Carlton VC Primary School

Positive Behaviour Policy

Approved by:	Mrs. J Bevis and Governors	Date: September 2023
Written by:	Mrs. J Bevis, Mrs. C Williams, Mrs. A Frost.	Date: September 2023
Next review:	September 2024 (This is a working document so may be amended as necessary)	

Contents

Appendices

1. Purpose

Our policy is based on the principles of mutual respect, self -control and proper regard for others. The aim is to create a safe, happy and secure environment in which children learn consideration and respect for everyone.

In all of this, a strong emphasis is placed on fostering positive relationships between staff and pupils and on the co-operation and support of parents - as the attitude of parents can have a strong influence on the pupil's response to authority and rules in school.

The purpose of our positive behaviour policy is to:
- Encourage and praise good behaviour;
- Prevent and discourage inappropriate behaviour;
- Deal with inappropriate behaviour in a fair and consistent manner;
- Develop behavioural skills in the pupils that will benefit both them and the community in which they live and learn.

2. Our Aims

- To create a positive culture that promotes the conditions for an orderly community and excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.

- To establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school in which there is mutual respect between all members of our community.

- To outline the expectations, consequences and sanctions, so that it is clear to all involved.

- To provide a consistent approach to behaviour management that is subject to constant review ensuring that behaviour patterns are monitored and regularly assessed to identify and address any particular trends.

- To define what we consider to be unacceptable behaviour, including bullying and discrimination.

3. The Carlton Way - Praise, Reward and Celebration

Praise and rewards are the most important part of this behaviour policy - we recognise and reward children and staff who go 'over and above' our standards. Our staff team recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward.

Positive rewards include;

- The Golden book- This is a reward based around either positive behaviours or academic achievements;
- Reading certificates- This reward is based around children achieving personalised targets;
- Maths certificates - This reward is based around maths achievements within the week or TTRS;
- Values certificates- This reward is given to a child from each class that has shown the schools value for that week;
- Dojo points- These are given for positive behaviours throughout the day, they are collated at the end of the week and children are able to receive three different rewards for accrued points;
    - Individual dojo points rewards;
    - Class dojo awards;
    - House group dojo points.

Our celebration assembly takes place once per week where children from each class will be awarded for their efforts with a certificate. This is recorded in our golden book and sent out on Dojo weekly.

4. Definitions of Inappropriate Behaviour

At Carlton all staff use a consistent 'stepped warning approach' for managing inappropriate behaviour, which is in line with the pupil's age and understanding.

Our expectations as to how pupils should behave is outlined in our Behaviour Curriculum (see Appendix a and c)

4.1 Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes

- Non-completion of classwork

- Poor attitude

4.2 Serious misbehaviour is defined as:

- Repeated breaches of the school rules;

- Any form of bullying;

- Physical violence;

- Verbal abuse or gestures;

- Child on child abuse; (sexual violence and harassment)

- Vandalism;

- Theft;

- Fighting;

- Racist, sexist, homophobic or discriminatory behaviour ;

- Possession of any prohibited items.

    These are:

    • Knives or weapons

    • Stolen items

    • Inappropriate 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)

5. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or a group by another person or a group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful;

- Repeated again and again, often over a period of time;

- Difficult to defend.

TYPE OF BULLYING	DEFINITION
Emotional	Repeatedly being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Sexist • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. sex, race, faith, disability)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy which can be found on our website.

6. Roles and responsibilities

6.1 Expectations of all Staff
We expect every adult to:

- Meet and greet at the door whenever possible.
- Refer to 'Ready, Respectful, Safe';
- Model positive behaviours and build relationships;
- Plan lessons that engage, challenge and meet the needs of all children;
- Use Dojo as a visible recognition mechanism throughout the school day;
- Be calm and follow the behaviour policy consistently;
- Always try to prevent, before sanctions, through the use of scripts; (see managing behaviours)
- Follow up every time, retain ownership and engage in reflective dialogue with children;
- Never ignore or walk past children who are not ready, respectful or safe.

