

# Carleton Endowed CE Primary School

A faithful community that loves, lives and learns with hope and joy;  
where everyone is valued and encouraged to flourish.



## Behaviour Policy

- We are **ready** to learn.
- We are **respectful** to each other and school property.
- We keep ourselves **safe** in and out of school and online.

Policy creation	April 2023
Date of adoption by Local Academy Council	June 2023
Date of next review	June 2024

## Carleton Endowed CE Primary School

### Behaviour Policy

#### Statement of behaviour principles

We are committed to creating an environment where exemplary behaviour and attitudes are at the heart of productive learning and good relationships, enabling the whole school community to flourish. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. This behaviour policy is for all of our school community. It is written with our values of **love, hope, joy** and **courage** at it's core, and in order to be effective everyone must use it with confidence and consistency.

#### Aims

This policy aims to:

- Fulfil our duty of care to pupils and staff, enabling them to feel **safe and valued**
- Provide a **consistent approach** to behaviour management that promotes a positive climate for learning
- **Define** what we consider to be unacceptable behaviour
- To establish a **framework** for staff that focuses more on relationships and less on sanctions
- To **support pupils** to develop the skills to take responsibility for poor conduct and to manage and modify their behaviour.
- Outline our system of **rewards and consequences**

#### Legislation and statutory guidance and requirements

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.

### **Our Vision for behaviour**

Underlying our school's approach to behaviour is our vision statement:

*'A faithful community that loves, lives and learns with hope and joy; where everyone is valued and encouraged to flourish'*

This is inspired by the parable of the lost sheep; a story told by Jesus to illustrate the love and compassion that God has for every person. It is about a shepherd who leaves his flock of ninety-nine sheep to find the one which is lost. This story reflects how we nurture and celebrate each other in our school community.

All of our staff are trained in the Thrive approach. We understand that all behaviour is communication and that negative behaviour may be a sign that something is not right. This is woven through our approach to behaviour management.

### **Rights and responsibilities:**

We believe that everyone in our school has:

- The right to feel physically and emotionally safe at all times
- The right to learn and make demonstrable progress
- The right to be treated with respect and dignity

This means that every adult and child in our school has:

- A responsibility to look after themselves and others by acting safely and keeping others safe
- A responsibility to value learning for themselves and for others
- A responsibility to show respect for themselves, other people, the school and all belongings

We expect all members of the school community to model these rights and responsibilities.

We achieve these through being **ready, respectful and safe**.

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Physical assault
- Sexual assault or harassment, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Mobile phones
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

### **Roles and responsibilities**

#### **The Local Academy Council (Governors)**

The LAC will review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

#### **The Headteacher**

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Local Academy Council. The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour through our Christian values of love and hope for each other and the world, joy in learning, and the courage to stand up for what is right.

The headteacher will support the staff to deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently and in line with our values.

### **Adults in school**

All adults are responsible for:

- Implementing the behaviour policy consistently including use of ready, respectful and safe, visible consistencies, over and above recognition, relentlessly following behaviour routines, scripted conversations and restorative follow up
- Modelling positive behaviour
- Deliberately and consistently catch children doing the right thing and praising them in front of others
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on CPOMS

The senior leadership team will support staff in responding to behaviour incidents. They are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

### **Parents**

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Ensure children wear the correct school uniform

### **Pupil code of conduct**

Pupils are expected to be ready, respectful, safe at all times through:

- Demonstrating our values to members of staff, visitors and each other
- Behaving in a responsible and self-controlled way
- Respecting the right of all pupils to learn
- Moving calmly and quietly around school
- Treating school buildings and property with respect
- Accepting consequences when given
- Refraining from behaving in a way that brings the school into disrepute, including when outside school

They are supported to:

- manage their emotions effectively and develop strategies to support them to communicate with everyone in an appropriate, respectful way.
- Develop resilience and foster a love of learning

- Grow and flourish as active, healthy and engaged citizens

### Charters and routines

The charters and routines we follow in and around school offer behaviour guidance for different areas (See Appendix 1). Each class teacher creates their own charters in consultation with their class at the start of the year.

