



Carleton House

Preparatory School

BEHAVIOUR POLICY

Written By Mrs Sandy Coleman and Mr Craig Griffies

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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 respect for others should always be fostered.

In order to fulfil our 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. We aim to create an environment where relationships are based on respect and to develop a positive self-esteem in each child. The staff at this School are committed to maintaining high expectations of good behaviour as an essential contribution to the educational experience of the children and to their happiness and well-being while in school.

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. We hope that, by sharing a commonality of approach to behaviour management our school community will be a kind, considerate happy place to work.

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 Carleton Charter is the basis of our school values and is what our behaviour expectations, 'The 3 B's' are built upon. This builds a school community where all children and adults feel safe and protected.



Implementation

In order to implement the values of our Charter and to ensure that all children are able to become confident, happy learners we use 'The Three B's' to instil and remind children of the positive behaviour we expect. These are used specially with our children during ad hoc behaviour conversations as an easy reminder for children and staff alike to use to consistently and continually reinforce our desire for good behaviour and general attitude towards learning whilst in school.

Our School Rules – THE 3 B's!!! See appendix 2

- Be Safe
- Be Ready
- Be Respectful

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 also be reported to the Head teacher.

REWARD SYSTEM

Merit System (Juniors – pupils in years 3-6)

- Junior merits are awarded for showing demonstrating 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 or to children who have shown excellent improvement in any area of school life in recent weeks 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/ Positive phone call

- A member of staff may phone parents or 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 or certificate for an excellent piece of work, or to share another success.

Other rewards for pupils showing excellent behavior can include the following:

- Written praise e.g. a positive comment on work, report
- Verbal praise e.g. to the child, parent, another adult in school
- Peer group praise e.g. a clap, name read out in class assembly
- Merit points, stickers certificates for academic and non-academic achievement
- Headteacher award on work or as a sticker
- Trophies and Special Awards
- Citizenship and friendship awards given at prize nights.
- Placing value on achievements e.g. work shown to another class, name in the school Newsletter, part of Friday Assembly
- Special responsibilities e.g. Head Boy / Head Girl awards, school council members, being a monitor or lunch time prefect
- Child, group or class, singled out as a role model
- Golden time type activity where groups work towards their chosen end reward- extra play time, end of term video or games session

Our talented, dedicated staff will always aim to follow the following simple principles to promote positive behavior management in their classrooms

- 1.** Establish a friendly, positive, supportive relationship with the pupils in your care.
- 2.** Make sure, wherever possible, that pupils are engaged in purposeful activities that they enjoy. As soon as it occurs, reward positive behaviour with attention and praise. 'Catch them being good'.
- 3.** Where possible, identify when behaviour problems are likely to arise and try to divert, deflect, deviate, deflate to modify the pupils' behaviour before discipline is needed.
- 4.** Know the school rules (The Three B's) and the reasons for them. Be clear, firm and polite about the behaviour boundaries.
- 5.** Know what sanctions you can use, but try to avoid using them – especially if a quiet word or reminder will do. But if you say you are going to...follow through.
- 6.** Always remain calm when you speak to pupils. This will help you maintain your authority and confidence and keep your relationships with them positive.
- 7.** Avoid the use of sanctions when support strategies will suffice.

Bullying (please also see Anti bullying policy)

Bullying is the persistent desire to hurt others and can be verbal, mental or physical. It is very different from the normal interaction of children during a busy school life. We accept that isolated incidents with children do occur, moreover we acknowledge that these do not always constitute 'bullying'. At Carleton House we are keen to identify early signs of bullying and children are encouraged to tell a teacher, parent or friend if they are upset or concerned about something. All incidents are treated seriously and the appropriate action taken to deal with the bully and help the victim.

The role of parents is important, in consultation with school, in reducing any incidents of ongoing bullying. All parties involved should understand that one off incidents do occur and whilst they are unacceptable and will be dealt with within school they are not always persistent, mindful, continuous actions and events that would constitute bullying. We ask parents to watch out for signs of distress such as repeated illness, damaged clothing etc.

We also ask that parents ensure that their children are using the internet and social media platforms that are age appropriate and that they regularly oversee their devices.

Sanctions

As a school we understand that we can all sometimes make a mistake or a poor choice through our words or actions. 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 **for pupils in Years 1-6**

- 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.
- Continued poor behaviour that doesn't adhere to the 'Three B's' will result in a pupil sent to see the Head teacher or Deputy Headteacher in her absence.

Playground Based Sanctions

- Positive redirection
- A verbal warning will be given
- Continued poor behaviour that doesn't adhere to the 'Three B's' will result in... pupils in years 3 to 6 will be asked to stand on the line for no longer than 5 minutes
- Continued poor behaviour that doesn't adhere to the 'Three B's' will result in ... pupils in years 1-2 will walk and hold an adult's hand for 5 minutes
- If continued unwanted behaviour persists, the 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 for Pupils in Years 1-6

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 Three B's and Our Carleton Charter and discuss which of our school rules or Values the behaviour challenges.

The child may miss 15 minutes of either morning or lunchtime play. During this time, they will be supervised whilst they may be asked to reflect upon their choices and behaviours and if appropriate asked to write a letter of apology. It is hoped this will allow the child the opportunity to reflect on their choice of behaviour and to think of ways they could stop it from happening again.

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.

Early Years Foundation Stage

The majority of this policy applies to the children in the EYFS through promoting positive behaviour. However, some of the sanctions are not appropriate for younger children. Early Years practitioners use praise and encouragement to reward good behaviour such as kindness, turn-taking and willingness to share. Positive behaviour is praised, rewarded and discussed with the children. Stickers and praise are used to reward good behaviour such as honesty, kindness or sharing.

Children are encouraged to develop awareness of safety by not running indoors, being careful and considerate in their general behaviour and by walking sensibly up and down stairs. Children and adults are required to speak politely to each other, with EYFS Practitioners acting as role models with regard to courtesy, care, good manners and friendliness. Respect for property is to be fostered, and children encouraged to take care of books, toys and games and to help to tidy resources away. Inside voices are used to encourage a calm learning environment within the classroom and children are encouraged to use outside voices when accessing outdoor provision.

Sometimes it is necessary to employ strategies to redirect or correct negative behaviour. The main strategy in the majority of such cases is to redirect the child to a different activity and encourage positive behaviour.

The following strategy is used for conflict resolution

- use of thinking time;
- approach calmly;
- acknowledge feelings;
- gather information; listen;
- take turns restating the problem;
- discuss and implement solution; *How can we solve the problem? What can we do to make it better (give two choices such e.g. "we can take turns or play together")*
- give praise for resolving the problem.

RECORDING OF INCIDENTS

Class teachers keep own record of incidents arising in class and any meeting with parents linked to behavioural issues are added to CPOMS, the software the school uses to record incidents. This is continuously monitored by the Head teacher to look for patterns or trends relating to 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 and supporting our Carleton Charter
- By supporting our 'Three B's'
- 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

CORPORAL PUNISHMENT

Corporal punishment is not used or threatened 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.

WHAT BEHAVIOUR MERITS EXCLUSION?

A fixed period of exclusion may 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 of 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. In extreme circumstances a permanent exclusion may also be used at the discretion of the Head Teacher without following the range of strategies as referred to above.

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 Head Teacher.
6. If a parent wishes to appeal against the exclusion they may use the stage 3 process of the Complaints Policy which is available on the school website.



Our Carleton Charter

Care for our community

Always try your best

Remember to show respect

Love our world

Everyone is equal

Take time to listen and tell

Our school, Our family, Our responsibility

New friends always welcome



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