

## Carleton Endowed Primary School

### Behaviour Policy

#### Mission Statement:

Our school provides a foundation for **all to flourish** rooted in the person and work of Jesus;  
**built upon Christian values** encouraging **aspirational achievement**.

*'Everyone then who hears these words of mine and acts on them will be like a wise man who built his house on rock' -*

*Parable of the Wise and the Foolish Builders from Matthew 7:24-27*

#### Vision and Values

Our curriculum is rich and stimulating: we provide learning experiences which are challenging and inspiring for our children so that they become creative, independent learners.

Our children are provided with the tools to succeed at the next stage of their education and throughout their lives through experiences which develop character, cultural understanding, curiosity, resilience and confidence.

Our children know how to be happy, healthy and safe; they are kind, polite and work cooperatively, recognising that everyone can make a worthwhile contribution.

We set high standards for our pupils and expect them to work to the best of their ability at all times. Our children enjoy taking responsibility; they respect others and their surroundings and work hard to make positive changes within our school community and the wider world.

#### Statement of Behaviour Principles at Carleton Endowed Primary School

The Governors at Carleton Primary School believe that high standards of behaviour are imperative to ensuring the best possible learning environment in which all children can reach their potential. The principles which define our Behaviour Policy are listed below.

- All pupils and staff have the right to feel safe in school
- Pupils understand they have the right to feel valued and respected, and learn free from the disruption of others
- All members of the school community should be free from discrimination of any sort (as laid down in the Equality Act, 2010).
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, consequences and reasonable force are used consistently by staff, in line with the Behaviour Policy
- The Behaviour Policy is understood by pupils and staff
- Exclusions will only be used as a last resort
- 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 and to help pupils to take responsibility for their actions
- The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

## PROMOTING POSITIVE BEHAVIOUR

Our school provides a foundation for **all to flourish** rooted in the person and work of Jesus;  
**built upon Christian values** encouraging **aspirational achievement**.

*'Everyone then who hears these words of mine and acts on them will be like a wise man who built his house on rock' -*

*Parable of the Wise and the Foolish Builders from Matthew 7:24-27*

At Carleton Primary School, we promote positive behaviour using our whole school community values, inspired and developed through our Mission statement and associated parable.

The Teachers and pupils have come together to explore the special meaning behind the Parable of the Wise and the Foolish Builders. As a school community we collectively formed the following values that we believe will make our pupils good /positive learners by good teachers, who motivate and inspire pupils in their learning. Therefore, the emphasis is on wise choices that usually lead to good/positive outcomes and foolish choices that can lead to bad/unhappy outcomes.

### School Values:

**Pupils: Main five points from collective worship lesson – whole school (Gathered thoughts from pupils and teachers from Second week in Tuesday collective worship)**

**Teachers: Main five points from collective worship lesson – whole school (Gathered thoughts from pupils and teachers from Second week in Tuesday collective worship)**

These values are displayed in each classroom and on the main 'Mission' Statement display in the front area of the school.

### School Rules

At Carleton Primary School, we promote positive behaviour using our school rules, which were developed by the pupils, staff and governors. They support our vision and values.

**School Rules House Point collective worship Monday second week**

**After House point collective worship the classes need to think about actions that could help them earn house points. These can then support forming school rules.**

### Rewards

Our rules are displayed prominently in every classroom on 'House Point' Display board and other areas of the school; these visual prompts/cues help to promote positive behaviour throughout the school:

1. As a school, we recognise that high standards of behaviour are directly to the standard of learning which takes place in school
2. All staff have high expectations of behaviour and are encouraged to look for positive behaviour and to praise it.
3. The school curriculum directly promotes positive behaviour through PSHE and RE lessons; alongside Collective worship. Pupils are expected to demonstrate high standards of behaviour and follow the school rules so that they can make the most of their opportunities to learn.
4. Parents/carers are encouraged to support the school behaviour policy, which is available on the school website and upon request. Where the behaviour of a child causes concern, parents/carers will be made aware and asked to discuss their child's behaviour with a member of staff.

Positive behaviour will be rewarded with:

- Praise
- House points (see below).
- Personalised Classroom reward system e.g. – WOW points, tickets in a jar, table points.
- Headteacher Stickers - when a child has completed an excellent piece of work, they can be sent to see the Headteacher to share the work and the child will receive a sticker.
- A personalised reward system may be adopted for pupils who require support to demonstrate positive behaviour.
- A referral will be made to an outside agency for specialist help if parents and teachers feel this is necessary. (See SEN Policy).

## House points

Each child in school is placed into one of six different 'houses', which are named after important historical people and areas of the village connected to the school and Carleton village. Each house votes for two Year 6 House Captains.

The total number of house points are totalled each week, by the House Captains, and the running total for the half term is announced on Monday's Collective Worship. The winning House Point Team will receive the 'House Point' trophy in the final week of term and receive extra play at the park.

All children who keep a green coloured card, for the whole of the week (Good to Green Behaviour Chart) will receive 10 points for their 'House'.