### Rewards and consequences

We understand that managing our emotional reactions as adults has a direct impact on successful behaviour management and remain calm, keep our voices low and slow and speak respectfully when communicating with children in school. We work hard to ensure that incidents are dealt with straight away so that consequences are immediate and appropriate.

We encourage children to be courageous and make the right choices, even when it is difficult to do. We believe in noticing children when they model responsible behaviour that is **'over and above'** and reward this by:

- Saying thank you
- Smiling
- Sharing a positive gesture (thumbs up, nod)
- Praising the effort/work/achievement specifically
- Awarding house points
- Adding children to the gold recognition board
- Writing positive comments on work
- Sending pupils to SLT
- A phone call, text message or note home
- Nominating for a Headteacher's Award

Our behaviour management will depend upon the issue and the age and stage of the pupils involved. Reasonable adjustments will always be made for pupils with additional needs.

We believe in managing poor behaviour choices by:

- 1 **Reminder:** Quietly reminding children of the rules; ready, respectful, safe and offering a chance to make a better choice
- 2 **Caution:** Verbal warning (quietly and not publicly wherever possible) you might at this point move the child away from where they are working or give them time to think in the classroom
- 3 **Last Chance:** Removing a privilege such as two minutes of playtime - including resolution discussion with an adult (30 second scripted intervention)

**OR** Removing the whole of playtime - including resolution discussion with an adult and ensuring that the child puts right any wrongs (e.g. write an apology, tidy the mess, go back and walk sensibly...)

- 4 **Time out:** a few minutes outside the room with a member of support staff, in the Thrive room or another classroom to have time to think and calm down
- 5 **Repair:** Time with the class teacher – restorative script
- 6 **Record:** If children have reached stage 3 or beyond the class teacher will make a note of the behaviour, the circumstances and the outcome on CPOMS. Parents may also be contacted at this point.
- 7 **External support:** the class teacher/SENCO will liaise with support services or external agencies for persistent behaviour difficulties

For serious incidents involving deliberate physical harm, persistent disruptive behaviour, swearing and damage to property we:

- 1 Gather information by listening to all accounts without judgement
- 2 Record an accurate account on CPOMS
- 3 Notify the Headteacher immediately
- 4 Ensure the child is aware of the consequence (puts right any wrongs/loses a privilege)
- 5 Contact parents
- 6 Involve the child and parents in an Individual Behaviour Plan for persistent unwanted behaviours

### **Suspensions and exclusions**

In extreme circumstances, where the safety and welfare of the child, other children or staff are at risk, we follow the LA guidance for suspensions and exclusions. All suspensions and exclusions must be actioned by the Headteacher.

### **Classroom management**

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

They will:

- Display and refer to their agreed classroom charter
- Develop a positive relationship with pupils, which includes:
- Greet pupils in the morning/at the start of lessons
- Establish clear routines
- Communicate expectations of behaviour in ways other than verbally
- Highlight and promote good behaviour
- Conclude the day positively and start the next day afresh
- Have a plan for dealing with low-level disruption
- Use positive reinforcement

- Plan work that meets pupils' needs
- Use agreed scripts for responding to unwanted behaviour (Appendix 1)

*We do not shout and do not condone naming and shaming children, recognising this leads to increased levels of unwanted behaviour.*

### **Physical restraint**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint 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 both on CPOMS and in the incidents book and reported to parents

### **Confiscation**

**Any prohibited items (listed above) found in pupils' possession will be confiscated.** These items will not be returned to pupils, with the exception of mobile phones, which must be collected by parents/carers.

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

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### **Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will 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 an individual support plan for that child (see Appendix 2). We will work with parents to create the plan and review it on a regular basis.

