



Carter's Charity Primary School

Pilling Lane, Preesall, Poulton-Le-Fylde, Lancashire FY6 0HH

Tel: (01253) 810236

e-mail: head@carters.lancs.sch.uk

Headteacher: Mr Brendan Hassett

Behaviour Policy

Policy reviewed September 2024

Review Date December 2025

1. Purpose

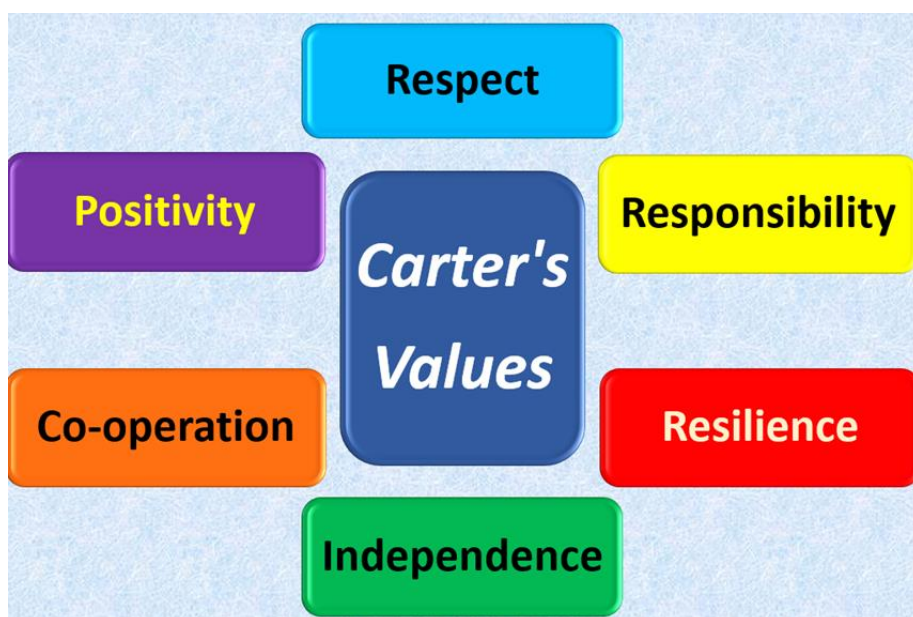
This policy supports the health and safety of pupils by setting out the practical measures we take to maintain “good order and discipline” within school and it constitutes the formal “Pupil Discipline Policy” of Carter’s Charity Primary.

2. BASIC EXPECTATIONS

This is the central belief behind our new behaviour management policy and procedure. In all the things we do and all the things we expect the children to do, we want everyone to be mindful of their duty to be ready respectful and safe at all times.

3. Values

- a. Our values and principles form the basis for all our actions and activities in school and are the backbone of our curriculum:



- b. We believe that children learn best when they know where they stand, when they feel safe and when they feel valued as members of the community.
- c. Our systems of positive behaviour management and our school rules reflect our belief that everyone can make choices about their behaviour and that everyone can learn different ways of behaving. We believe that children need praise and encouragement to succeed and we acknowledge and reward behaviour that reflects sensible choices and allows learning to take place. We reward appropriate behaviour, which supports our belief that everyone is entitled to care, courtesy and consideration.
- d. We challenge individuals who, by making poor behaviour choices, inhibit the well being and learning of themselves and others. We believe that everyone is accountable for the consequences of their choices.
- e. We know that children are part of the wider community and trust that parents and carers will support our behaviour policy. We acknowledge the importance of their support and believe that we should all work together to ensure Carter's Charity Primary School is a safe and caring learning environment for everyone:
- all children have the right to learn and play in a safe environment that builds their self-esteem;
 - an orderly environment is needed for effective teaching and learning;
 - self-discipline, respect for others and a proper regard for authority are vital life skills;
 - partnership between home, school and other agencies is essential;
 - children with social, emotional and mental health (SEMH) difficulties deserve support.

4. Objectives

- a. Children will understand they can choose to behave sensibly
- b. Children will understand that their choice of behaviour will have consequences – good or bad.
- c. Children will understand the impact of their behaviour on others.
- d. Children will understand they form an important part of the school society as individuals.
- e. Children will learn the skills required to communicate effectively and to make decisions.

