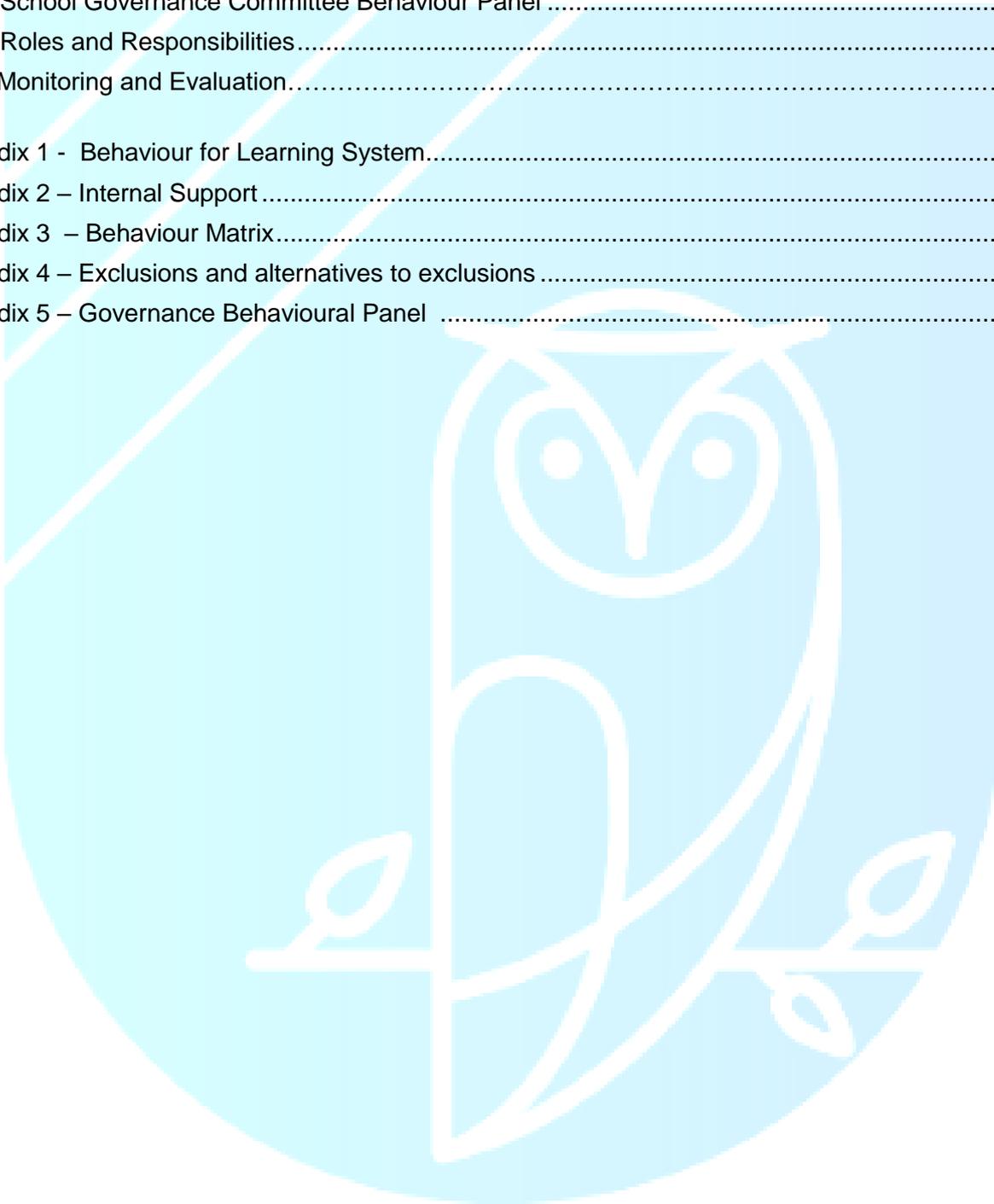




**Carleton Park Primary School
Behaviour For Learning Policy
2018/19**

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1. Introduction, Purpose and Scope

- 1.1. The Trustees, School Governors and staff of Pontrfract Academies Trust (“The Trust”) are committed to providing a learning environment which will support the children and young people in our care.
- 1.2. The Trust has very high standards and expectations of our pupils. The Trust believes that all pupils have the capacity, and the right, to reach their full potential. Therefore, the policy and our practices have been developed to ensure that there is an environment within the Trust that is conducive to learning, so that all pupils of all abilities, backgrounds and needs can achieve academic potential and prepare for life.
- 1.3. The Trust’s behaviour expectations are guided by our core values of; Empathy, Honesty, Respect and Responsibility. Staff are expected to model these core values and use them in discussions+ and interactions with pupils.
- 1.4. The Trust believes that pupils should be encouraged to adopt behaviour that supports learning and promotes positive relations. Poor behaviour and low-level disruption threaten the rights of young people to an effective education and can lead to people feeling unsafe, bullied, intimidated, or threatened.
- 1.5. This Behaviour for Learning Policy seeks to encourage young people to make positive choices and re-enforces those choices through rewards. Each primary school will have an agreed pointed reward system in place. The reward system will then link to the universal Trust agreement.
- 1.6. This policy specifically outlines our behaviour for learning expectations, consequences of poor behaviour and describes the steps involved in managing student behaviour.
- 1.7. For some pupils with special educational needs and disabilities reasonable adjustments will be made to ensure they reach their potential.

2. Links with other policies or legislation

- 2.1. This policy has a significant impact on the ‘daily life’ of The Trust academies, and as such is linked to several policies. Throughout this ‘Behaviour for Learning Policy’ there is reference to the following DfE documents, which should be read in conjunction with this policy:
 - Exclusion from maintained schools, academies and pupil referral units in England 2012.
 - The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012.
 - Preventing and Tackling Bullying. Advice for Headteachers, staff and governing bodies.
 - DfE Advice for Schools.
 - Use of Reasonable Force.
 - Behaviour and Discipline in Schools.
 - Screening, Searching and Confiscation.
 - Ensuring Good Behaviour in Schools.
 - DfE Dealing with allegations of abuse against teachers and other staff.
- 2.2. In addition, there are a number of policies linked to this policy, including:
 - SEN Policy
 - Teaching and Learning Policies
 - Anti-Bullying Policy
 - Safeguarding and Child Protection Policies
 - Attendance and Punctuality Policy

- 2.3. This policy links with the Equality Act 2010, specifically The Trust's responsibility to make reasonable adjustments for pupils who are considered to have a disability, as defined by the act.
- 2.4. This policy links to the Department of Education's statutory guidance and related legislation including; Education and Inspections Act 2006.
- 2.5. The Trust reserves the right to apply the DfE guidance above, and any future changes to statutory regulations, in full.

3. Pastoral staff

- 3.1. Throughout this policy there is reference to key staff who have responsibility for monitoring, analysing and implementing the Behaviour for Learning systems. These staff are: Learning Mentors (LM) and Phase Leaders (PL).
- 3.2. LM and PL operate the day to day implementation of this policy and are able to make decisions to ensure a strong learning environment is embedded in The Trust.

4. Provisions

4.1. The Trust's Principles:

All pupils at the Trust's schools are asked to agree the following principles:

- **To be safe**
- **To be respectful to people and property**
- **To always try my best**
- **To ensure that everybody has the right to learn**
- **To be kind**

4.2. Behaviour for Learning System

The Behaviour for Learning System is at the core of The Trust's behaviour management policy and procedures. The system is detailed in [Appendix 1](#).

4.3. Exclusions and alternatives to exclusions

[Appendix 4](#) refers to The Trust's policy and practices in agreeing exclusions.

