



# Carleton House

## Preparatory School

### BEHAVIOUR POLICY

**Written By Mrs Sandy Coleman**

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**To be reviewed**  
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# CARLETON HOUSE BEHAVIOUR POLICY

## MISSION STATEMENT

We live, love and learn with Jesus.

Good manners, politeness and consideration for others should always be fostered.

In order to fulfil these aims it is necessary to have clear guidelines within a Behaviour Policy. This policy applies equally to the EYFS and the before and after school provision. The policy has regard to DfE Guidance 2011 Behaviour and Discipline in Schools and the school's duties under the Equality Act 2010.

## AIM

The aim of the policy is to help build a happy, caring environment in which all children, irrespective of gender, race, ability, need or background, can work and play together safely and successfully. It should also help the children to appreciate the responsibility of their role in creating such an environment.

In addition it should make clear to parents, pupils and staff the standard of behaviour expected and provide ways of rewarding and encouraging good behaviour while also establishing an understanding of what is unacceptable.

Through developing a whole school policy everybody should be clear about the expectations, system of rewards and consequences. In particular the children should be well aware of the consequences of their actions but should feel that everyone is being dealt with fairly, and in the same way, as all staff will be working according to the same criteria.



## OUR CARLETON CHARTER (See Appendix 2)

As a whole school community we have drawn up and agreed Our Carleton Charter, a set of school values which we aim to fulfil every day. In doing so we will foster respect for ourselves and others, property and the wider world, making a positive contribution to school life and the wider community.

Our Carleton Charter is displayed in each classroom and around our school building. The values are explored at depth during Head teacher assemblies and become the weekly focus for merit awards.

Our Charter forms the basis of our behaviour expectations for all members of our school community.

## **IMPLEMENTATION**

Excellent behaviour is expected, recognised and encouraged from all pupils at all times; in class, on the playground, in the dining room, around school and in extra-curricular activities.

All staff are responsible for the discipline of their own class and of any children they come in contact with during the school day. Any serious incidents should be immediately reported to the Head teacher. Minor incidents can be dealt with by the teacher concerned but persistent offenders, or incidents requiring a further investigation, should be reported to the Head teacher.

## **REWARD SYSTEM**

### Merit System (Juniors)

- Junior merits are awarded for showing demonstrating the Charter Value of the week, for good behaviour, good work, effort, helpfulness, contribution to school life etc.
- Merits are recorded by class teacher.
- Each week certificates are awarded to the three children with the highest number of merits in each class in our Celebration Assembly.
- Photographs of the weekly merit winners are included in the weekly newsletter which is emailed to parents.
- Each half-term a trophy is awarded to the person with the highest number of merits.
- Infant star of the week certificates are awarded to one child from each class
- Class based stickers, certificates and praise are given for good behaviour, good work etc
- A reward such as extra playtime is given half-termly to the House with the most merits.

### Post Cards Home

- A member of staff will send a postcard home to praise a pupil for a particular achievement; this may be for excellent class work, exemplary behaviour or demonstrating a value from our Carleton Charter.

### Class based rewards

- Each class teacher may have an individual class based reward scheme such as dojos or star charts to promote and reward excellent behaviour.
- Stickers will be given out to praise positive behaviour

### Head Teacher's Reward

- Pupils may be sent to the Head teacher's office to receive a special Head teacher's sticker for an excellent piece of work, or to share another success.

As a school we understand that we can all sometimes make a mistake or a poor choice through our words or actions. This can sometimes result in unwanted behaviour. We seek to ensure the pupil is aware that it is the behaviour or action which has caused the upset rather than them as an individual. We encourage and support children to recognise their mistakes and to seek to make amends for them. As a Catholic School we actively practice the value of forgiveness and aim to start every new day as a fresh start.

We aim to support our children in understanding that they have a responsibility to acknowledge their mistakes and are given an opportunity to make amends for them. Pupils should understand that wrong choices often come with a consequence or sanction.

### **Classroom Based Behaviour Sanctions**

- Positive redirection.
- A verbal warning will be given.
- A second verbal warning will be given with the explanation that the next step consequence will be to be sent to the Head teacher.
- Pupil sent to see the Head teacher or Deputy Headteacher in her absence.

