



CARLINGHOW ACADEMY

BEHAVIOUR POLICY

Approved by:	Governing Body		
Responsible department:	SLT		
Last review date:	September 2024	Last reviewed by:	SLT
Last updated:		Last updated by:	
Next review due :	September 2025		

School Aims and Implementation

It is the primary aim of our school that every member of the school community feels valued, respected and that each person is treated fairly. We are a caring community, whose values are built on mutual respect for all in line with our equality policy.

Carlinghow Academy aims to provide children the opportunity to develop towards their full potential; academically, emotionally and socially:

- Providing the highest standard of education to enable children to acquire the skills, knowledge and concepts relevant to their future.
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated.
- Enabling children to become active, responsible and caring members of the school and wider community.

The school works towards these aims by:

- Promoting high quality learning and attainment.
- Providing a high quality learning entitlement and environment.
- Valuing each other and ourselves.
- Working in partnership with parents and the community.

Introduction to the Behaviour Policy

All parents/carers, children and staff will sign a Home School Agreement at the beginning of each year. This agreement will ensure that all parents/carers, children and staff have read and agreed the school's behaviour policy.

To enable us to meet our aims we will:

- Create a calm, stimulating, emotionally safe & inclusive environment where all children have the right to learn.
- Ensure children experience happy, safe, interactive and fun times in the playground and during structured activity sessions.
- Make sure our toilets are safe, clean and private places that are not over used during learning time.
- Make sure our cloakrooms are tidy places where people and property are respected.
- Provide after school clubs for our pupils providing the chance to develop skills and knowledge in a different learning environment to the school day.
- Ensure that all school and residential trips create life long memories for our children and are enjoyable and support children's learning and development.
- Ensure that assemblies have orderly entrance and exit procedures followed by all pupils and that good sitting and listening skills are used throughout.
- Expect calm, sensible movement around the school. All pupils will walk quietly and sensibly along the corridors.

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require 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

ROLES AND RESPONSIBILITIES IN PROMOTING POSITIVE BEHAVIOUR

The Principal will:

- Implement the school behaviour policy consistently throughout the school by setting the standards of behaviour and supporting staff in the implementation of the policy.

- Ensure that records are kept of all reported serious incidents of misbehaviour.
- Report to Governors, when requested, on the effectiveness of the policy.
- Ensure the health, safety and welfare of all children in the school.
- Report to/meet with parents/carers when necessary
- Be aware of and understand his/her rights and responsibilities (see Appendix 2)
- The Principal has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. The Principal may permanently exclude a child for repeated, or very serious, acts of anti-social behaviour. Any decision regarding fixed term or permanent exclusion will be dealt with following the most recent DfE guidance and through using the Exclusions flowchart (Appendix 4)

All School Staff will:

- Provide opportunities to develop interpersonal and social skills
- Offer a curriculum that enables pupils to engage positively
- Provide the opportunity to work in groups
- Make sure that pupils listen and are listened to and value others
- Help pupils to gain the ability to make choices about their behaviour
- Help pupils to be confident about their learning and enjoy it
- Help pupils understand their rights and responsibilities as citizens in our society
- Be a positive role model
- Reward/praise positive behaviour
- Record on CPOMS all incidents of unacceptable behaviour
- Ensure the pupils in their class know the class and school rules
- Inform parents about their child's welfare or behaviour and, where necessary, with the support of the school's pastoral team work alongside parents and other agencies
- Be aware of and understand their rights and responsibilities (see Appendix 2)

Pupils will:

- Respect and care for others
- Listen to others
- Learn/work co-operatively
- Obey the school rules
- Resolve disputes positively
- Value and take responsibility of their actions and environment
- When necessary carry out self-monitoring
- Be aware of and understand their rights and responsibilities (see Appendix 2)
- Be aware of their emotions and actions and take responsibility for these

Parents, Carers and Families will:

- Support the school when reasonable sanctions have been used
- Promote positive behaviour at home in order to have continuity between home/school
- Initially contact the class teacher if they have concerns about the way their child has been treated. If concerns remain, contact the Principal, then if necessary the school governors.
- Initially contact the class teacher if they feel their child's behaviour, in or out of school, is impacting on the child's emotional well-being.
- Be aware of and understand their rights and responsibilities (see Appendix 2)

The LGB will:

- Support the school staff in the implementation of the policy
- Give advice, when necessary, to the Principal about disciplinary issues
- Review the effectiveness of the policy

Monitoring and Evaluating

- The effectiveness of this policy will be regularly monitored by the SLT.
- The CPOMS system used by the school keeps a variety of records of incidents of misbehaviour in one central location for monitoring purposes.