4.4. Screening, Searching and Confiscation

Please refer to the DfE guidance 'Screening, Searching and Confiscation. Advice for Headteachers, staff and governing bodies.' In addition to the practice identified in the DfE guidance, the Trust also bans any item brought into a school with the intention of the item being sold or passed on to other pupils which, in the Head of School's opinion, will cause disruption to the school or be detrimental to school practice. As a result, the school is able to search pupils for these items.

4.5. CCTV

The Trust reserves the right to use CCTV for the purpose of maintaining discipline and managing behaviour. The use of CCTV is outlined in the Trust's Data Protection Policy and related legislation.

4.6. Use of reasonable force

Please refer to the DfE guidance 'Use of reasonable force. Advice for Headteacher/Heads of School, staff and school governance committees.' All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at The Trust.

4.7. Discipline beyond The School site

Parents/carers are encouraged to report criminal behaviour, anti-social behaviour and serious bullying incidents that occur anywhere off The Trust premises which pose a threat to a member of the public or a pupil to the police as soon as possible. If a member of the public, school staff, parent/carer or pupil reports criminal behaviour, anti-social behaviour or a serious bullying incident to a school member of staff the Head of School or Assistant Headteacher must be informed. In addition, if the Head of School considers that the misbehaviour is linked to a child suffering or being likely to suffer significant harm The Trust's safeguarding policy will be followed.

For health and safety reasons, very high standards of behaviour are expected on school residential and day trips. The Trust will use the same behaviour sanctions that are applied to incidents of misbehaviour that occur on any Trust site. [Appendix 3](#) shows The Trust's Behaviour Matrix.

Where poor behaviour occurs when a pupil is travelling to and from a school, The Trust reserves the right to issue a consequence, or a fixed term or permanent exclusion, particularly in relation to violent conduct e.g. a physical assault or bullying incidents. The full consequences system will apply.

Pupils are expected to follow The Trust behaviour policy when wearing school uniform. They must not be involved in behaviour that could adversely affect the reputation of the school/the Trust. If such does occur the full consequence system will apply.

4.8. Police

The Trust will involve the police in all matters where criminal activity has taken place or is suspected of having taken place in line with the age of criminal responsibility (which is 10 years old). In addition, The Trust will inform the police of any intelligence which may support the police in preventing or tackling criminal activity. A pupil and his or her family have the right to contact the police if they feel that a criminal offence has been committed.

4.9. Reasonable adjustments

4.9.1 The Trust will ensure that pupils are provided with appropriate support to recognise their individual needs. All staff are provided with detailed information about the needs of the pupils in their groups, including appropriate strategies and reasonable adjustments to meet their needs, so that the curriculum can be differentiated appropriately.

4.9.2 The reasonable adjustments could include adjustments to the Classroom Consequence System, amending behaviour 'triggers' or extending the timeline before exclusion is considered. All pupils and staff will be supported to understand reasonable adjustments. Where such adjustments are in place an appropriate individual behaviour plan will be in place with consultation from the SENCO.

5. **School Governance Committee Behaviour Panel**

5.1 Parent / Carers have a right to appeal against a fixed term or permanent exclusion that has been issued by the Head of School. Please see [Appendix 5](#)

6. **Roles and responsibilities**

6.1. The Role of the Head of School

- The role of Head of School is to ensure that this policy is applied fairly and consistently across The Trust.
- The Head of School will be responsible for reporting to school governors on the implementation of the behaviour policy.

6.2. The Role of the Governing Body

- School governors will be responsible for monitoring the behaviour of pupils through School Governors' committee meetings.
- The School Governors will form a behaviour panel to deal with exclusions.

6.3. The Role of Parents and Carers

- Reference to this policy will be included in The School Prospectus, School Policy Handbook, Home/School Agreement, on the school website.
- The policy is available in full via The Trust's website.

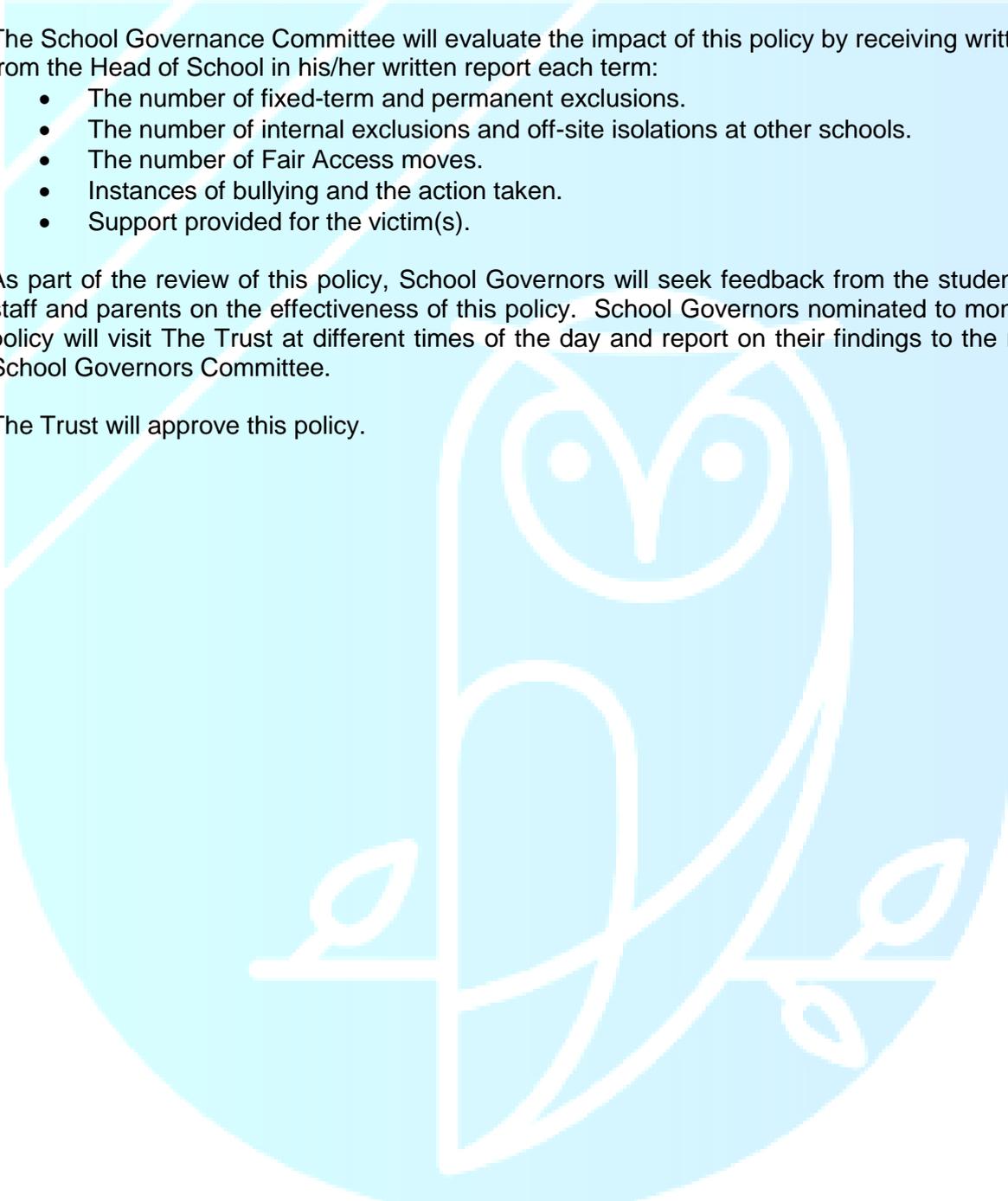
7. Monitoring and Evaluation

7.1. The School Governance Committee will evaluate the impact of this policy by receiving written data from the Head of School in his/her written report each term:

- The number of fixed-term and permanent exclusions.
- The number of internal exclusions and off-site isolations at other schools.
- The number of Fair Access moves.
- Instances of bullying and the action taken.
- Support provided for the victim(s).