5. Rationale

- a. The policy
 - i. Assumes everyone can succeed
 - ii. Assumes everyone can make a sensible choice
 - iii. Offers a maintenance programme for children who always behave sensibly
 - iv. Gives opportunities for redemption so that children who make the wrong choice are not discouraged too quickly
 - v. Involves incremental steps so that children can reflect if they have made a bad choice and choose more widely
 - vi. Employs sanctions that reflect the seriousness of bad choices of behaviour
 - vii. Polarises extreme behaviour as unacceptable
 - viii. Involves parents as partners in ensuring children become good citizens
 - ix. Encourages the use of additional rewards and stickers for exceptionally good behaviour and work
 - x. Will be applied consistently including lunchtime
 - xi. Allows the school to monitor behaviour with data and set targets.

7. Rewards and Consequences

- a. Rewarding appropriate behaviour is our central strategy. We do this in many ways and an illustrative list of current reward strategies is contained below. Sometimes behaviour falls below the expectations we have as a school. There are a number of consequences and strategies for challenging such behaviour.
- b. An Awards Assembly takes place every Friday to celebrate children's successes and efforts. Class teachers choose one child each week to be awarded a certificate. Parents are invited to the weekly celebration assembly.
- c. Each week, on a Friday afternoon, there is a Recognition Time.
- d. The headteacher has a "special" award given for exceptional actions, behaviour or attitude.
- e. Each class appoint a Values Champion each term who then chooses a weekly Values VIP. This is someone who they feel extols and examples the positive behaviours, attitudes and actions which Carter's Charity expects.
- f. All staff will use non-verbal rewards such as smiles and thumbs up FREQUENTLY. Verbal praise will be used EXTENSIVELY.
- g. Alongside Class Dojo awards, each year group awards individuals and groups in a variety of ways and below are some of the things that teachers are doing during the current year:

Reception
<ul style="list-style-type: none"> • Positive reinforcement is the primary tool – verbal praise & Class Dojo • “Ready, Respectful & Safe” expanded in Reception so that children understand exactly why they are being rewarded • 4 negatives (unkind, hurting, not listening, not safe) • Children with most dojos go on chart at Gold/Silver/Bronze and can choose a sweet • “Golden Rules” negotiated by class and displayed. Referred to regularly • Circle Time is used twice weekly to promote social skills • Reading Rocket rewards consistent positive attitude to reading
Year 1
<ul style="list-style-type: none"> • Emoji cushion given daily for doing something exceptional • Class Star of the Week • Phonics Genius awarded daily with sticker and dojo points • Class claps to show appreciation of others work or actions. • Good behaviour earns 5 minutes extra Golden Time. • Sticker charts implemented where necessary. • Children with most dojos go on chart at Gold/Silver/Bronze • Reading Rocket rewards consistent positive attitude to reading
Year 2
<ul style="list-style-type: none"> • Class toy taken home each night for good behaviour/work • Class Star of the Week • Phonics Genius awarded daily with sticker and dojo points • Poor behaviour means losing class Golden Time (lego, outdoor, drawing) • Children with most dojos go on chart at 1st, 2nd & 3rd with prize for winner • Reading Rocket rewards consistent positive attitude to reading
Year 3
<ul style="list-style-type: none"> • Top Dojo winner gets a prize • Extra golden time for hard work or good behaviour • Extra raffle ticket if reach 10+ Dojos • Reading Rocket rewards consistent positive attitude to reading
Year 4
<ul style="list-style-type: none"> • Weekly Kindness award – recipient chosen by class • Extra raffle ticket if reach 10+ Dojos • Reading Rocket rewards consistent positive attitude to reading
Year 5
<ul style="list-style-type: none"> • Reading Rocket rewards consistent positive attitude to reading
Year 6
<ul style="list-style-type: none"> • Reading Rocket rewards consistent positive attitude to reading • Star of the Week receives additional privileges during the following week.

8. Disciplinary Procedures

In order to maintain consistency throughout the school, the staff and governors have agreed that the following procedures will be followed. This is a list of current sanction strategies but it is not exhaustive:

- i. Eye contact or verbal censure
- ii. Pupil time out (up to ten minutes) within the class
- iii. Reducing the length of breaks or lunchtimes.
- iv. Repetition or completion of work with a member of staff at break or lunch
- v. Carrying out tasks in school - e.g. tidying up.
- vi. Time out zones available across whole school
- vii. Pupil time out (up to ten minutes) in the neighbouring class or with their partner class of a different age group.
- viii. Withdrawal of privileges or team membership.
- ix. A behaviour log will be created for sharing between home and school.
- x. Staff must record these sanctions in their class behaviour book so that patterns of behaviour can be identified.
- xi. The Leadership Team will supervise pupils during lunch time, if they have been involved in anti- social behaviour during break time or lunch time on the previous day. The pupil will be occupied in a useful activity.
- xii. The Senior Leadership Team will discuss individual behaviour concerns at each SLT meeting.
- xiii. The Head will keep an overview of behaviour in school.
- xiv. If required the following sanctions are available as a short term measure whilst behaviour plans are reviewed.
 1. Pupil time out (up to twenty minutes) with senior teacher.
 2. Pupil time out (up to thirty minutes) with the Head Teacher.
 3. Internal Exclusion (up to two days)

Continued loss of Dojos will result in parents being communicated with and action plan for improvement initiated.