### **Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip, visiting the church or when in the community wearing uniform.

### **Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

### **Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). 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. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

### **Training**

Our staff are provided with training on managing behaviour, and how to model our expectations, as part of their induction process.

Understanding behaviour and how to manage this also forms part of continuing professional development for all staff.

### **Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-bullying policy

### **Dissemination of the policy**

The policy is available to parents and carers and pupils on request and is also available via the school website.

## APPENDIX 1 – routines and scripts

### **Routine for classroom, dining hall and Collective Worship behaviour:**

All staff in school use the '1,2,3' system for reminding pupils of expected learning behaviours. We do not use whistles, hand claps or shout at children to gain their attention.

#### **1 – Stop what you are doing**

#### **2 – Put down what is in your hands**

#### **3 – Eyes to me**

If individual pupils need a further reminder, name them at this point by saying **'Thank you (name) for looking this way and listening.'**

If children are making a poor choice, quietly ask them **'What are you doing?'** Wait for a response then ask **'What should you be doing?'** Confirm if this is a better choice.

Wait until you have everyone's full attention before speaking. Do not accept any inattention.

If pupils refuse to listen, remind them of the class charter and, if necessary, potential consequences. (Missed time from play or loss of privileges/CPOMS/SLT).

### **Restorative Strategies\***

	<b>Adult response</b>	<b>Script</b>
<b>Step 1 Reminder</b>	<b>Reminder of rules: ready, respectful, safe delivered privately where possible. Take the initiative to stay at this stage.</b>	<b>I noticed you are ...you need to speak to me at the side of the room</b>
<b>Step 2 Caution</b>	<b>Clear verbal caution delivered privately, making the child aware of their behaviour and clearly outlining consequences if they continue.</b>	<b>Think carefully about your next step</b>
<b>Step 3 Last chance</b>	<b>Speak privately and offer a final chance to engage. Tell the child they must stay behind 2 minutes after the lesson to speak to you.</b>	<b>Use 30 second scripted intervention.</b>
<b>Step 4 Time out</b>	<b>A few minutes for the child to calm down either outside the room, at the side of the field or in another room.</b>	<b>Use this time to calm down, breathe and look at the situation differently.</b>
<b>Step 5 Repair</b>	<b>Quick chat or formal meeting to repair the situation and reference earlier positive examples of behaviour.</b>	<b>Use restorative script.</b>

\*Taken from 'When the adults change, everything changes' Paul Dix, 2017

### **Restorative script:**

When a child approaches us for support or if we notice an incident, we always listen to both sides of the story. If we have seen something happen, we endeavour to find out what led up to the situation.

It is useful to ask each child the following type of questions, one at a time, allowing one child to finish answering before the next child has their turn:

**What happened?**

**How did that make you feel?**

**Has anyone else been affected by what happened?**

**What do you think needs to happen to make things right?**

We support the children in finding a win-win solution and follow consequences as needed (loss of time, contacting senior leader/ parents depending on the situation). All incidents that lead to a consequence are recorded on CPOMS and checked by SLT.

### **30 second script**

**I noticed you are** having trouble getting on with your work/ chatting and stopping others from learning

**It was the rule about** being ready to learn/respecting others' right to learn that you broke  
**You have chosen to** catch up with your work at break/move to the back to focus

**Do you remember yesterday when you** finished your maths before play/let your friends focus on their learning?

**That is who I need to see today ...**

**Thank you for listening.** (Walk away to give some 'take up' time).

### **Microscripts**

Use these once routines, expectations and rapport have been established:

**You need to ...** (speak to me at the side of the room/tidy up the mess you have made)

**I need to see you ...** (following our agreed routine)

**I expect ...** (to see your table immaculately tidy in the next 2 minutes)

**I know you will ...** (help Susan clean the pen off her face)

**Thank you for ...** (letting go of her hair, let's walk and talk)

**I have heard what you said, now you must ...** (collect your things calmly, move to the thinking spot)

**We will ...** (have a better day tomorrow)

## **Playtime routine**

Collect your coat and walk sensibly to the playground or field

Go to the toilet during playtimes so you are ready for lessons

When the bell rings, stand still where you are. When your class is called WALK to the line.

