

Carlton Central Infant and Nursery School

Pupil Behaviour Policy 2016 - 2018

IMPLEMENTATION

- The original policy was reviewed in the Autumn Term 2014. This policy was written in September 2013 for implementation in October 2013. It was discussed by a working party, led by the Headteacher in the summer term 2013. Governors discussed it in January 2015. It has been reviewed yearly with staff, and with the school council.
- A summary of its contents were sent to parents in October 2014 as part of the new Home/School Agreement, with a response sheet. A summary will be available throughout the year. An update will be available to parents each September if requested.
- The school rules were reviewed by all classes in July 2014. The School Council will be involved in subsequent reviews each year.
- A display for children will be put up in each class and at central points around school. The policy will be explained to the children in assembly each September and thereafter half termly, and will be referred to regularly in each class. Once the policy is embedded, its profile in school will gradually be reduced, though it will remain an active and important feature of how the school operates.

RECORD KEEPING AND ONGOING EVALUATION

- All staff will record the sanctions used and enter them onto the behaviour log sheets. The SLT will review data half termly.

EQUAL OPPORTUNITIES

- The policy was written within the framework of the school's Equality Policy, Anti-bullying policy and anti-racist policy.

PARENTAL INVOLVEMENT

- All parents will receive a new home/school agreement and a summary of the policy each year.
- All new entrants will receive a copy to read with their parents, discuss and sign. The policy includes the active involvement of parents within it, via certificates, assemblies, letters for positive reinforcement, and letters home at different stages of the sanction system.

THE SCHOOL RULES

- I will do as I am asked straight away.
- I will take care of my school environment.
- I will be polite and courteous.
- I will keep my hands, feet and objects to myself.
- I will be in the right place at the right time.

PRINCIPLES AND VALUES

- We believe that children learn best when they know where they stand, when they feel safe and when they feel valued as members of our community.
- We continue to ensure that we are a totally inclusive school, but realise in order for this to happen, we may have to resort to stringent measures from time to time for pupils with special educational needs or extremely challenging behaviour.
- 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 an acceptable way to behave. 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 behaviour, which supports our belief that everyone is entitled to care, courtesy and consideration.
- We will challenge individuals who, by making poor behaviour choices, inhibit the wellbeing and learning of themselves and others. We believe that everyone is accountable for the consequences of their own actions.
- We know that children are part of a wider community and trust that parents and carers will support our Behaviour Policy. We acknowledge that the importance of their support and believe that we should all work together to make Carlton Central Infant and Nursery School a safe, caring learning environment for everyone.

AIMS

- To ensure the consistent and positive management of the behaviour of all children at the school.
- To ensure that all children have access to an exciting curriculum and can learn effectively in a calm and orderly environment.
- To ensure that all children learn the part they can play as a citizen and how to choose to act responsibly.

OBJECTIVES

- Children will understand that they can choose to behave sensibly.

- Children will understand that their choice of behaviour will have consequences – positive or negative.
- Children will understand the impact their behaviour will have on others.
- Children will understand that they form an important part of the school society as individuals.
- Children will learn the skills required to communicate effectively and to make decisions.

The policy...

- Assumes everyone can learn and has the right to learn
- Assumes everyone can make a sensible choice
- Offers a high profile maintenance and reward programme for children who always choose to be sensible
- Gives opportunities for redemption so that children who make the wrong choice are not discouraged too quickly
- Involves incremental steps so that children can reflect if they have made a bad choice
- Employs sanctions that reflect the seriousness of bad choices of behaviour
- Polarises extreme behaviour as unacceptable
- Involves parents/carers as partners in ensuring children become good citizens
- Encourages the use of additional rewards for exceptionally good behaviour and work
- Can be applied consistently, including lunchtime and playtime
- Allows the school to monitor behaviour with data and set targets

REWARDS

ALL staff will use non-verbal rewards such as smiles and thumbs up FREQUENTLY.
Verbal praise will be used EXTENSIVELY.

- Extra rewards can be earned as follows...
- Stickers for good work, courtesy, consideration and homework.
- Head teacher stickers.
- Lunchtime stickers and raffle tickets to be entered into the prize draw in Friday's assembly.

- A raffle ticket will be given to each child who has stayed on green all day. One will be picked out on a Friday for a prize.

Classes may choose to devise a point system within their own class after discussion with the SLT.

No other reward systems should be set up without discussion with the SLT.