7.2. As part of the review of this policy, School Governors will seek feedback from the student voice, staff and parents on the effectiveness of this policy. School Governors nominated to monitor this policy will visit The Trust at different times of the day and report on their findings to the relevant School Governors Committee.

7.3. The Trust will approve this policy.



Appendix 1 – Behaviour for Learning System

1) Rewards

The Behaviour for Learning policy encourages pupils to make positive choices and re-enforces those choices through rewards.

Rewards are at the centre of the policy and our aim within the Trust is to make sure that pupils are rewarded and recognised for good behaviour.

Each of the primary schools will have an agreed reward system that is issued on a point system (E.G. House points, Dojo Points, Team points). These will be recorded and collated through recognised stages in the form of Bronze, Silver, Gold and Platinum certificates and stars.

The following will be displayed in each classroom to celebrate the children achieving each stage.

Achieve Your Goals

Over the course of the year your total number of house points will be recognised at these special levels. These are...



Bronze	Silver	Gold	Platinum
--------	--------	------	----------

2) Classroom Consequence System

The Classroom Consequence System is designed to give pupils choices. Its principle role is to support learning by tackling and dealing with low level disruptive behaviour, i.e. behaviour that undermines the student's own learning or that of others. If unchecked this sort of behaviour disrupts learning and undermines the authority of the teacher. 'Consequences' is not a replacement for good classroom management techniques and will not compensate for poor teaching and/or unstructured lessons.

The Classroom Consequences System is progressive. For example, if a student disrupts their own learning or the learning of others they will receive **1 – Verbal Warning**. If the student continues to disrupt their own or others learning they will receive **2. A Yellow Card**. If the student fails to address their behaviour and continues to disrupt learning they will receive a **3 – Red Card**. These will be monitored and recorded on the CPOMS system.

Should the student continue to disrupt the lesson they will be given a **'Sin Bin'** and will serve this over the lunch period.

Consequences given to pupils during lessons will be recorded on the Behaviour for Learning boards that are displayed in all classrooms. This is to remind pupils of where they are within the Classroom Consequence System. These boards should be visual and prominent in each classroom. Each classroom should display the same board so that uniformity is in place across The Trust.

Please note all consequences from '2' onwards are recorded by The Trust on CPOMS, using the correct colour code. These then generate reports and are analyzed by the Inclusion Teams. Pupils behaviour records are analysed weekly by the Inclusion Team and where there are concerns these are communicated to parents/carers and interventions are put in place. Please see below section 3) 'Reports'.

Note: Staff have the right to issue a student with an immediate 'Red Card' at any point during any lesson if they believe the pupil's behaviour is inappropriate and may have an adverse effect on the learning and/or safety of others or themselves.

The Behaviour Matrix (Appendix 3) outlines the sanctions and support that pupils may receive as a consequence of their behaviour. Please refer to this in conjunction with this Behaviour for Learning Policy in its entirety as it is referred to throughout.

The school will issue a lunch time 'detention' if a student has moved through the all of the stages on the consequence board. This will be an hour in total over lunch time in a designated room. Parents will be informed in the form of a letter on the same day. This will be recorded on CPOMS.

Note: Under DfE guidelines, schools do not have to inform or require consent from a parent/carer in order for a pupil to complete a detention. (Please refer to the DfE's Behaviour and discipline in schools' guidance).

3) Reports

Cards accrued by pupils are monitored and analysed by the Assistant Headteacher/Head of School and the Inclusion teams on a weekly basis.

To support pupils and address any behavioural concerns The Trust uses a tiered system. There are three levels of this:

1. A meeting with the class teacher, child and parents
2. A meeting with the Learning Mentor, child and the Parents
3. A meeting with Head of School, child and parents

Such meetings will be recorded onto the CPOMS system. Parents will be requested into one of these behaviour meetings at the discretion of the SLT / Inclusion Team.

1. Appendix 2 – Internal Support

The Trust schools will use internal support when pupils behaviour negatively impacts on the learning and/or safety of pupils.

Pupils may be placed in internal support following the assessment of a child’s behaviour by the SLT or Inclusion Team.

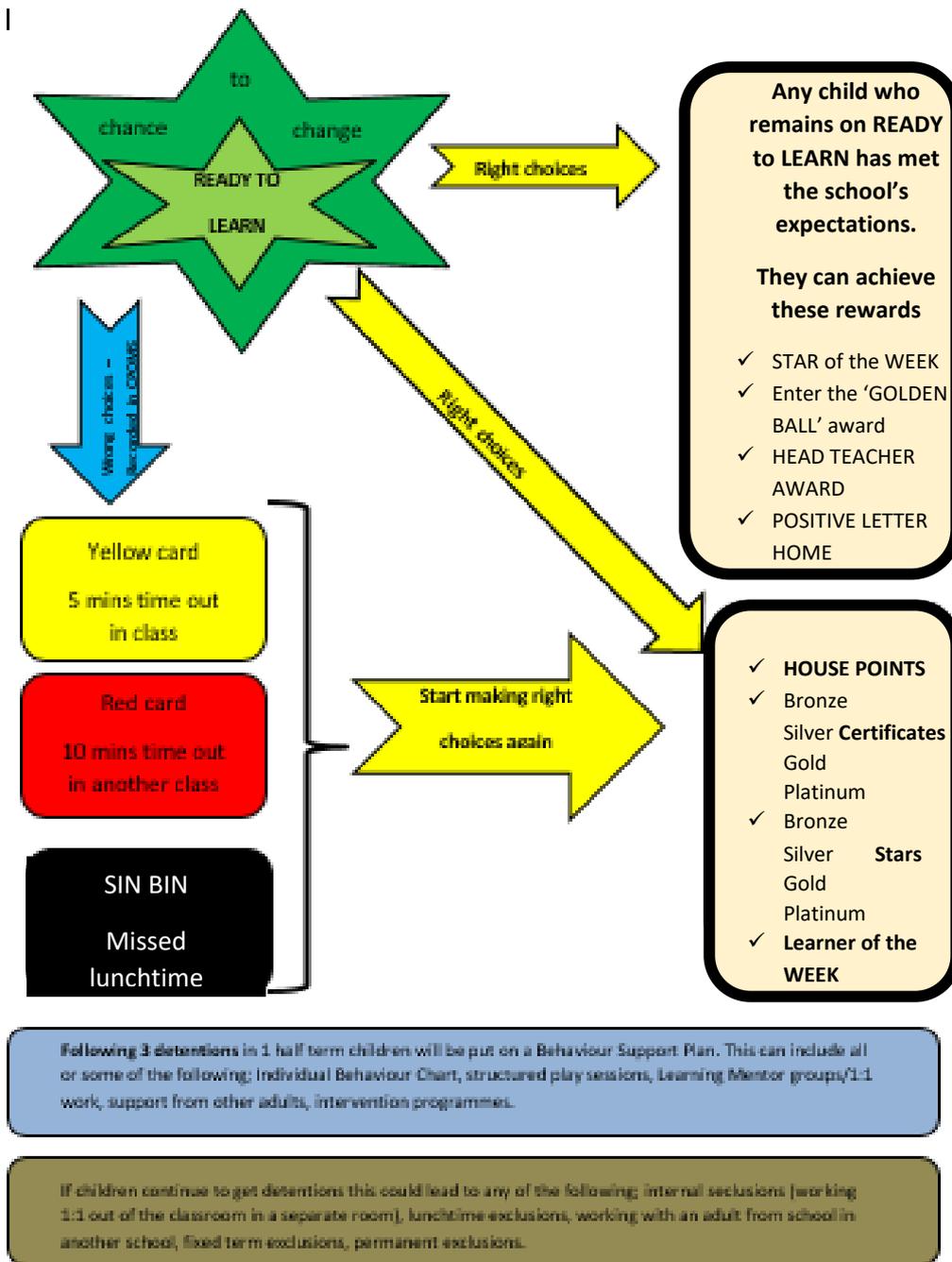
Appropriate measures will be taken to safeguard both pupil and adult in order to keep all parties safe – examples might include two members of staff present who have the recognised training in positive handling.



