



Carter's Charity Primary School
Behaviour Policy
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Carter's Charity Primary School

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Behaviour Policy

Policy Aims

The purpose of this policy is to guide teachers, pupils and parents on our relationship-focused approach to behaviour management. This will allow the pupils at Carter's Charity School to enjoy a calm and caring environment which will support every child both emotionally and educationally to give them the best possible chance of success.

We encourage self-discipline and aim to follow just three rules of Ready, Respectful and Safe (RRS). Our relationship policy is not primarily concerned with rule enforcement, but is a tool used to promote positive relationships with peers and adults with the common purpose of helping everyone learn in a nurturing, empathetic and respectful environment. Consistent, calm, and clear, adult behaviour underpins this.

Promoting good behaviour amongst the pupils is a shared responsibility. All members of the school family: children, staff, governors, parents and the wider community have a vital role to play, and everyone should aim to build positive relationships with each other. We provide supply staff and children a user friendly copy of our policy to ensure this is clear (see appendix 1). We expect each individual to respect others, their families, culture and beliefs, as part of the exceptionally high standards of behaviour that we have at Carter's Charity.

We aim:

- To provide a safe, respectful, equitable and happy school where learning opportunities are maximised.
- To ensure a clear, fair and consistent approach to behaviour based on nurturing principles and restorative practices.
- To foster, nurture and value strong and healthy relationships in recognition of the importance of this as a lifelong skill.
- To give staff the tools to enable them to support and equip children with strategies to manage their behaviour and build positive relationships with others.
- To give children the tools to build and foster positive relationships.

Promoting positive behaviour

'If you consistently reward minimum standards then children will strive for Minimum standards. If you reward children for going over and above then there is no limit to their excellent behaviour.'

Paul Dix

Children cannot do well unless good standards of behaviour are introduced and maintained. Opportunities for promoting positive behaviour strategies include:

- Adult recognition, both in the classroom and out, of children who are displaying Carter's Values, rewarded by conduct tokens.
- Whole school assemblies – both Carter's values and British values are discussed and applied to our everyday lives and in our relationships with one another.
- Recognition boards will be used in class alongside our whole school Carter's Conduct board in the Hall. These will give children a weekly target which promotes good learning behaviours, and if all children succeed the class will earn 20 minutes "Recognition Time".
- Dojo messages, letters, phone calls, or direct comments will be shared with parents when children have gone 'above and beyond' by displaying exceptional behaviour.

Rewards System

There are three clear levels:

- Level 1 – Conduct Tokens
 - These are rewarded by adults throughout the school for both academic achievements and displaying Carter's Values. The tokens are added to the class box on the Carter's Conduct board, so the cohort work together for the reward of their choice when the box is full.
- Level 2 – Nomination for an award
 - For children who go above and beyond, they will be nominated for recognition which is awarded in our Friday Celebration Assembly. These include a class Star of the Week, a weekly Headteacher's Award, and a Star of Safety for each Key Stage nominated by the Welfare Staff each week.
- Level 3 – Roll of Honour and School Ambassadors
 - The Roll of Honour is awarded to one child per class each term at a special assembly.
 - School Ambassadors are chosen from our Year 6 children. They exemplify our values and are leaders to the other children.

Sanctions System

Good discipline is the shared responsibility of all staff. We know that if we expect the children to behave well, the adults in school must model this too. We strive to avoid:

- humiliation
- shouting
- over reacting
- blanket punishment
- using an area of the curriculum as a punishment

Children are encouraged to take responsibility for their own actions and behaviour; as well as consider the impact of their actions and behaviour on others. Pupils who follow the rules must have their actions acknowledged and rewarded. Those who do not follow the rules need to know that their actions will have consequences.

There are six levels to our sanction system, and in normal practice they will be followed in order. However, we must ensure that for extreme situations that we can escalate to the appropriate level. The timescale for escalation is the call of the class teacher and SLT. Every day the system starts again unless Level 5 is in use (Level 6 will depend upon the exclusion timescale). We must adopt the philosophy of every day is a new beginning and a new opportunity with sanctions being instant as much as possible/reasonable and every achievement being valued and not lost within a negative cycle.

Level 1 - Teacher Reminder using the Ten Second Script (see Appendix 2).

Level 2 - Verbal Warning: the child's initials recorded on white card. Short discussion with the child away from other children using the Thirty Second Script (see Appendix 2).

Level 3 - Yellow Card: They must visit the Behaviour Lead or other Senior Leader with card, on which the adult has written a summary of the incident. They will be chaperoned back to class by SLT after a behaviour discussion based around Restorative Practice (see later section). The incident will be recorded on CPOMS in order to track behaviour of the child.