6.2 Expectations of Parents/Carers
We expect every adult to:

- Support the school in ensuring excellent behaviour in school is a shared expectation;
- Support the class teacher in any sanctions deemed necessary;
- Maintain open lines of communication with the school initially with class teacher through Class dojo unless it is a matter of urgency; in which case communication should be through the office;
- Understand the school's culture of 'Ready, Respectful, Safe';
- Model positive behaviours and build relationships with all staff at Carlton School

6.3 Expectations of Leaders
Leaders 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 children. We expect senior leaders to:

- Take time to establish relationships with children throughout the day;
- Be a visible presence around school to encourage appropriate conduct;
- Support staff in returning children to learning by sitting in on meetings and supporting in conversations;
- Provide new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully;
- Regularly celebrate staff and children whose efforts go above and beyond expectations;
- Encourage positive communication with parents; (notes, messages through dojo & phone calls)
- Support teachers in managing children with more complex or entrenched negative behaviours;
- Offer appropriate training in behaviour management, the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Use behaviour data to target and assess interventions;
- Regularly review provision for children who fall beyond the range of written policies;
- Ensure this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log (CPOMS) is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy. (see 10.2)
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6.4 Expectations of the governing board

We expect the governors to:

- Review and approve the written statement of the behaviour principles;

- Review this behaviour policy in conjunction with the headteacher;

- Monitor the policy's effectiveness;

- Hold the headteacher to account for its implementation.

7. School behaviour curriculum and principles

At Carlton School, we follow 3 basic principles: be **safe**, be **respectful** and be **ready** to learn. Our Behaviour policy outlines the key routines and behaviours that we expect children to follow. Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others.

Principles

- Pupils understand the behaviour policy;
- All pupils, staff and visitors are free from any form of discrimination;
- All staff and volunteers set an excellent example to pupils at all times;
- Pupils show respect to all adults within the school and each other;
- Suspension/Exclusion will only be used as a last resort, and outlined in the processes involved in suspensions and exclusions;
- Pupils behave in an orderly and self-controlled way, in and around the school;

- In class it is made possible for all pupils to learn and be ready to learn;
- Everyone moves quietly and safely around the school;
- Everyone treats the school buildings and school property with respect;
- Sanctions when given are accepted;
- Refraining from behaving in a way that brings the school into disrepute, including when outside school or online;
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life;
- The governing board also emphasise that violence or threatening behaviour will not be tolerated in any circumstances.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

Children in our Early Years and Foundation Unit (EYFS Unit) will follow the same principles but there are separate policies for these children because of their age and understanding. For further details on these please refer to The Early Years Self-Regulation Policy and the Biting Policy on our website.

8. Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

9. The Curriculum and Learning

We teach a Behaviour Curriculum, the same as we teach other areas of the curriculum through modelling of and praise for good practice.

Pupils are taught about their feelings and emotions during everyday teaching opportunities through the use of the Zones of Regulation, EMR, PSHE lessons that focus upon bullying, discrimination, understanding differences and aspirations. A calm, engaging, well ordered learning environment with opportunity to grow within a positive structure is conducive to good behaviour as it is to good learning. All children should be treated sensitively; criticism should never damage self-esteem focusing on the behaviour, rather than the individual child.

A distinction has to be made between developmental behaviour and persistently unacceptable, challenging and inappropriate behaviour. Some children, including those with SEN who have specific needs that impact on their behaviour, may find it continually difficult to follow the rules of the school and class. Individual strategies will therefore need to be implemented to support them through their PDRs (see Send Policy) or PSP (see 11.1)

9.1 A Therapeutic Approach

At Carlton we recognise that negative experiences create negative feelings and that negative feelings create negative behaviour, whilst positive experiences create positive feelings and positive feelings create positive behaviour. It is the responsibility of every adult at our school to seek to understand the reason why a young person is presenting problem behaviour and change the circumstances in which the behaviour occurs.

Behaviour management and responses need to be personalised and designed to meet the specific needs of each individual child, their age and any special circumstances that affect the pupil. To enable change, we need to understand the child's behaviour not just suppress the behaviour.

10. Managing Behaviour

At the heart of managing behaviour effectively, is a strong partnership between parents and the school staff, as recognised in our 'Home / School Agreement'.
For the vast majority of our children a gentle reminder is all that is needed. However, there are some occasions when it is necessary for a child to leave their classroom for a short period of time. This step, if needed, will always be taken with care and consideration, considering individual needs as necessary.
All staff understand that behaviour is a form of communication and that they need to explore why the behaviour is happening and find ways to help children manage their responses

10.1 Practical steps in managing and modifying poor behaviour

Children will be held accountable for their behaviour and staff will endeavour to teach responsibility as a life value. Staff will use the Carlton Steps for behaviour when dealing with poor conduct without delegating the responsibility of it to someone else. It is the aim that children should be kept at steps 1 and 2 for as long as possible and do not escalate further. (See appendix c)

Aspects of behaviour that do not meet our 'Ready, Respectful, Safe' rules have a clear and consistent consequence. The stages below, as well as the rewards on offer for positive behaviour, help reinforce to children that 'their behaviour is their choice'.