Appendix 3 – Behaviour Matrix

Pontefract Academies Trust has very high standards and expectations and believes that pupils have the capacity to achieve their full potential. Disruption to learning is defined as any act that has a negative impact on their own or others learning.

Behaviour Flow Chart



2. Appendix 4 – Exclusions and alternatives to exclusions

‘Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports Headteachers in using exclusion as a sanction where it is warranted.’

(DfE Exclusion from maintained schools, academies and pupil referral units in England 2012).

1) Fixed Term Exclusions

The School will use Fixed Term Exclusions when pupil behaviour seriously and negatively impacts on the learning and/or safety of pupils. Fixed Term Exclusions will also be used when the good order of The Trust is threatened and/or pupil behaviour could potentially damage the reputation of The Trust.

The Head of School may exclude for the following reasons:

- Serious breaches of The Trust rules (for example – see Appendix 4).
- Repeated breaches of The Trust rules.
- Refusal to engage with internal support.
- Repeated disruption whilst in internal support.
- Five occasions in internal support.

The number of days pupils are excluded for will be at the discretion of the Head of School.

Fixed Term Exclusion data is closely monitored by the Head of School and the Inclusion Team. It is the responsibility of the Inclusion Leader to report to the Senior Leadership Team on exclusions and ensure that the process has the desired positive impact on both standards in the School and on the majority of pupils involved in the process.

The Trust is keen to ensure a balance is met, between the use of Fixed Term exclusions to deal with persistent disruption, and their impact on the individual's ability to re-engage with their learning. For this reason, it has been decided to use a maximum Fixed Term Exclusion period of five days for any single incident in the process.

No pupil will receive greater than 45 days' exclusion in any one academic year without being permanently excluded for persistent disruption and defiance. Please note that the Head of School also retains the right to permanently exclude a pupil for persistent disruption and defiance even if they have not reached 45 days. In addition, the Head of School retains the right, at any time, to permanently exclude those pupils who persistently cause disruption to the learning of others.

2) Permanent Exclusion

'A decision to exclude a pupil permanently should only be taken:

- **in response to serious or persistent breaches of the school's behaviour policy; and**
- **where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school.'**

(DfE 'Exclusion from maintained schools, academies and pupil referral units in England 2012).

The Head of School will make the judgment, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or 'one-off' offence. These offences might include:

- a) Serious actual or threatened physical assault against another student or a member of staff.
- b) Sexual abuse or assault.
- c) Carrying an offensive weapon (see definition below).
- d) Potentially placing pupils, staff and members of the public in significant danger or at risk of significant harm.

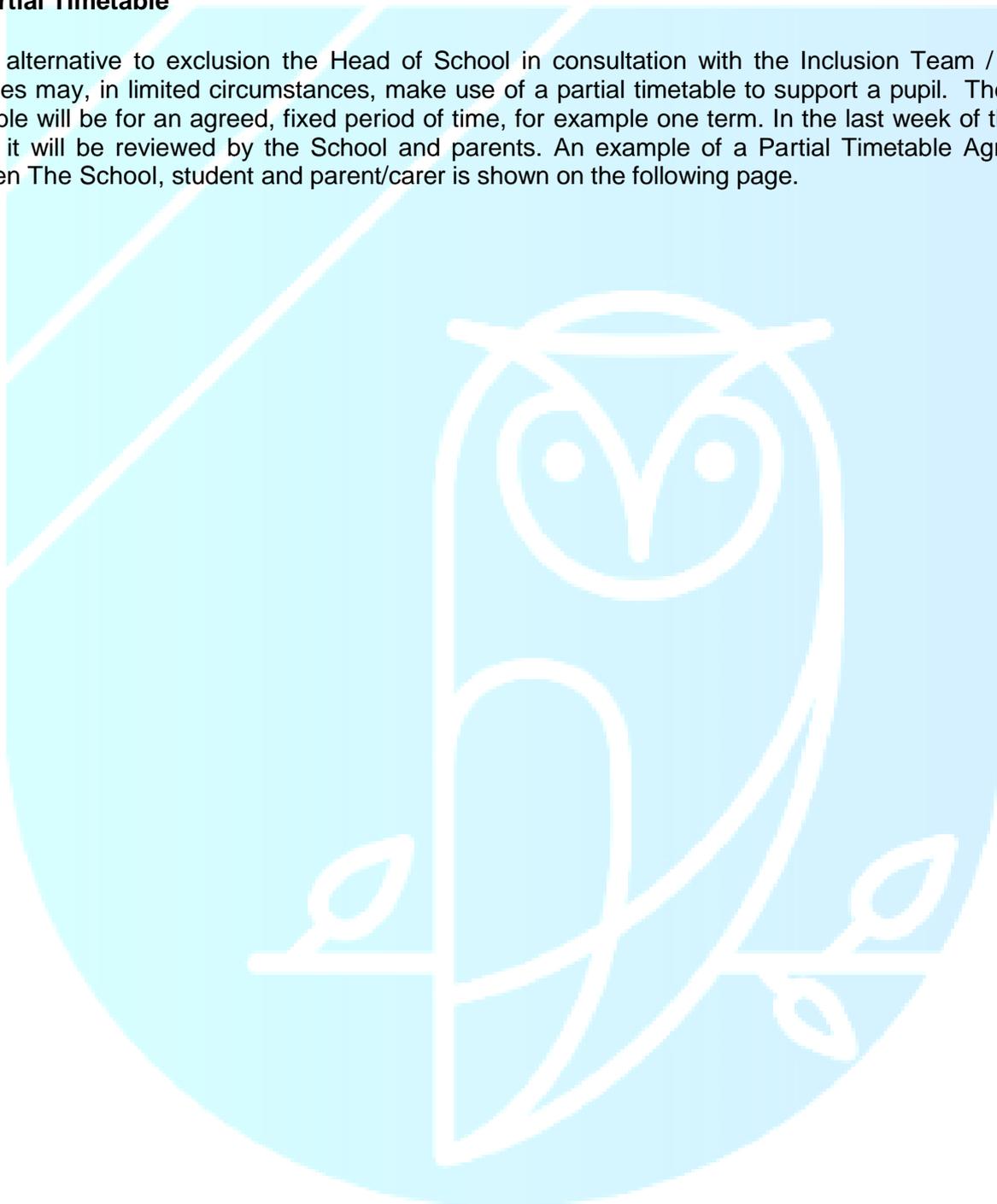
These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of The Trust community.

The Head of School may also permanently exclude a pupil for:

- One of the above offences.
- Persistent disruption and defiance including bullying (which would include racist or homophobic bullying).
- An offence which is not listed but is, in the opinion of the Head of School, so serious that it will have a detrimental effect on the discipline and well-being of the school community.

3) Partial Timetable

As an alternative to exclusion the Head of School in consultation with the Inclusion Team / outside agencies may, in limited circumstances, make use of a partial timetable to support a pupil. The partial timetable will be for an agreed, fixed period of time, for example one term. In the last week of the fixed period it will be reviewed by the School and parents. An example of a Partial Timetable Agreement between The School, student and parent/carer is shown on the following page.