PRIZES AND CERTIFICATES

Certificates and prizes will be presented during the Friday Gold Book assembly linked to the SEAL curriculum, for lunchtime behaviour and for good work.

SANCTIONS

Our sanctions are based on a traffic light system. Staff will use non-verbal reprimands first. This could be a frown, shake of the head, eye contact, raised eyebrows, plus individual techniques for early intervention of potentially disruptive behaviour and de-escalation methods (not recorded). If these fail the following sanctions apply...

1. Child starts the day on green.
2. Child given a verbal warning – stating what rule has been broken (not recorded).
3. Child given a second verbal warning, move to amber stating which rule has been broken. They will not be allowed a raffle ticket that day..
4. If the behaviour continues the child is isolated within the class for five minutes. Timers may be used. The child is now moved to red. **In addition, any child getting to this stage will miss break time in ‘time out’** in one of the classes. Foundation children will use the thinking chair.
5. If the behaviour continues or escalates the child is **escorted by an adult** to another class with independent work for 10 minutes. The teacher is to set work suitable for the child to do without assistance.

Note:

Class teachers will not use other sanctions, e.g. sending a child to stand outside the room or employing another member of staff to “deal with” the behaviour. It is important to accept that very occasionally there may need to be a set of different procedures for a child with particular special needs as identified by SLT. In these cases, the other children need to understand what is happening and why.

TIME OUT IS NOT TO BE GIVEN UNLESS A CHILD HAS REACHED SANCTION 4.

6. SERIOUS MISBEHAVIOUR

- Violent physical attack on either children or adults.
- Creating serious risk to the health and safety of self or others.

- Serious and deliberate damage to property.
- Serious and persistent defiance.
- Serious and persistent verbal abuse.

Will result in the following sanctions...

The child will be sent to or removed by a member of SLT. The child's parent/carer will be spoken to by the class teacher or member of SLT.

If the child still continues to misbehave, refusing to comply with requests of SLT, the parent will be contacted immediately and may be asked to come to talk with the child straight away. If the parent is not available the emergency contact will be used if there is risk. In any event the parent will be asked to come to school as soon as possible – the next day if necessary – and discuss the matter so that actions can be taken.

At this stage the child will be put forward to the next multi agency meeting and given a handling policy if necessary. Provision Maps may be reviewed. This can only be disapplied at the Head's discretion. Outside agencies may become involved with agreement of parents – such as the Educational Psychologist, Paediatrician, Early Years School and Family Support Service, Educational Welfare Officer, Social Care, Multi Agency Locality Team or the Youth Offending Team.

POTENTIALLY DANGEROUS BEHAVIOUR AND THAT WHICH SYSTEMATICALLY RISKS THE EDUCATION OF OTHERS CAN RESULT IN EXCLUSION.

SANCTIONS AND REWARDS

- All sanctions will be logged onto the log sheets each day by the member of staff who has given them.
- All log sheets are to be returned to the SLT at the Tuesday Briefing Meeting for reviewing.
- All completed log sheets will then be transferred to the office.
- When a child has received 5 reds the SLT will make a decision as to whether the parent /carer should be contacted.
- Staff will not telephone parents unless agreement has been given by the Head teacher or the Deputy in their absence.
- All conversations with parents will be recorded on a parent / carer contact slip and returned to the office for filing unless there is a child protection concern, in which case it is given to the Head teacher or other Senior Designated Person in her absence.

LUNCHTIME BEHAVIOUR

The rules are the same throughout the day:

REWARDS

- Midday staff will give stickers for good behaviour (at least 1 each per supervisor per lunchtime) Lunchtime supervisors feed back all information for the Senior Mid-day Supervisor to feedback to the class teacher.

SANCTIONS

- First offence- a verbal warning stating that it is a verbal warning and which rule has been broken.
- Second offence – a second verbal warning. Incident recorded in the lunch behaviour file.
- Repeated offence – time out immediately and recorded in the lunch behaviour file, or child name recorded for the next day (time out rota displayed in staff room). SLT given a verbal report.

SERIOUS MISBEHAVIOUR

(i.e. Exceptional defiance, rudeness and violence)

Child is immediately referred to the SLT. Parents are contacted immediately and asked to attend a meeting in school.

NOTE

This policy should be used in conjunction with Individual Handling Policies

Implementation: October 2011

Reviewed: June 2014

Next Review: July 2017