The 5 steps are used to provide children with five progressive levels of consequence – demonstrating to children that behaviour choices which do not follow our rules are not acceptable and will not support themselves and their peers in being 'ready, respectful and safe.' If incorrect behaviour choices are made, the next step is used with clear scripts guiding each transition.

Each child begins each day on no steps, ensuring that children start positively and are quickly able to adopt the correct behaviour choices and make fresh starts at the beginning of each day. At times it is appropriate to implement reasonable adjustments to this system, for example when a child has significant emotional needs or special educational needs. In these cases, the individual needs of the child may explain their behaviour, but it does not excuse it. Such adjustments will be discussed with the Senior Leadership Team and the child's parents or guardian but will not distract from the ultimate purpose of this policy.

The five steps are described below, followed by the script used by an adult at each stage. The script is delivered calmly and clearly and is designed to not distract from the learning of others. The steps progress within a lesson / play or lunchtime, where the child is choosing to repeat the unwanted behaviour, or where they choose to show other unwanted behaviours which do not follow our school rules.

10.2 Steps for Managing Behaviour!

We expect everyone to be on no steps/warnings because no steps/warnings means that a child can access all the wonderful rewards for following our school rules and displaying our school values. This step is exemplified by children being **ready** to learn, being **respectful** and being **safe** in their behaviour.
The steps below explain our use of steps/warnings:

Step /Warning	Actions	Behaviours
Step 1: Warning 1 – loss of dojo Redirection/Reminder Script: <Name>, I am giving you a rule reminder. When you (describe behaviour here) you are not showing us that you are ready/respectful/safe (select the appropriate rule) the consequence of your actions is warning 1. The Carlton way is to be (repeat rule) Thank you	We expect everyone to be at Step 1, where they can access the recognition and rewards for following the school rules and displaying our school values. A gentle encouragement in the right direction. A reminder of our three simple rules – Ready, Respect, Safe delivered privately wherever possible. Repeat reminders if necessary, deescalate and decelerate where reasonable and take the initiative to keep things at this step. Praise will be given if the child is able to model good behaviour as a result of the reminder.	Not following the 3 rules: Not following instructions, Not listening, Disrupting learning, Running in corridors, Arguing with peers, Boisterous behaviour, Talking at inappropriate times, Distracting other pupils, Disobeying instructions, Shouting out, leaving seat, Incidents of taking/hiding property of others, Making unkind remarks Creating/involving themselves in arguments Not completing tasks Sulking Not completing work task

Step 2: reflection time Warning 2 loss of dojo Script: <Name>, I am giving you time to reflect now. When you (describe behaviour here) you are not following our rule of (name rule here). You are choosing to have reflection time and loss of another dojo. You know the rules of the Carlton Way, this is the behaviour I would like to see. If you continue this behaviour, your consequence will be loss of break or lunchtime. Thank you.	A clear verbal warning delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. 5 mins to either reflect outside or within the classroom in the designated area. After 5 minutes a restorative conversation reminding them of the implications if they go to the next step. Children will be reminded of their previous good conduct to prove that they can make good choices. Record on Dojo Record on CPOMs- W2	Persistence of Step 1 Behaviours or Spoiling another child's work, Leaving class without permission
Step 3: loss of privilege- break or lunch **(class teacher phone call home)** Script: <Name>, you were given the opportunity to change your behaviour and are now choosing to have a loss of privilege because you are not following our rule of (name rule here). Your behaviour, your choice, *you now need to complete your work with ......(if the warning is given in class)* . The Carlton way is to be (repeat rule). Thank- you	Loss of break or lunch in the corridor by the heads office or outside the staffroom. They will be expected to continue their learning if the sanction was given within the class. If it was on the playground they will read. Once the 15 minutes is complete, they will hopefully be able to show that they are ready to go back to Step 1. Work to be checked if they had any and is not deemed appropriate it will be sent home to complete and parent/carer must sign and return the next day. A phone call home will be made by the class teacher. The phone call will inform parents of the rule/rules which have not been followed. It will also inform the parent of any work needed to be completed if there is any.	Persistence of Step 1&2 behaviours Or deliberately damaging property of school or others, e.g. writing on desk/item. Taking property that does not belong to them in an unkind way, Showing threatening behaviour
Restore **Script continued:** <Name>, you made a poor choice that resulted in you having to lose privileges which has meant that a message has also been sent home. Do you remember when (description of previously displayed positive behaviour by pupil). That is the behaviour I would like to see. Thank you.	A restorative conversation will be had with any child reaching Step 3. Children will be expected to have a restorative dialogue with the class teacher or adult that gave them the 3rd warning. Record on dojo- brief message Record on CPOMS- W3.	Restorative starters: • What happened? • What were you thinking at the time? • What have you thought since? • How did this make people feel? * • Who has been affected? • How have they been affected?