4) Partial timetable agreement

PARTIAL TIMETABLE AGREEMENT BETWEEN SCHOOL, STUDENT & PARENT/CARER

 Student Name:..... DoB.....
 School

Clear objectives of Partial timetable:

-
-
-

Start Date of Partial timetable	
End Date of Partial timetable	
Review Date of Partial timetable	

LEGAL GUIDANCE REGARDING THE USE OF A PARTIAL TIMETABLE

*“Other than when a child is suffering from a medical condition such that he/she cannot cope with a full day, partial timetables should be implemented only in very limited circumstances - for example where there are behavioural difficulties and the school is trying a partial timetable as an ‘alternative measure’ prior to an exclusion in the context of a behavioral support plan (BSP) or as part of a planned re-integration package. In such cases, schools should be advised that they need to take care that the restricted attendance is not deemed to be an exclusion. **To that end a partial timetable should:***

- **have clearly defined objectives**
- **be for a specified and limited period of time;**
- **not, other than in very exceptional cases, be implemented without written parental agreement.**

Once tried as an ‘alternative measure’ it will only rarely be appropriate to have a further period of part-time schooling since, if it becomes necessary again, then the ‘alternative measure’ would appear not to be working and a different strategy ought to be tried. Where a child has a statement of special educational needs then any proposal to implement a partial timetable would ordinarily need the agreement of SENCO as well as the parents/carers. Schools need to be mindful that decisions to place pupils on partial timetables without justification could be ultimately challenged by the parent/carers as restricting their children’s right to receive efficient full-time education.

All parties to sign below to evidence they are aware of the legal guidance and responsibilities where a pupil is on a partial timetable. This document and a copy of the timetable should be retained by The Trust and a copy of both issued to the parent/carers.

 Pupil name..... Date.....
 Pupil signature
 Parent/carer name Date.....
 Parent/carer signature
 Staff name Date.....
 Staff signature Staff title

3.

4.

Appendix 5 - Exclusion

Under DfE Guidance 'Exclusion from maintained schools, academies and pupil referral units in England', a meeting of the Behaviour Panel of the School Governance Committee must be convened by the Head of School's Clerk to Governors when:

- A student has received over 15 days' exclusion in one term.
- Recommendation of permanent exclusion is made by the Head of School for a one-off incident.
- Through the consequences system.

The Behaviour Panel will comprise of three members of the School Governance Committee who can hear the case impartially. If a member has a connection with the student, or knowledge of the incident that led to the exclusion, which could affect his or her ability to act impartially, he or she should step down.

The Behaviour Panel can uphold an exclusion or direct the student's reinstatement, either immediately or on a particular date.

The meeting must be convened between the 6th and 15th school day after the date of the receipt of notice to consider the exclusion.

The clerk will circulate the paperwork for the behaviour panel meeting to all parties invited to attend at least five days in advance of the meeting.

The parent/carer has the right to attend the meeting, and/or make written representations. This should be submitted to the clerk as soon as possible before the meeting. The parent/carer may bring a friend or a legal representative if they wish.

The Head of School and Assistant Headteacher (Student Ethos) will be invited to attend the meeting. Parents/carers have the right to invite the Local Authority Exclusions Team Manager to attend the meeting.

Within one school day of the meeting, a letter will be sent detailing the decision of the Governing Board. Following a permanent exclusion, the letter will also detail the procedure for appeal, which will be heard by an Independent Appeal Panel convened by the Local Authority.

The parent/carer has 15 school days after the day on which notice in writing was given of the behaviour panel's decision, if delivered directly. If the notice in writing is posted first class, two additional days are added for postage.

Independent Appeal Panel

Each school may convene an Independent appeal panel and a parents/carers' right to appeal to this Independent Panel will be outlined in the letter following a permanent exclusion being upheld by the Local Authority. The Trust will, at their own expense, arrange for this independent review panel hearing to review the decision of the School Governance Committee not to reinstate a permanently excluded student.

Parents will be informed of their right to request a special educational needs expert at the appeal hearing.

The legal time frame for an application to appeal to the independent panel is set out in the DfE guidance.

Where the School Governance Committee decides to uphold an exclusion, they will draw the attention of parents/carers to relevant sources of free and impartial information on whether and how to seek a review of the decision. This will include statutory guidance and information on the First-Tier Tribunal who deal claims of discrimination.

Appendix 6 – Carleton Park Rewards policy

All interested stakeholders are reminded that this policy sets our sanctions and systems for dealing with positive behaviour. A sister policy, (BEHAVIOUR POLICY: Sanctions), deals with our systems for negative behaviour.

Aims of this policy:

To establish and maintain a happy and secure learning environment in which children interact and participate with enthusiasm, thus enabling full access to the curriculum, ensuring all children feel valued.

- To encourage mutual respect for both peers and adults.
- To build a relationship of trust between staff and children.
- To give clear and consistent guidance for the promoting of good behaviour.
- To ensure all members of our community understand how we will deal with acceptable behaviour.
- To build a shared responsibility between parents, children, staff and governors for dealing with positive behaviour.
- To ensure all children can enjoy and achieve at school.
- To enable all children to feel safe and secure.
- For all children to understand that they need to make the right choices and to encourage them to do so.

The staff and governors of Carleton Park School firmly believe that in order to behave well children need encouragement, excitement, engagement and positive examples.

The non-negotiable behaviour expectations:

These are not rules as such, but agreed expectations. It is the responsibility of ALL and ANY staff member to ensure the children adhere to these expectations at all times. Children who are not adhering to these expectations, should be reminded of the relevant 'Carleton Park Promise' (see below) and possibly given a strike (see below).

Moving around:

- Pupils are required to walk at all times in an orderly and quiet fashion.
- Pupils should enter the hall silently and with t-shirts tucked in (no hands in pockets).
- There should be no eating in the corridors.
- Quiet, building voices should be used inside.
- Jumpers and cardigans will be worn correctly, not tied around waists.

In the classroom:

- Children should not leave the classroom without permission.
 - Children should give attention to the teacher when they talk.
 - No swinging on chairs and chairs must be tucked under when not in use.
 - Children may get a drink or use the toilet only when the teacher is not talking / teaching.
 - Children should not disturb others.
 - There should be an appropriate working volume in the classrooms.
 - Children and staff should respect equipment and keep the classroom tidy and safe.
-

Lunchtime/ Break time

- Children are expected to be outside unless they have a genuine reason to be in the building.
- If children need to stay in for any reason, they will be supervised by an adult.
- Children will line up outside until the adult teaching the class comes to escort them indoors.

Generally

- Children should not involve themselves in or interrupt adult conversations.
- Uniform policy should be adhered to at all times except for exceptional circumstances
- Good manners are expected by all. These can be found in all classes and on displays around school.

The Carleton Park promise:

These are the five 'golden rules' for our school and Trust, which have been agreed in consultation with the School Council and all staff. We believe that these five rules are broad enough that they cover a range of situations. Children who are behaving poorly should be reminded of the relevant rule below. For example, "You have just kicked your friend that means you have broken one of your Carleton Park Promises – use kind hands, feet and voices" These will annually be regularly exemplified to children through whole school assemblies and class PSHE lessons and Circle Time.

School Motto:

"Be The Best You Can Be"

School values:

RESPECT PRIDE TEAMWORK

Carleton Park Promise

I promise to:

Be respectful to others and property

To ensure that everyone has a right to learn

Have kind hands, feet and voice

To be safe

Always try my best!

Our Reward System

- Rewards in school are based on a system of earning house points and ensuring a whole consistent approach.
- House points are awarded for a range of good behaviours, including keeping the school rules, excellent work, effort, behaviour and attitude.
- Once earned the house points are collated and contribute to individual, house and whole school rewards.
- Anyone can distribute house points, as general rule teachers may distribute up to 10 per day

(5 per half Day), dinner ladies 10 per week, PPA cover 5 per half day, LSA's 5 per day. This is to ensure even distribution across the classes.