The following procedures are a guide. If an incident is sufficiently serious to warrant exclusion for a fixed term, or a permanent exclusion, then the Headteacher will do so in order to maintain the safety of the staff and children.

Children, transferring from other schools, with recognised social, emotional and mental health (SEMH) difficulties will be placed on a step that matches their SEN level.

b. Standard Behaviour Management.

- i. Punishment of any kind involving physical contact is forbidden.
- ii. All members of staff (teachers, teaching assistants, midday supervisors and admin) can use the appropriate proportionate consequences. Parent helpers and visitors will be supervised by staff and are therefore not expected to manage behaviour but encouraged to maintain an awareness of the school's behaviour ethos, policy and procedures.
- iii. Inappropriate behaviour is categorised as low, Medium or High using the Behaviour Levels chart. **See Appendix 1**
- iv. The class teacher is the central person in the behaviour management of children. When a consequence is used by any member of staff, the child's teacher will be informed as soon as possible. The class teacher must have evidence of relevant incidents recorded and dated on an incident log sheet. A log of Low and Medium level inappropriate behaviour will be kept using CPOMS

- v. If behaviour continues to be an issue or an incident is graded at High on the behaviour chart then the incident is logged on the child's behaviour report on SIMs and the incident log updated accordingly on CPOMS.
- vi. The class teacher will contact the child's carers if there are **three** significant incidents in a term or one serious incident.
- vii. Contact will be made through the home/school book, Class Dojo message or "face to face" at the end of the school day with parents. If parental involvement does not significantly assist in improving the child's behaviour then the class teacher will have a discussion with their team leader about moving the child onto Step 1a.

c. Step 1a.

The class teacher will:

- i. enter their concerns on an action plan, Behaviour Log, that is available from their team leader or the staff shared drive
- ii. inform the child's carer about what is in the plan
- iii. discuss the action plan with the child
- iv. give a copy to their team leader for monitoring
- v. review the plan after a given period of time (not less than two or more than six weeks)
- vi. inform the child, carer and their manager of the outcomes of the review

If the class teacher believes that the child's behaviour has improved significantly the child will return to Standard Behaviour Management.

d. Step 1b

If step 1a is not successful, the class teacher will:

- i. develop the action plan further with their team leader
- ii. inform the child's carer about what is in the plan
- iii. discuss the action plan with the child
- iv. co-ordinate their own daily record of behaviour to monitor the effectiveness of the new action plan.
- v. review the plan after a given period of time (not less than four weeks or more than six weeks) with their manager and the child's carer
- vi. inform the child about the outcome of the review
- vii. team leader to review the incident log on CPOMS
- viii. Head to review the record of behaviour on Friday evening

If the class teacher and team leader believe that the child's behaviour has improved significantly the child will return to Standard Behaviour Management.

e. Step 2

If step 1b is not successful the class teacher, their manager and the SENCO shall then consider how best to support the pupil and family. Advice will be sort from Behaviour Support. The manager will:

- i. ensure the child is on the SEN register at School Action for their behaviour and an Individual Behavioural Plan is written with the class teacher and the child
- ii. discuss the IBP with the carer
- iii. give a copy of the IBP to the SENCO for monitoring
- iv. ensure that the teacher has their own daily record of behaviour to monitor the effectiveness of the IBP
- v. review the plan after a given period of time with the class teacher and the child's carer (not less than six weeks or more than two Lancashire terms)
- vi. inform the child and the SENCO of the review outcome

If the manager considers that the child's behaviour has improved significantly the pupil will kept on the SEN register and the case reviewed at the end of the next SEN review cycle. The review may

determine that child's needs are best met through a return to standard behaviour management; continuation of an IBP at step 2 or the continuation of an IBP at step 3a.

f. Step 3a

If step 2 is not successful the Headteacher, team leader, SENCO and the class teacher will seek further advice from Behaviour Support. The manager will:

- i. ensure the child is on the SEN register at "SEN Support" for their behaviour
- ii. further develop the child's IBP with the class teacher and the child
- iii. discuss the IBP with the carer
- iv. give a copy of the IBP to the SENCO for monitoring
- v. ensure the class teacher has their own daily record of behaviour to monitor the effectiveness of the latest IBP
- vi. review the plan after a given period of time with the class teacher, their manager and the child's carer (not less than six weeks or more than two Lancashire terms)
- vii. inform the child and SENCO of the review outcome