		• What should we do to put things right? * • How can we do things differently in the future?
Step 4: sent to SLT- phone call by that member of staff to parent /carers. Script continued: <Name>, you made a poor choice that resulted in you now explaining your actions to (SLT). You need to go to (names of one of SLT) now. Thank you.	In the circumstance that the rule or rules continue to not be followed within a given lesson, or for serious breaches of behaviour, the child will be removed to ensure that effective learning is able to continue for the rest of the class. Depending on the circumstances, the child will be sent to one of the SLT team. The parent will be contacted immediately and their behaviour will be discussed, a PSP maybe considered if the child is regularly getting warnings. (see monitoring behaviour) Record on dojo- brief message Record on CPOMS- W3	Persistence of Step 1-3 Behaviours Or Physical or serious verbal aggression towards adult Physical or serious verbal aggression towards another child persistent intimidation of other pupils (bullying) Racial or discrimination aggression (verbal or physical) Using profanities. Physical violence to our school equipment. Inappropriate gestures
Step 5: Positive Support Plan	This will only be given by a member of SLT who will have been monitoring the child. They will be aware of how many warnings that child has received and how frequently to decide if their behaviour warrants this step. The following routine will be adopted: •The child, teacher and parents/carers will meet with the headteacher to discuss •The support plan will be established which sets achievable behaviour targets for the child. If deemed necessary a risk management plan may be produced as well to support the child further.	Where a child's behaviour becomes a concern, a positive support plan commences. Behaviour becoming a concern is defined at Carlton Primary School as: A child that needs support regulating and managing their behaviour (this may be a SEND need). A child reaching Step 3 two to three times a week for a period of one month. A child reaching step 4 three times in a term. .(half term or 3 times)

The Board of Governors will be kept informed of children reaching **Stage 4 or Stage 5** and reserve the right to request meetings with pupils and parents. The Board of Governors reserves the right to

consider suspension and expulsion as an appropriate consequence, if other measures are not working as well as the right to consider suspension and expulsion if a serious incident occurs.

11. When faced with Challenging Behaviour

Some behaviours exhibited can be more challenging and it may be necessary to escalate the situation straight to a member of SLT. If the member of staff escalating the situation is alone they need to send a child with the red card. (appendix e)

Behaviour such as:
- Physical or serious verbal aggression towards adult ;
- Physical or serious verbal aggression towards another child;
- persistent intimidation of other pupils; (bullying)
- Racial or discrimination aggression; (verbal or physical)
- Using profanities;
- Physical violence to our school equipment;
- Inappropriate gestures.

11.1 In these situations we use regulate, relate, reason as part of the EMR strategy. Adults' responses to these behaviours will aim to de-escalate the behaviour through one of or a combination of the following as appropriate, giving time for the child to regulate so the situation is not heightened further.

- Positive phrasing e.g "Stand next to me" - "Put the toy on the table" - "Walk beside me";
- Limited choice e.g "Put the pen on the table or in the box" - "When we are inside, lego or drawing" - "Talk to me here or in the courtyard";
- Disempowering the behaviour e.g "You can listen from there" - "Come and find me when you come back" - "Come down in your own time";
- Use of a De-Escalation Script e.g –
  - Use the person's name –
  - Acknowledge their right to their feelings – "I can see something is wrong";
  - Tell them why you are there – "I am here to help";
  - Offer help – "Talk to me and I will listen";
  - Offer a "get-out" (positive phrasing) – "Come with me and……";

12. Physical intervention

There are situations when physical intervention may be necessary. A selection of staff are Team teach trained in how to safely use physical intervention. Staff are instructed to be aware of the child's age and individual circumstances when moving them as some children find this more upsetting than others. Situations may include;

- Restraining a child to stop them from hurting themselves or others
- Adverting danger to the student, other persons or significant damage to property
- Comforting a student in distress, appropriate to their age and understanding.
- Supporting a child with their physical care (toileting, self-care, changing clothes).