### **Playground Based Sanctions**

- Positive redirection
- A verbal warning will be given
- Junior - child will be asked to stand on the line for no longer than 5 minutes
- Infant – child will walk and hold the adults hand for 5 minutes
- If continued unwanted behaviour, pupil will be sent to see the Head teacher or Deputy Head teacher in her absence.

**Any serious offence will be reported immediately to the Head.**

### **Head Teacher Sanctions**

The child will be given the opportunity to discuss the events leading up to their removal in class. They will be spoken to calmly about their choice of behaviour with the purpose of seeking to support them in understanding what is acceptable behaviour and what is unacceptable behaviour. We will refer to Our Carleton Charter and discuss which of our Values the behaviour challenge.

The child will miss 15 minutes of either morning or lunchtime play. During this time they will be supervised whilst they are asked to fill in a 'Stop and Think sheet'(Appendix 1). The aim of the Stop and Think sheet is to allow the child the opportunity to reflect on their choice of behaviour and to think of ways they could stop it from happening again. This will be kept on record by the Head teacher.

If a child is sent to the Head teacher twice in a half term, or if concerning behaviours are presented, the Head teacher will ask for a meeting with the child's parents to discuss supportive strategies to improve the behaviour displayed in school. This may involve a weekly monitoring of behaviour through a Head Teacher's report card or seeking the support of other professionals.

### **RECORDING OF INCIDENTS**

Class teachers keep own record of incidents arising in class and any meeting with parents linked to behavioural issues in their class pastoral book. This is monitored half termly by the Head teacher to look for patterns or concerning behaviours.

The Headteacher will keep a log of all behaviour incidents sent to her and of meetings with parents.

### **PARENTS AS PARTNERS**

We seek to work together with our Parents in order to support all of our pupils in developing educationally and socially as they grow and mature through their years with us in Carleton House.

We ask that our Parents support us in the following ways:

- By understanding our Carleton Charter and how this translates into our everyday behavioural expectations
- Ensure that they give their children a consistent message about how to behave in school
- Support the school when it applies reasonable sanctions in response to unwanted behaviour

- Inform the class teacher of any changes in circumstances which may affect their child's behaviour
- Discuss any concerns with the class teacher promptly

### **WHAT BEHAVIOUR MERITS EXCLUSION?**

#### **Fixed period of exclusion will be used:**

When there has been a 'serious breach' of the School's behaviour policy e.g. physical aggression, deliberate damage to property, stealing, leaving school premises without permission, severe and persistent bullying, verbal abuse and persistent disruptive behaviour in class. If allowing a pupil to remain in school would put the education, health or safety of the pupil/s or staff in School at risk.

After a fixed period exclusion the child returns to the school. Both parents and child are invited to a meeting with the Headteacher to discuss expectations and to agree a plan to support the child.

#### **Permanent Exclusions will be used:**

When a range of all the above strategies have been tried and this has not succeeded in making a positive change in the child's behaviour.

Fixed and permanent exclusion from school remain an option as a last resort

#### **Principles Governing Exclusion:**

1. A fair and thorough investigation will take place
2. Pupils and their families will be informed of problems /allegations and the evidence relied upon
3. If appropriate, the pupil will be given a fair opportunity to explain him or herself
4. The pupil's family will have the right to arrange meetings with the Head teacher and governors.
5. The final decision to exclude a pupil lies with the governing body and will be implemented by the head.

### **CORPORAL PUNISHMENT**

Corporal punishment is not used at Carleton House Preparatory School – it is illegal. Corporal punishment is any intentional application of force or punishment including slapping, throwing objects, pinching, squeezing and rough handling.



# Stop and Think!

Name \_\_\_\_\_ Date \_\_\_\_\_

**What happened?**



Scared



Angry



Sad



Worried

**Next time a better choice will be...**

**Teacher Notes**

# Our Carleton Charter

**C**are for our community

**A**lways try your best

**R**emember to show respect

**L**ove our world

**E**veryone is equal

**T**ake time to listen and tell

**O**ur school, Our family, Our responsibility

**N**ew friends always welcome



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