- All certificates and recording of house points are co-ordinated by the House Captains
- House points may not be taken away.

Individual Rewards

- Children may earn house points for a number of reasons at the discretion of the adults in school
Guidelines:
 - teachers 10/day, dinner ladies 10/week, PPA cover 5/cover, TAs 5/half day
 - additional: x1 for Homework, x1 for 100% attendance that week, x2 for full marks in spelling/times tables, x1 for an improvement to test scores, x1 for signed reading record/planner,
- 25 house points = bronze certificate
50 house points = bronze star
100 house points = silver certificate
150 house points = silver star
225 house points = gold certificate
300 house points = gold star
350 house points = platinum certificate
400 house points = platinum star
- Teachers need to be aware of **'quiet, well behaved, under-the-radar'** children who are consistently well behaved and may not receive as many house points as a child who we are trying to encourage more positive behaviours from
 - It is important to monitor the recording system to ensure children are not adding points without earning them.
 - The individual reward is important as they build a child's sense of pride.
 - Mini points are not used.

NB Classes can have their own reward systems but the school one MUST be applied consistently

At any point in the week, children can be sent to the Head Teacher with examples of excellent learning/behaviour for a HT award.

Team (House) Rewards

- Each week house captains (Y6) and vice-captains (Y5) will total the number of house points across school
- In Celebrations assembly these are shared. The winning house is recorded on the whole school display.
- That House has an extra playtime on a Friday afternoon
- The winning house for the year will receive the house trophy (engraved and with house colours)

Whole School Rewards

- The total amount of house points earned in a week as a school is added and then divided by ten. This amount of lego is then put in a jar in the hall. It is important to the children that they see the lego being put in to ensure their engagement.
- Once full a whole school reward day/event will be organised.
- It is important that whatever is organised there is no charge made to the parents for this day. Funding can be sought from the School's fund Budget (fundraising). It is prudent financial planning to place a sum of money in a cost centre from school development to allow for these days as well as certificates and badges etc.
- The whole school day is important as it builds the school community spirit.

Celebration Assembly

Each Friday there will be a celebration assembly. In this House point rewards are awarded and also the following whole school rewards:

Weekly:

GOLDEN BALL

- Each week teachers keep a log of who has remained on 'Ready to Learn' all week
 - These children bring their peg into the hall on Friday
 - A raffle takes place where a ball is drawn from the drum.
 - Golden ball = Golden time on Monday afternoon for those children who have been 'Ready to Learn' that week. During this time the children may bring in games from home to play with other members of the school, the learning mentor, deputy head or head teacher will over-see this.
 - It is a good idea to attempt to ensure the ball comes out regularly to keep motivation high, to this end any ball which comes out and is not golden will be placed at the front of the hall in a basket. This will remain there until the next golden ball comes out, thereby increasing the likelihood of it happening.
 - This afternoon is important as it builds team spirit across the school and rewards the consistently good children.
 - It must be made clear to parents via letter that the school cannot accept any responsibility for items mislaid at school.
 - New children to the school must be made a star for the hall, within a week.
-

STAR OF THE WEEK

- Awarded by class teacher and Support staff (in conjunction) for a child who has 'shone' that week.

LEARNERS OF THE WEEK

- Awarded by adults in KS1 and learning Detectives in KS2 to children who have demonstrated excellence in their learning (work should also be sent ready to the assembly)

This assembly is a special time to also celebrate other successes, such as medals earned outside school, sports team success and birthdays. There should be an air of fun and celebration.

Termly:

Letters will be sent to all parents on a termly basis. This will inform them if their child has remained on 'ready to learn' all term. Something to be extremely proud of!

ATTENDANCE

- 100% attendance: certificate and badge
- Above school target: certificate

Annually:

ATTENDANCE

- 100% attendance: certificate and treat
- Above school target: certificate

CITIZEN of the YEAR

- Nominations will be taken for this throughout the year.
- Nominations will be shortlisted by School Council and school leaders
- Anonymous judging leads to a presentation and a gift voucher/book token in assembly
-

Staff Freedom with rewards.

- The school accepts that each of its teachers are individuals as well as professionals and may at times need to use their own system within their class, such as notes, stickers, raffle tickets, or table points, to help keep the children engaged. Whilst this is acceptable, this is in addition to the whole school consistent systems of house points. The ideal is that class systems feed into school systems. Indeed we must ensure fairness across the school.
 - On occasion for example when a child is put on a PSP there may be a need to devise an individual reward system for that child.
 - Positivity is the name of the game!
 - Notes may be sent home from teachers to recognise special efforts including work.
-

Behaviour on school visits and trips.

- Class teachers should use the same language and systems when out of the building on school trips.

Link to Sanction Policy

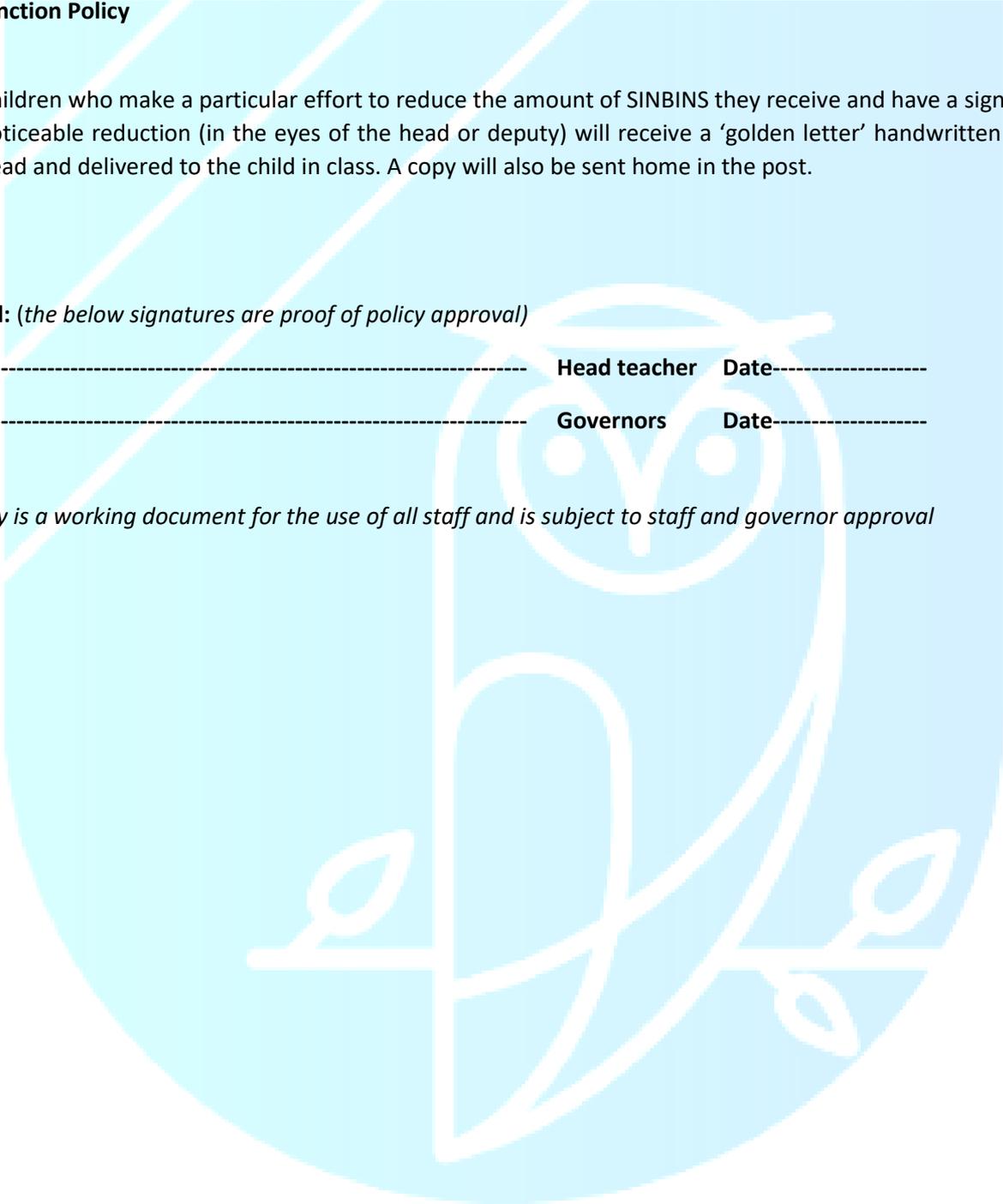
- Children who make a particular effort to reduce the amount of SINBINS they receive and have a significant, noticeable reduction (in the eyes of the head or deputy) will receive a 'golden letter' handwritten by the head and delivered to the child in class. A copy will also be sent home in the post.