- Gently directing a person.
- For activity reasons (drama, physical games).

13. Risk assessments

Pupils whose behaviour may place themselves and others at a risk of harm must have individual risk management plans. These are overseen by the Head Teacher, who will ensure that they are reviewed and updated in order to reflect changes and progress.

Learners who may need a risk management plan are those whose needs are exceptional and the usual everyday strategies are insufficient. This will include learners who may require some specific intervention to maintain their own and others' safety and to ensure learning takes place for all.
A plan will:

- Take into consideration the times/ places/ lessons that give the learner greater anxiety, triggers that could lead to difficult behaviours.
- Put in place risk reduction measures and differentiated measures that will lower the learners' anxiety and enable the learner to show positive behaviours at school.
- Give clear de-escalation strategies and script that all adults can follow when speaking to the learner to lessen difficult and dangerous behaviours.
- Reflect, repair and restore (after a crisis) in order to maintain the relationship
- Once the child is calm, relaxed and reflective, the experience can be re-visited with an adult. The adult will re-visit the experience by re-telling and exploring the incident with a changed set of feelings. The adult may ask the child questions to;
- Explore what happened? (tell the story)
- Explore what people were thinking and feeling at the time?
- Explore who has been affected and how?
- Explore how we can repair relationships?
- Summarise what we have learnt so we are able to respond differently next time?

14. Behaviour outside of school

At Carlton we believe that the Carlton way of behaving should extend to outside of school, especially when they are in school uniform. We expect students to act as positive ambassadors for our school and to be considerate members of the local community. We are always delighted to hear praise about our students and welcome your feedback where you see notable good behaviour.

Behaviour reported to the school (that occurs outside of school premises) from an adult of a child within the school or an adult from the local community, will be addressed when the child is back on the school premises or if they are taking part in any school organised related activity, where a member of staff is responsible for them.

This includes behaviour that:

- Happens online;
- Occurs when taking part in any school-organised or school-related activity;
- Occurs when travelling to or from school;

- Occurs when the pupil is wearing school uniform or is in some other way identifiable as a pupil at your school;
- Could have repercussions for the orderly running of the school;
- Poses a threat to another pupil;
- Could adversely affect the reputation of the school.

In all cases, teachers can only decide to discipline a pupil, and implement this decision, on school premises or elsewhere when a pupil is under their **lawful control or charge.**

This is outlined in paragraphs 92 to 95 of the behaviour in schools guidance.

15.   Suspension/Exclusion

Serious incidents may result in a fixed term suspension or permanent exclusion. These decisions are not made lightly and are informed by Local Authority guidance. Parents are informed of the decision and reasons for the suspension/exclusion. A reintegration meeting is held with the parents and child on their return to school.

The school does not tolerate bullying behaviour. Please see our separate Anti-Bullying Policy.

Please see The Behaviour Curriculum which outlines how we teach and model good behaviour in school.

16.   Monitoring behaviour

Behaviour becoming a concern is defined at Carlton Primary School as:
"Aspects of a child's behaviour which regularly impacts their own learning or well-being or that of another child" and may be shown by:
- A child reaching Step 3 two to three times a week for a period of one month.
- A child reaching Step 4 three times in a term. (a half term or as soon as a child reaches 3 warning 4s)

The headteacher (Mrs Bevis) and the Behaviour Lead (Mrs Frost) will monitor behaviour once a week through CPOMs, to establish if there are any children that need extra support with their behaviour.