Level 4 - Red Card: The child must visit Headteacher or other Senior Leader with card on which the adult has written a summary of the incident. They will be chaperoned back to class by SLT after a behaviour discussion based around Restorative Practice (see later section). Letter sent home by SLT supported by phonecall/contact with home at the end of the school day from the class teacher). The incident will be recorded on CPOMS.

Level 5 - Behaviour Contract: If, in the view of the SLT member dealing with the incident, the Red Card, and/or current level of need/behaviour, warrants a meeting with family members then this would be arranged by the class teacher. The Class Teacher and member of the SLT would then attend a meeting to agree a daily behaviour contract. The length of the initial contract would be determined by staff and will involve the session by session reporting of progress to the senior leader involved.

This contract will then sent home each day. Contact with home will be required upon the end of the initial contract. A review meeting may be needed if staff deem it necessary. This would be supported by the use of the contract renewal/contract end letter.

Level 6 - Exclusion Level: This is not directly linked to the internal levels above and operates in line with LCC exclusion thresholds and criteria.

The Restorative Approach – Dealing with inappropriate behaviour

Incidences of negative behaviour are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done and rebuilding and restoring relationships. The key principle when dealing with issues is to give everyone involved a chance to have their say and become actively involved in the process.

Some children may require time to calm down and this is an important part of developing a child's self-management skills. 'Reflection time' can be offered to children before an incident is dealt with, at any level within the Sanction System if it would be a benefit. This can be immediately outside the classroom, in The Hub or in The Studio – the child must indicate where they are going and remain there until an adult is able to talk to them.

Following an incident of Level 3 or above, a restorative conversation will take place to support the child in understanding the harm that has been caused (see Appendix 3). No undesirable choice will mean that an acknowledged desirable choice gets removed. For example, if a child is placed on the recognition board but makes an undesirable choice, their name does not get taken off the board. The two choices are separate.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility we are supporting them in developing their own strategies for avoiding and resolving conflict. We believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them.

Happy and Safe Plans

If a child has been finding school difficult for whatever reason, we may choose to put them onto a Happy and Safe Plan, with agreement from their parents/carers. This is a structured approach in which the child's class teacher checks in with the child at least daily to make sure that they feel both happy and safe to be in school. Their response is then recorded on our internal CPOMS tracking system.

This allows the child a opportunity, at least daily, to express their emotions and to communicate with a trusted adult. If they are not feeling happy and safe, it allows a chance for a conversation on their feelings and the potential causes. By recording the responses on the CPOMS system, we are also able to potentially see patterns and causes to the challenging moods faced by the child.

The Happy and Safe Plan will be carried on as long as is felt useful, and will be ended with the agreement of all stakeholders.

Anti-Bullying Policy

Carter's Charity Primary School is committed to providing a supportive, caring and safe environment in which all children are free from the fear of being bullied. As a school we take bullying and its impact seriously. Bullying of any form is not tolerated in our school, whether carried out by a child or an adult.

We recognise that many children and young people will experience conflict in their relationships with other children and young people and as a school we are committed to developing empathy and the skills to manage relationships in a peaceful way that does not harm others.

At Carter's Charity Primary School, our definition of bullying is:

"The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online"

Bullying can take many forms:

- Emotional - being unfriendly, excluding, tormenting, threatening behaviour
- Verbal - name calling, sarcasm, spreading rumours, teasing, derogatory language
- Physical - pushing, kicking, hitting, punching or any use of violence
- Extortion - demanding money/goods with threats
- Online – use of social media, messaging and calls – including photos and videos
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact, sexually abusive comments
- Homophobic or biphobic - bullying because of sexuality or perceived sexuality
- Transphobic – because of gender identity or perceived gender identity

In our school pupils are encouraged to talk to staff when they are unhappy or have concerns. Pupils in our school understand that they have a right to feel and be safe and a responsibility to support others to feel and be safe.

Pupils are made aware of the Trusted Adults in our school through our Star of Safety displays and are encouraged to report bullying to them whether in school or out. Parents are also encouraged to report concerns and bullying, normally to the class teacher or alternatively to the Designated Safeguarding Lead or their Deputies.

If bullying is reported, we will:

- **Secure the safety of the target of bullying:** considering any safeguarding concerns; assure the child that they have been heard and that action has been taken; record the information on CPOMS.
- **Take action to stop the bullying happening again:** consider who else was involved and what roles they have taken. Send a clear message that the bullying must stop. Work with both parties to find solutions. Identify the most effective way of preventing reoccurrence.
- **Whole school learning and reflection:** reflect and learn from the episode – consider what needs to happen to prevent future bullying, eg. PSHE, training, etc.

Appendix 1 – Carter’s Charity Behaviour Summary

As a visitor to Carter’s Charity School, we hope you notice that our children are amazing! If you see them demonstrating our values of Independence, Resilience, Cooperation, Positivity and Responsibility, reward them as below.

