime support assistants have high expectations of the children in terms of behaviour and are expected to encourage children to follow the principles of the Carlton Best rules. Green slips are awarded at lunchtime for children displaying the Carlton Best rules and this green slip is placed in the class chance box where the achievement is celebrated in achievement assembly. All non-teaching staff have attended training at school on providing effective and positive behaviour management techniques. They have also attended team teach training so they are confident in dealing with any concerning behaviour. Following this training lunchtime supervisors have devised a 'Lunchtime Behaviour Plan' with the guidance from a behaviour consultant.

Logging behaviour incidents that occur at lunch time is the responsibility of the adult who has witnessed and dealt with the incident. It is also their responsibility to inform the class teacher immediately after the lunch break with a relevant ticket which clearly explains in detail the concerning behaviour. The details of the system of rewards and sanctions have been sent to all parents.

6 The role of the headteacher

It is the responsibility of the headteacher, Education and Inspections Act 2006, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school is managed effectively. The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The headteacher keeps records of all reported serious incidents of misbehaviour. The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. Both these actions are only taken after the Chair of Governors has been notified.

7 The role of the Senior Leaders

It is the responsibility of the senior leaders to apply this policy consistently throughout all of key stages and to be 'on call' for dealing with any concerning behaviour that may occur. The senior leaders also have to ensure all other staff in their key stage are consistent in following this behaviour plan and promoting good behaviour.

8 The role of governors

The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines. The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary

issues and have been trained appropriately to give this advice. The headteacher must take this into account when making decisions about matters of behaviour.

9 The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. Parents are expected to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. School works hard to ensure that there is a supportive dialogue between the home and the school, and informs parents if there are concerns about their child's welfare or behaviour. If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school.

If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher who will try to resolve the matter; if this is not possible parents will be directed towards the school governors' complaints committee. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

11 Fixed-term and permanent exclusions

Only the headteacher has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. The headteacher informs the LA and the governing body about any permanent exclusion, and about all fixed-term exclusions. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher. The governing body has a discipline committee which has three members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

12 Monitoring

The headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The school keeps records of incidents of misbehaviour in the learning environment and all adults are responsible for updating these records on the children's individual behaviour logs. A record is also kept of any incidents that occur at break or lunchtimes and these incidents are added to the behaviour log of the child involved. Each class teacher has an appropriate behaviour plan suitable for their year group. The headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded. These are kept securely in the headteacher's office and treated as confidential. It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently.

13 Behaviour beyond the school gate

Students are expected to uphold the reputation of the school whenever they are out of school whether they are taking part in an official school trip/outing or wearing their uniform to and from school. Students may be subject to disciplinary sanctions if their behaviour brings the school into disrepute or has repercussions for the orderly running of the school.

We cannot be responsible for students' behaviour when they are out of school but will endeavour to investigate any incident which is reported to the school. The school will always cooperate with the Police in any investigation of incidents which are thought to involve Carlton Junior and Infant School children.

Most able children

Review

The governing body reviews this policy every two years. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved. Other related policies: Safeguarding ESafety Health and Safety

Complaints

SMSC

Policy reviewed by: R Mahmood and Pastoral Team

Agreed by staff	4 th September 2019
Shared with children	9 th September 2019
Ratified by Governors	25 th September 2017
To be reviewed	September 2022

Sanctions 1) Friendly warning

2) 1st official warning – Amber

Miss 5 minutes of playtime

3) 2nd official warning – Red

Miss all of playtime

4) 3rd official warning – Black

Removed from class and moved into the KS leader's classroom. No lunchtime. Behaviour will be logged at this point.

5) Go to see Ms Mahmood.

Internal exclusion and miss both playtime and dinnertime. Behaviour will be logged.

Remember if you don't want to have a sanction you MUST ALWAYS follow the Carlton Best! We always follow instructions and listen carefully.

We are always kind and friendly and use polite manners.

We always maintain a positive attitude

We always try our best in all we do.

We show respect towards each other, our school and our community

It is clear that you ALWAYS follow the Carlton Best! Well done! We always follow instructions and listen carefully.

We are always kind and friendly and use polite manners.

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