17.   Legislation, statutory requirements and statutory guidance

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

- The Equality Act 2010

- Keeping Children Safe in Education 2023

- 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

Positive Behaviour Policy   August 2023

- <u>Supporting pupils with medical conditions at school</u>
- It is also based on the <u>Special Educational Needs and Disability (SEND) Code of Practice</u>.
- In addition, this policy is based on:
- Section 175 of the <u>Education Act 2002</u>, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the <u>Education and Inspections Act 2006</u>, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

<u>DfE guidance</u> explaining that maintained schools must publish their behaviour policy online

- This policy is also based around 'Creating a culture' by Tom Bennett <u>https://www.gov.uk/government/publications/behaviour-in-schools</u> and EMR (Establish, Maintain, Restore) from the EEF- <u>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</u>

16 | P a g e

Appendix A: Ready, respectful, safe- & Dojo Diamond

Be Ready

Make sure you have everything with you ready to start learning

Show that you are listening by looking at the adult talking to you

Push yourself to be the best you can be

Wear correct and smart uniform at all times

Be Respectful

Listen carefully when an adult or another pupil is talking

Speak respectfully to your peers and adults in and around the school

Look after the school grounds and equipment

Use good manners and be kind to others at all times

Consider others when they are trying to learn

Be Safe

Walk quietly around the school facing forwards

Be mindful when playing with each other

Accept if you have broken a school rule

Regulate your emotions

The Carlton Way!

Appendix B: Dojo Diamond

Rewards

50	=	5 min play
100	=	10 min play with friend
200	=	15 min extra play with friend
400	=	15 min your choice With a group of friends
600	=	Whole class extra 15 minutes golden time

Steps/Warnings

Be Ready
Be Respectful
Be Safe

5	=	Meeting to write PSP or possible suspension
4	=	Headteacher/SLT Parent /Carer phoned
3	=	Lose break or lunch 15 mins message home
2	=	Reflect lose dojo
1	=	lose dojo

Your behaviour, your choice

Behave the right way

The Carlton Way

Appendix C: EMR

EMR MODEL
Establish - Maintain - Restore

The **EMR** model focuses on the children with who it can be most **difficult to connect** with. These pupils are the ones who benefit most from a **consistent, positive relationship with a trusted adult.** EMR helps adults to think about the children we work with, and the stage of our relationship with each one.

1 Establish
Building trust and connection with the child

2 Maintain
Continue positive interactions to sustain the quality of the relationship over time

3 Restore
Repair the relationship after a negative interaction

ESTABLISHING
Examples
Finding out about a pupil's interests
Positive communication including validation and affirmations

MAINTAINING
Examples
Check ins with the pupil
Positive phone calls home

RESTORING
Examples
Communicating empathy
Starting each day afresh
Problem solving with the pupil
The 3 Rs - Regulate, Relate, Reason

EdPsychEd

Appendix D - Restorative Conversation Stems

Below is a few stem questions that can be asked to determine and achieve a restorative conversation with the child.

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel? *
- Who has been affected?
- How have they been affected?
- What should we do to put things right? *
- How can we do things differently in the future?

Strategies to de-escalate the situation

Positive phrasing e.g :

- "Stand next to me"
- "Put the toy on the table"
- "Walk beside me"

Limited choice e.g:

- "Put the pen on the table or in the box"
- "When we are inside, lego or drawing"
- "Talk to me here or in the courtyard"

Disempowering the behaviour e.g:

- "You can listen from there"
- "Come and find me when you come back"
- "Come down in your own time"

Use of a De-Escalation Script e.g:

- Use the person's name –
- Acknowledge their right to their feelings – "I can see something is wrong"
- Tell them why you are there – "I am here to help"
- Offer help – "Talk to me and I will listen"
- Offer a "get-out" (positive phrasing) – "Come with me and….."

Appendix E Warning Steps and Scripts for Staff

Step 1- **Warning 1 loss of a dojo**

- We recognise that everyone might need a reminder from time to time – a positive encouragement to follow our school rules.

- A clear verbal warning will be delivered privately (wherever possible), making the child aware of their behaviour and clearly outlining the consequences if they choose to continue. Step/warning 1 will be recorded onto Dojo with a brief comment explaining the behaviour so that parents and SLT can see. The support of this reminder will help the child to stop at this step. "Your behaviour, your choice."

All steps/warnings will also be recorded on CPOMS (W1,W2,W3) by the end of each day, which can then be monitored by SLT.

If needed, this script will be used, by all staff, for step/warning 1

Script: <Name>, I am giving you a rule reminder. When you (describe behaviour here) you are not showing us that you are ready/respectful/safe (select the appropriate rule) the consequence of your actions is warning 1. The Carlton way is to be (repeat rule)   Thank you

- If the behaviour continues the adult may decide to escalate to warning 2 resulting in 5 minutes in a reflection space either within the classroom, outside the room or be sent to library to complete this time if it is playtime.