## Good Work Assembly

Each week, the Class teacher' nominates 5 pupils to receive a certificate from their class for positive achievement in work or behaviour. The five certificates are for: Numeracy, Literacy, a 'Foundation' subject, Positive behaviour and an overall 'Star of the week'. *In light of the 'Pandemic,' these will be received in class until the safe return of Key Stage One and Two assemblies.*

## Trophy Book

This book, is used to write down pupils' acts of notable, positive behaviour; spotted during the school day by all members of the school community. The children's names are read out in the appropriate Key Stage Good Work assembly. (5 House points for the pupils' relevant house.)

## Consequences

Unacceptable behaviour in the classroom / on the playground is dealt with in the following way:

- Every Class has a 'Good to be Green' chart on display.
- All children have name cards and start the day on the 'green card',
- If there is an incidence of unacceptable behaviour the child's name is moved from the green card on to the amber card. This acts as a warning to the child,
  - If there is another incident, the child moves onto the red card and misses one minute of playtime.
  - If the poor behaviour continues, a tick is written on the board against the child's name on the red card and they miss two minutes of playtime.
  - If the poor behaviour continues after this, the child is taken to the Headteacher or Assistant Headteacher to reflect on their behaviour and miss the whole playtime.
  - An explanation of the progression of consequences for poor behaviour is clearly displayed in each classroom next to the 'Good to be Green' Chart.

All children are moved back to green card at the end of every day; enabling a 'fresh start' the following day. Some pupils will have their own individualised behaviour plan and a 'fresh start' will be at the beginning of each session.

## **Persistently Poor or Serious Behaviour**

If the poor behaviour is persistent (red card several times in a week) or serious, (swearing, hitting, damage to property, answering back, refusal to follow instructions, spitting, biting) the class teacher should discuss the behaviour with the parent/carer and the Headteacher or the Assistant Headteacher so that consequences can be appropriate, for example, following a specific behaviour plan and keeping parents informed about behaviour. A record of this will be kept on CPOMS.

## **Severe Behaviour**

The following behaviours are considered as severe by the school:

- Physical assault, aggressive behaviour, threatening or inappropriate behaviour towards another child or adult.
- Repeated use of foul or abusive language towards another child or an adult.
- Repeatedly refusing to follow an instruction given by a member of staff.
- Wilful vandalism and damage to school property.

If severe behaviour takes place, it must be immediately reported to the Headteacher, or the Assistant Headteacher in the absence of the Headteacher, who will inform the parents / carers. The incident will also be logged on CPOMS. Consequences for severe behaviour could include internal exclusion, fixed term exclusion or permanent exclusion, following NYCC guidelines.

Staff are aware that persistently poor or serious behaviour can be sign of an underlying SEN need and if necessary will work closely with the SENco to create a bespoke plan to support individual needs.

## **Lunchtimes**

At lunchtimes, midday supervisors use the same reward system (see above).

The consequences of poor behaviour on the playground at lunchtime are similar to the consequences of poor behaviour during lesson time. Instead of the 'Amber' card, children will be asked to take 'time out' for one minute to reflect on their behaviour. If poor behaviour continues despite the warning, lunchtime staff will report it to the class teacher at the end of playtime and the child's name will be placed on the red card when they are back in class. A notebook to record incidents which occur at playtime is kept in the First Aid box. The Headteacher/Assistant Headteachers monitors playtime incidents regularly and records them

## **Restraint and Positive Intervention**

Please see RPI Policy.

## **Bullying:**

(Please see the Anti-bullying Policy.)

Bullying is the persistent desire to hurt others and can be verbal, mental or physical. It also includes Cyber Bullying. At Carleton Endowed Primary School we are keen to identify early signs of bullying and children are encouraged to tell a teacher, parent or friend. All incidents are treated seriously; careful records are made on CPOMS.

The role of parents/carers is important in reducing any incidents of bullying. Parents/carers can help by watching out for signs of distress such as repeated illness, damaged clothing etc. and by taking an active interest in the use of social media and use of mobile phones by their children.

Our school curriculum actively supports Anti- Bullying through PHSE and assemblies. We also support 'Anti-Bullying' week in school, through assemblies and class activities.

## **Inclusion**

Some pupils will need an individualised behaviour plan with behaviour targets planned specifically around their own needs to help them to follow the school rules. If it is appropriate, a referral can be made by the school with the consent of the parents / carers to Early Help

## **Behaviour, Care, Guidance and Support**

All staff are responsible for promoting positive behaviour and for providing care, guidance and support for all of our pupils, in line with this policy.

## **School Council**

The School Council provides a forum for pupils to raise issues about school life and make suggestions for improvements. The School Council helped to develop our school rules.

## **Parents and Carers**

Parents have a shared responsibility to support our Behaviour Policy in partnership with school. We ask our parents/carers to make the school aware of any concerns or problems that might affect their child's behaviour. Parents/carers have a responsibility to support the school in its aim to ensure that their child knows right from wrong, develops self-control, supports the school rules and takes responsibility for their own actions.

Behaviour Policy Autumn 2021

Review Date Autumn 2022