Teachers collect their classes promptly at the end of break and walk quietly, in line, back to class.

Fighting, play fighting or rough physical contact of any kind is not allowed.

## **APPENDIX 2 – Individual Support Plan**

**Individual Support Plan for (pupil name)**

**Background Information**

**What is working well**

**Behaviours causing concern**

**Aims:**

**Pupil Target:**

**Agreed Rewards and Consequences:**

***Rewards:***

***Consequences:***

**Arrangements for Monitoring:**

**Date of Plan and Review:**

**APPENDIX 3 Class charter:**

We are Class .....

We are ready, respectful and safe

**Rights**

Everyone in our school has:

- The right to feel physically and emotionally safe at all times
- The right to learn
- The right to be treated with respect and dignity

**Responsibilities**

This means that every on in our school has:

- A responsibility to look after themselves and others by acting safely and keeping others safe
- A responsibility to value learning for themselves and for others
- A responsibility to show respect for themselves, other people, the school and all belongings

Ready	Respectful	Safe
3 bullet points only		



## Carleton Endowed CE Primary School

*A faithful community that loves, lives and learns with hope and joy; where everyone is valued and encouraged to flourish.*

In the classroom	On the playground	Around the school	To and from School
Let teachers teach and pupils learn.	Show care and consideration for others.	Respect the school environment and do all you can to keep it clean and tidy.	Be safe, sensible and polite so we can be proud of our school.
<p><b>Ready</b> Wear correct school uniform</p> <p>Bring everything you need to school every day. Remember your PE kit, reading book, homework at the required times.</p> <p><b>Respectful</b> Listen respectfully whenever someone is talking to the class.</p> <p>Listen to the teacher explain the learning and do all you can to achieve it. Work hard and let yourself and others learn.</p> <p>Use appropriate voice levels for the task.</p> <p>Respect the opinions and efforts of others.</p> <p><b>Safe</b> Take care of the classroom and return equipment when you have finished with it</p> <p>Listen to instructions in PE lessons</p> <p>Use the internet safely</p> <p>Use tools and equipment carefully and follow instructions</p>	<p><b>Ready</b> Remember to go to the toilet during playtime.</p> <p>Take your coat and anything else you need outside with you. Take responsibility for bringing them back in.</p> <p><b>Respectful</b> Play games that ensure other pupils are safe and happy and are inclusive.</p> <p>Treat all Staff with similar respect</p> <p>Listen to and follow instructions quickly and when the whistle blows stop straight away. WALK to your line when asked.</p> <p><b>Safe</b> Use playground equipment carefully and only in allocated spaces.</p> <p>Help to tidy up equipment.</p> <p>Line up quietly</p>	<p><b>Ready</b> Always walk in corridors without rushing</p> <p>Keep your belongings in one place on your peg</p> <p><b>Respectful</b> Show respect for other pupils who may be working and keep corridors quiet spaces.</p> <p>Show respect for equipment and keep it tidy.</p> <p>Hold doors open for others and stop and wait for people to pass.</p> <p>Smile and be polite to visitors and say "hello".</p> <p><b>Safe</b> Be sensible in the toilets.</p> <p>Stay inside the safety of the school building unless directed to leave it by a member of staff.</p>	<p><b>Ready</b> Arrive at school on time each day</p> <p>Wait quietly for parents to collect you at the end of the day</p> <p><b>Respectful</b> Be respectful of our neighbours</p> <p>Be respectful of the churchyard</p> <p>Wear your uniform with pride and do all you can to promote the school's good name.</p> <p>Keep the school grounds and surrounding area free of litter</p> <p><b>Safe</b> Cross roads carefully</p>