Step 2 –- **reflection (Warning 2)**

If needed this script will be used, by all staff, at Step/warning 2

Script: <Name>, I am giving you time to reflect now. When you (describe behaviour here) you are not following our rule of (name rule here). You are choosing to have reflection time and loss of another dojo.
You know the rules of the Carlton Way, this is the behaviour I would like to see. If you continue this behaviour, your consequence will be loss of break or lunchtime. Thank you.

- If the behaviour continues the adult may decide to escalate to step/warning 3 resulting in loss of privilege- break or lunchtime for 15 minutes.

Step 3 – **Loss of privilege (private dojo message home- warning 3)**

If needed this script will be used, by all staff, at Step/warning 3

Script: <Name>, you were given the opportunity to change your behaviour and are now choosing to have a loss of privilege because you are not following our rule of (name rule here). Your

behaviour, your choice, *you now need to complete your work with ......(if the warning is given in class) . The Carlton way is to be (repeat rule). Thank- you*

- If the behaviour continues the adult may decide to escalate to Step 4 resulting in being sent to a member of SLT to discuss next steps.

- A private dojo message home will be made by the class teacher when a child reaches step 3. The message will inform parents of the rule or rules which have not been followed. This action will be recorded on CPOMS. The child will be informed of this at the end of the session, after time has been given to de-escalate the situation.

Script continued: <Name>, you made a poor choice that resulted in you having to lose privileges which has meant that a message has also been sent home. Do you remember when (description of previously displayed positive behaviour by pupil). That is the behaviour I would like to see. Thank you.

- A restorative conversation (appendix d) will be had with any child reaching Step 3. If a reasonable amount of work has **not** been completed (if they had work to complete) it will be sent home to finish and return the next day, signed by the parent. This is to help the child understand that there are consequences for not completing their work and that the responsibility for making up time lost is with them, not the teacher.

Step/Warning 4 – Time out with SLT
This script will be used by the member of staff involved

Script continued: <Name>, you made a poor choice that resulted in you now explaining your actions to (SLT). You need to go to (names of one of SLT) now. Thank you.

- In the circumstance that the rule or rules continue to not be followed within a given lesson, or for serious breaches of behaviour (see 12 challenging behaviour), the child will be removed to ensure that effective learning is able to continue for the rest of the class. Depending on the circumstances, the child will be sent to one of the SLT team. The parent will be contacted immediately and their behaviour will be discussed, a PSP maybe considered if the child is regularly receiving warnings. (see 11.2 monitoring behaviour)

Step 5- PSP- Positive support plan

These are designed for those children who struggle to regulate their behaviour and need more guidance on a daily basis. They also form a picture of behaviours over a week so that any problem times can be pin pointed and support can be given.

Further support involving clear targets set in conjunction with parents and daily communication between home and school. Where a child's behaviour becomes a concern, a Positive Support Plan commences.

Structure of Positive Support Plan:

The following routine will be adopted:

- The child, teacher and parents/carers will meet with the headteacher to discuss the behaviours of concern and their impact.
- The support plan will be established which sets achievable behaviour targets for the child.
- This will be signed by the class teacher in school and then sent home at the end of each day and signed by a parent/carer. It must be returned the following day.
- Where improvements are seen after three weeks, the child will be praised and the positive support plan ceased.
- Where improvements are not seen, additional interventions will be considered in partnership with parents and may result in a fixed term suspension.

This action will be recorded on CPOMS

Appendix F – Help Cards

Yellow Safety Card Step System

<div style="background-color: yellow; padding: 60px; text-align: center; border: 2px solid black;">

Adult Help Required

</div>

If a child is ill, has been sick and only one adult is in the classroom send a yellow card.

1. Send yellow safety card to nearest teacher or TA
2. Send to a member of SLT
3. Send to the Headteacher

State that it is a yellow card situation and adult help is required. Also, where the member of staff is needed.

Red Safety Card Step System

<div style="background-color: red; padding: 40px; text-align: center; border: 2px solid black;">

Adult Help Required

</div>

If a child is highly escalated, not self-regulating and a risk to themselves and others, send a red card

1. Send a red safety card to the nearest teacher or TA to fetch SLT
2. Send to a member of SLT
3. Send to the Headteacher