Approved: *(the below signatures are proof of policy approval)*

Signed----- Head teacher Date-----

Signed----- Governors Date-----

This policy is a working document for the use of all staff and is subject to staff and governor approval



Appendix 7 – Carleton Park Sanctions policy

Aims of this policy:

To establish and maintain a happy and secure learning environment in which children interact and participate with enthusiasm, thus enabling full access to the curriculum, ensuring all children feel valued.

- To encourage mutual respect for both peers and adults.
- To build a relationship of trust between staff and children.
- To give clear and consistent guidance for the promoting of good behaviour.
- To ensure all members of our community understand how we will deal with unacceptable behaviour.
- To build a shared responsibility between parents/carers, children, staff and governors for dealing with negative behaviour.
- To ensure all children can enjoy and achieve at school.
- To enable all children to feel safe and secure.
- For all children to understand that they need to make the right choices and if they don't then fair consequences will be applied.

Reasons Children Misbehave:

At Carleton Park, we believe in a Restorative approach to dealing with incidents of negative behaviour. When relevant, staff will take time to listen to all parties involved using Restorative Practices. At the centre of this lies the understanding and belief that, *“Challenging inappropriate behavior needs to be experienced as an opportunity for learning.”*

In order for Restorative Practices to be used we need to **set the foundations:**

- Inquire in private
- Appropriate timing
- Stay neutral
- Listen (Use active, non-judgmental listening)
- Ask / seek to understand
- Watch your body language
- Words can be windows or walls
- Treat others like you would want to be treated

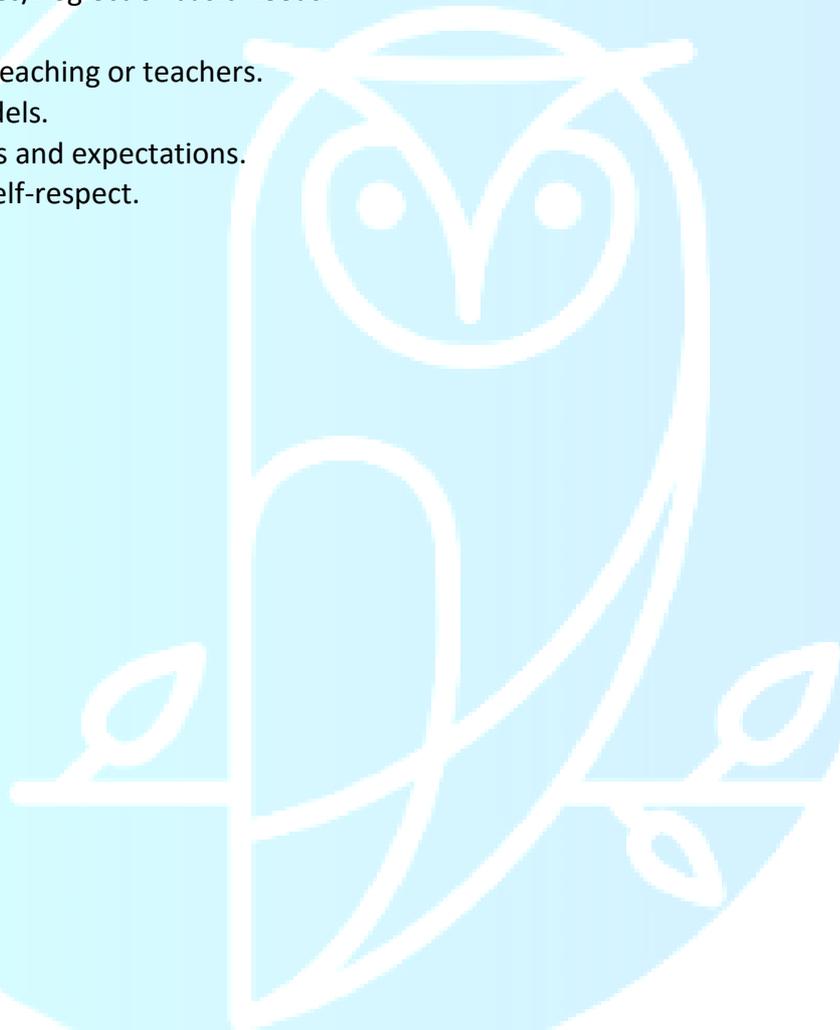
Questions which will be used to discuss poor behaviour choices with children will include:

- What happened?
 - What were you thinking about at the time?
 - What have you been thinking since?
 - Who has been affected by what you did?
 - In what way have they been affected?
 - What needs to happen next to make right the wrong?
-

Reasons Children Misbehave:

All staff members are reminded and in agreement that children are not 'just naughty' there is always a reason for poor behaviour, the list below is not exhaustive, but is the most common reasons. Staff should consider the reason for the poor behaviour if it is persistent. All staff members also recognise that it is their responsibility to change their own practice and/or teach children how to behave if this is something which children are struggling with.

- Boredom/Disengagement.
- Not sure what to do.
- Seeking attention.
- Class work too easy/too difficult/ avoidance strategy.
- Social/emotional issues/neglect of basic needs.
- Unstructured time.
- Supply/ inconsistent teaching or teachers.
- Lack of good role models.
- Inconsistent messages and expectations.
- Lack of self-esteem/self-respect.
- Peer pressure.
- Medical needs.
- The weather.
- Lack of consequences



Our Sanction System

In each classroom there will be a green 'ready to learn' star on the wall, each child starts the day on the star and remains there if they behave well. There will also be a colour coded system (yellow, red, black).

The sanctions system works on the assumption that a child will move their name along the scale if they misbehave.

If a child does not keep to our promise:

- 1) **Initially, the child should be given one reminder** by the adult about the way to behave and the Carleton Park Promise. This should use the words "you have a chance to change". It should be done in a calm and helpful way and the child should move their name to the outer area of the star.

THEN,

- 2) **Strike 1** – child continues to misbehave and is given a Yellow card. They are asked to move their name into the yellow square on the board. As a result of this move the child leaves wherever they are in the classroom and moves to the time out area in their room for five minutes, they then return to the class learning.
- 3) **Strike 2** - child continues to misbehave and is given a Red card. They are requested to move their name from the yellow square to the red square. As a result of this move the child leaves the classroom and goes to a partner class. Once in there they have time out in that classroom for 10 minutes. Classes may keep a box of worksheets for completion if needed or ask children to write out the Carleton Park Promise in a time out book. After 10 minutes, the child will be sent back to class. They will have to repay lost learning time at break-time with the adult who issued the red card.