If the manager considers that the child's behaviour has improved significantly the pupil will kept on the SEN register and the case reviewed at the end of the next SEN review cycle. The review may determine that child's needs are best met through a return to standard behaviour management; continuation of an IBP at step 3a or the continuation of an IBP at step 3b.

g. Step 3b

If step 3a is not successful then the Headteacher, team leader and SENCO will discuss with Behaviour Support the value of some support. This will include completing a CAF for the child and inviting family in to discuss behaviour as part of a co-ordinated team approach. This could include seeking advice and/or support from the Children's Wellbeing and Family Support Service. This may lead to support for the pupil from the local Pupil Referral Unit's outreach team. They and the class teacher will also:

- i. further develop the Individual Behavioural Plan with the child
- ii. discuss the IBP with the carer
- iii. ensure the class teacher has their own daily record of behaviour to monitor the effectiveness of the latest IBP
- iv. review the plan after a given period of time (not less than six weeks or more than two terms)
- v. Head to contact the attendance support team to discuss the possibility of an exclusion

If the child's behaviour has improved significantly the pupil will kept on the SEN register and the case reviewed at the end of the next SEN review cycle. The review may determine that child's needs are best met through a return to standard behaviour management; continuation of an IBP at step 3b or the continuation of an IBP at step 4.

h. Step 4

The Headteacher shall inform Behaviour Support, the governing body and the child's carers that the child is at risk of exclusion. The Headteacher, or the Deputy, shall administer a fixed period of exclusion when the child's behaviour warrants it. Children with an Education and Health Care Plan of special educational needs shall have their EHCP reviewed before any decision to exclude is made.

The government guidelines for exclusion shall be followed and the disciplinary committee of the governing body shall be involved as appropriate to the situation.

i. Step 5

- i. The Headteacher and governing body has the right to permanently exclude pupils.

Appendix 1

Behaviour Levels

THE CHILDREN AND ADULTS IN OUR SCHOOL HAVE DECIDED WHAT INAPPROPRIATE BEHAVIOUR IS.		
<ul style="list-style-type: none"> • Fiddling with equipment/tapping • Not listening • Talking when you should not be • Shouting out • Drawing or doodling when you shouldn't be • Climbing on objects outside • Singing/humming • Sulking when being spoken to by an adult • Rocking on your chair • Wearing clothes inappropriately • Not lining up properly • Distracting others • Forgetting good manners • Getting out of seat when you should not • Squabbling • Making silly noises • Winding others up • Pushing tables 	<ul style="list-style-type: none"> • Answering back • Pushing people on purpose • Blocking up the sinks or toilets • Lying • Messing with water in the sink/toilet area • Name calling • Making fun of people/mimicking • Pulling hair or touching others unkindly • Blaming others or not owning up • Encouraging others' poor behaviour • Spitting on the floor • Throwing things in the classroom or hall • Threatening behaviour • Swearing • Vandalising others' property • Dangerous play • Ignoring instructions • Refusal to complete work • Throwing food • Lashing out in anger and hurting someone • Acting inappropriately when being told off • Arguing with a member of staff • Messing around in the classroom when no adult is present. • Deliberate misuse of school technology 	<ul style="list-style-type: none"> • Bullying – targeting the same person more than once (including repeated threatening behaviour) • Abuse of another based on gender, sexual orientation, race, faith or physicality • Walking out of class / building • Fighting • Stealing • Biting • Refusal to accept punishment • Intentionally throwing an object at another child • Spitting at another person • Swearing at another person • Abusive or threatening behaviour towards a member of staff • Abusive misuse of school technology
WHAT IS LOW LEVEL BEHAVIOUR	WHAT IS MEDIUM LEVEL BEHAVIOUR	WHAT IS HIGH LEVEL BEHAVIOUR
If you choose to behave in this way you will be given the chance to put it right. If you carry on making the wrong choices you will be choosing these consequences:	If you choose to behave in this way you will be choosing these consequences straight away:	If you choose to behave in this way you will be choosing these consequences straight away:
<ul style="list-style-type: none"> • Move to work alone. • To "lose" a Dojo with short explanation to parents • To have your parents told about what you are doing if you keep choosing to go to the time out zone. 	<ul style="list-style-type: none"> • To have your parents told about what you have done. • To complete a daily behaviour log for a set period. • To "lose" a Dojo with further sanction if continue 	<ul style="list-style-type: none"> • To complete a daily behaviour log for a set period. • To have your parents told about what you have done.