Rewards System

There are three clear levels, but two are required day-to-day:

- Level 1 – Conduct Tokens
 - These are rewarded by adults throughout the school for both academic achievements and displaying Carter’s Values.
- Level 2 – Nomination for an award
 - For children who go above and beyond, they will be nominated for recognition which is awarded in our Friday Celebration Assembly. These include a class Star of the Week and a weekly Headteacher’s Award.
- Level 3 – Roll of Honour and School Ambassadors

Sanctions System

If, unfortunately, a child behaves in a way you would not expect, these are the levels of sanction that may be necessary:

Level 1 - Teacher Reminder using the Ten Second Script (see Appendix 2).

Level 2 - Verbal Warning: the child’s initials recorded on white card. Short discussion with the child away from other children using the Thirty Second Script (see Appendix 2).

Level 3 - Yellow Card: They must visit the Behaviour Lead or other Senior Leader with card, on which the adult has written a summary of the incident. They will be chaperoned back to class by SLT after a behaviour discussion based around Restorative Practice (see later section). The incident will be recorded on CPOMS in order to track behaviour of the child.

Level 4 - Red Card: The child must visit Headteacher or other Senior Leader with card on which the adult has written a summary of the incident. They will be chaperoned back to class by SLT after a behaviour discussion based around Restorative Practice (see later section). Letter sent home by SLT supported by phonecall/contact with home at the end of the school day from the class teacher). The incident will be recorded on CPOMS.

Level 5 - Behaviour Contract

Level 6 – Exclusion level

10 second reminder (choose one of these)

- I expect you to be...
- I need you to...
- I need to see you...

I know you will. Thank you.

30 second intervention (say all of these)

- I notice you are
- It is the rule about... that you are breaking
- You have chosen to ...
- Do you remember last **** when you were *** that’s who I need to see now.
- Thank you for listening.

Appendix 2 – Carter's Charity Behaviour Scripts

10 second reminder

(choose one of these)

- I expect you to be...
- I need you to...
- I need to see you...

I know you will. Thank you.

30 second intervention

(say all of these)

- I notice you are
- It is the rule about... that you are breaking
- You have chosen to ...
- Do you remember last **** when you were *** that's who I need to see now.
- Thank you for listening.

Reflection time

5 minutes for reflection, mindfulness area, time at the side of the playground.

"I can see you are getting frustrated, go and have a few minutes to see if you can control your emotions and be ready to learn/carry on with lesson/playtime."

Appendix 3 – Restorative Conversations

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected and how?
6. What should we do to put things right?
7. How can we do things differently in the future?

Choose the most appropriate questions based on your knowledge of the child.

What happened?

It is important to listen carefully and dispassionately to the child's account without interrupting or disagreeing. It is equally as important to give your account from your perspective without judgement.

What were you thinking at the time?

This reflection helps the pupil to reconsider their actions and replay their thought processes. Their thinking at the time may have seemed irrational to you (and anyone else looking on). However, it may not be obvious to the children that their initial thoughts might have sent them down the wrong path.

What have you thought since?

Many doors are opened through this question that might allow the pupil a chance of attitude, a shift in explanation or even the possibility of an apology. Some of their thoughts will have been negative, angry and frustrated. Some will lead the conversation off on a tangent and others will cut to the heart of the problem. You may need to help tease them out.

How did this make people feel?

The child might have been unaware of how other people reacted to their behaviour. In the moment of crisis, this might not seem significant, but in the aftermath, it is important to shine a light on it. We want to make sure that the child has the opportunity to consider others. To think about the impact of their behaviour on classmates who were worried by their anger, visitors who were shocked or younger children who were scared.

Who has been affected and how?

Often the first response to this question is for the child to simply think about how they've been affected. With encouragement, the child can see the bigger picture. Asking follow up questions such as 'How was **** affected because they couldn't teach maths?' or 'How was **** affected who hates loud, sudden noises?' The more you ask these questions, the easier it becomes for the child to answer it. In time, that reflective routine might start popping into their head during the incident, perhaps even before they act. You are teaching them to use their conscience.

What should we do to put things right?

Even if an apology is the obvious 'correct' step from the adult's perspective, resist the urge to guide the conversation that way. A forced apology is worthless. There might be other ways to put things right. If an apology is offered, accept it with enthusiasm, even if it could have been given with a little more feeling.

How can we do things differently in the future?

A little bit of forward thinking and/or visualisation is not a bad thing. It is likely that the child will meet similar situation and frustrations in the coming days. Some prior planning will help them to recognise when their behaviour pattern begins. This doesn't mean they will immediately be able to change direction, but they will certainly be more aware of their poor choices.

Steps to follow after the incident

1. If you have had to have a restorative conversation with a child, this needs to be recorded on CPOMS.
2. A letter, email or phone call must be made to parents to inform them that there has been an incident and what actions have been taken.

Ian Holland

Behaviour Lead

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