Up to this point- It is the class teachers' responsibility to discuss the behaviour with parents at the end of the day/as soon as convenient.

- 4) **Strike 3** – child returns to their classroom and continues to misbehave and is requested to move their name from the red square to the black square – known as the 'SIN BIN'. See below.

NB: There is NO MOVING BACK UP the strike chart. At Carleton Park we believe a child can turn their day around by not receiving any further strikes.

At the end of each day it is the responsibility of the class teacher to record on CPOMS the position each child reached on the strike system that day - this is vital as it acts as a low level disruption log and can be useful evidence for talking to parents/carers and for SEN reviews. It is the responsibility of the Learning Mentor to monitor and evaluate these class records half-termly.

Any staff member may move a child down a strike square, BUT to do this they must escort the child to the classroom and watch them move their name.

If a child misbehaves at the end of a school day it is important that they still receive the same treatment – if they need to serve time in SIN BIN it is done the next day.

EVERY DAY the child's name starts back on the green star, even if they have a SIN BIN from the day before to still serve.

If a child refuses to move their name then the class teacher may do it for them, but it's a useful kinaesthetic experience for the children to do it if possible.

If a child refuses to leave the room or co-operate, or becomes violent or dangerous, the member of staff will immediately call for a member of the SLT or our Learning Mentor.

Remember in all discussions with children about their behaviour, don't ask them to do something, tell them politely. In other words if you say, 'will you come and move your name?' that gives the child the choice to say no whereas 'you need to move your name now' or 'your behaviour means you have promise . . . move your name, thank you' does not give them the opportunity to argue. DO NOT enter into a discussion with the child in the classroom in front of their peers, simply request the move and tell them why. 'You threw a pencil, please move your name.' 'You are calling out and that is not being respectful. Move your name, thank you'.

The Sin Bin:

Children, whose name is put onto the Sin Bin square, will attend a lunchtime detention session in the Activity Room (or library if this is in use).

This will last for the lunch hour. The first part will be spent eating lunch. The second part will be spent handwriting the school rules and having restorative conversations with the senior member of staff. The final part will be spent walking with the senior staff member outside/ taking fresh air.

It is the responsibility of the adult taking the SIN BIN to complete the sin bin log detailing reasons and dates etc. A letter will be posted to the parents every time a child ends up in SIN BIN. This letter will detail the number of SINBINS they have had and what the current one is for. It will clearly state that, unless their child's behaviour improves, then school will move through its additional sanctions which include; behaviour contracts (being on report), internal seclusions, working in another setting, lunch time exclusions, fixed term exclusion

It is the responsibility of the Learning Mentor to monitor the SIN BIN folders and produce half-termly reports on percentages of children in SIN BIN and their actions.

If a child has a lot of SIN BIN sessions then we will ask parents/carers to a meeting in school to 'find a way we can all work together to help child x with their behaviour' The purpose of this initial meeting is to touch base and share concerns and be reminded of the behaviour expectations of the school and the Carleton Park Promise. It is good practice for the class teacher to attend the meeting as well.

Pastoral Support Plans and Further Action

If things still do not improve then a Pastoral Support Plan (PSP) will be produced at a second meeting with the Inclusion Leader and/or Learning Mentor, class teacher, the child and the parents/carers.

We will produce the PSP based on their knowledge of the child and what is manageable in the classroom. A PSP is a 16-week, school-based intervention that should be set up for any pupil at risk of further SIN BINS and/or exclusion. Central to a PSP is the support that will be provided to enable the child to make a commitment to meet key behaviour targets.

Progress towards these targets are reviewed after 8 weeks and, at the 16 week review, the PSP is evaluated and judged to have been either successful or unsuccessful.

A copy of the PSP should be submitted to the head teacher, Learning mentor, the dinner ladies, the SENCO, the class teacher and relevant support staff.

If things still do not improve, then relevant support, special arrangements and/or assistance from outside agencies can then be sought or made. These will be decided by the SENCO.

Exclusion (information above)

If a child is receiving repeated SIN BIN sessions and has had a range of other sanctions, they will be issued with a fixed term exclusion. Once a child has received 3 fixed term exclusions this will be discussed at a Governing Body Meeting and Governors/Head Teacher reserve the right to issue a permanent exclusion for Persistent disruptive behaviour.

Exclusions can also be applied as an immediate sanction for extreme violent and aggressive (verbal and physical) behaviour at the discretion of the head teacher.

Instant red Card

An instant Red Card may be given if a child's behaviour puts themselves/other in imminent danger of harm. This will most likely occur in PE lessons, during playtime/lunchtime, on a visit or in lessons such as DT. If safety rules have been covered at the outset of a lesson and behaviour is impacting on safety, instant read cards will be given.

Instant SIN BIN

In some rare cases it may be necessary for a child to be put instantly into SIN BIN at a point in the day, detailed below are reasons for instant SIN BIN, we should use common sense when dealing with incidents to decide their severity. Some of the reasons below may need referral to head teacher after investigation and then possible further action. The only staff who can give an instant SINBIN are the Head Teacher, Deputy Head Teacher and Learning mentor, this is because we are always aiming for consistency and transparency in our decisions and it is easier to ensure this if only a small number of staff have the overview of the reasons for SINBINS and therefore issue them as consistently as possible.

The reasons for instant SINBIN include (but not an exhaustive list):

- More serious physical contact/injury to another person
- Deliberate aggressive swearing at someone.
- Severe backchat/rudeness to member of staff.
- Racism (please ensure that guidelines for racist incidents are also followed)
- Serious intentional vandalism.
- Bullying (please ensure that guidelines for allegations of bullying are also followed)
- Any other serious incident, which causes upset or distress to others, as deemed appropriate by the HT/DHT/LM.

If a staff member feels a child should receive an instant SIN BIN, they should escort that child to the Learning Mentor in the first instance who will carry out restorative Practices with all involved (children and adults).

It is the responsibility of the Learning Mentor to use their professional judgement to investigate, and determine whether the incident requires either:

- Instant SIN BIN;
- Simply moving the star on the class chart; or
- on the rare occasions that the incident is of a very serious nature, referral to the head teacher;

If a child receives an instant SIN BIN then a courtesy call will be made to the parents/carers of the injured or insulted child by the class teacher/Learning Mentor with the purpose of defusing and reassuring, AND a phone call will be made to inform the parents of the sanctioned child. The purpose of this call is to inform the parents/carers of the seriousness of the incident and to request their support and that they talk to their child about it. If the parents/carers would like to have a face-to-face chat about the incident then this should be accommodated in the first instance by the class teacher.

Lunchtime / Break-time

At Lunchtime/Break-time the same Carleton park Promises rules apply.

A strike book will be kept by staff members on duty who will record the children who are given a strike – after reminding them of which of the 5 rules were broken. Time is served outside, but the child's name is still moved in class.

The system which applies at lunch/break.

Strike 1 – Yellow Card with 5 minutes on time out bench

Strike 2- Red Card with 10 minutes on time out bench.

Strike 3- SIN BIN with remainder of the break on the bench and referral to Learning Mentor/SIN BIN

A timer is provided for ease of monitoring. At the end of lunchtime children who have been given strikes will have a post it note handed to their teacher to ensure the teacher is informed and the child moves their name down the chart in class.

At lunchtime, only the Senior Mid-day supervisor can issue yellow and red cars.

Behaviour is to be dealt with by all midday supervisors following Restorative Practices training.

Lunchtime staff will make sure that a child's name is moved onto the correct square in class if they have been given a lunchtime sanction. This will be recorded on CPOMS on the same day of incident.

Approved: *(the below signatures are proof of policy approval)*

Signed----- Headteacher Date-----

Signed----- Governors Date-----

This policy is a working document for the use of all staff and is subject to staff and governor approval