Trips

Attendance on school trips is a privilege and not an automatic right.

The school reserves the right at any time to withdraw any pupil from a trip if they are involved in any behaviour which we deem does not live up to our school code of conduct.

Review:

The policy will be reviewed in line with the school's review cycle. However, the LGB may review the policy earlier if the LGB receives recommendations on how the policy might be improved.

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic 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)

4. Bullying

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

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
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

Appendix 1-School Rules, Reward and Sanction Procedures

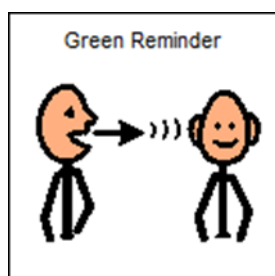
All children and classes will adopt and follow the same school rules.

The school follows universal moral values written by pupils known as the '**Golden Rules**'. If you asked adults and children across the world what rules they would want to live by, their answers would fall naturally into the Golden Rules. The rules are as follows:

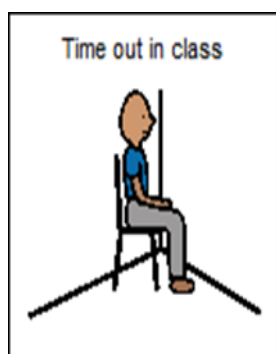
1. **We listen to people: *We don't interrupt***
2. **We are honest: *We don't cover up the truth***
3. **We are kind and helpful: *We don't hurt other people's feelings***
4. **We are gentle: *We don't hurt others***
5. **We try to work hard: *We don't waste time***
6. **We look after property: *We don't waste or damage things***

Behaviour Track – Sanction Procedures (managed by the Class Teacher) (Appendix 3 clarifies behaviour within each behaviour zone agreed by pupils and staff)

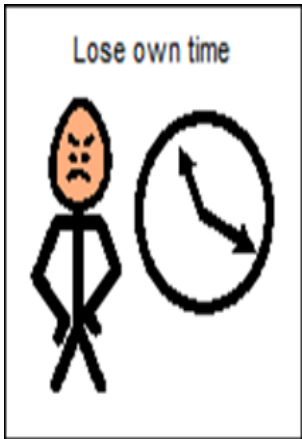
- All children start the day in the **GREEN** 😊 zone.
- Pupils may be placed on the behaviour tracker due to inappropriate or unacceptable behaviour. There are different stages along the tracker which pupils can be placed on depending upon the seriousness of poor behaviour and the severity of sanction that behaviour warrants.
- Pupils have the opportunity to earn their way back to **GREEN** by correcting behaviour and completing sanctions. At the end of each learning session the class teacher will review with the pupil whether they have earned the right to move a step back along the tracker towards **GREEN**.
- The stages of the Behaviour Tracker are as follows:



Stage 1 - The class teacher/support staff may provide a verbal warning to pupils to give them the opportunity to correct behaviour and remain on GREEN.



Stage 2- When moved to Stage 2 on the Behaviour Track , this means that the child needs to be moved to another place in the classroom which could be an empty table to prevent further disruption to the rest of the class. Once the pupil has demonstrated that they are making the right choice they can be moved back to stage 1 on the green tracker. The child will remain where they are seated for the rest of that lesson. If the pupil can complete work and correct their behaviour by the end of the session then the class teacher will agree if they have earned the opportunity to move down the tracker towards GREEN and move back to their original seat.

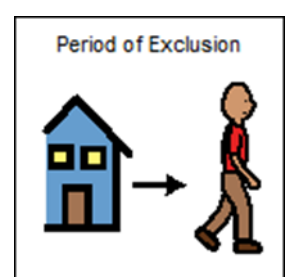
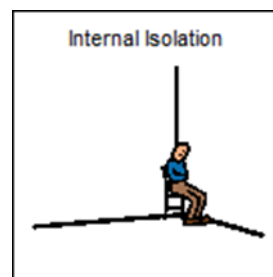
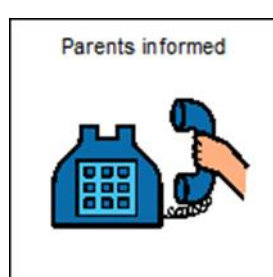


Stage 3- If a child has been moved to another place in the classroom and continues to be disruptive then they would move to Stage 3 on the Behaviour Track. This means that due to poor behaviour sufficient work has not been completed and learning has been disrupted. As a consequence the pupil will lose 15 minutes of their own time (break, lunchtime or green time depending on the time of the day the incident has occurred) to catch up uncompleted work and reflect on their behaviour. This must be managed by the phase team either at play/lunchtime. Children will then be moved on green track once this time has been completed. If they can do this and work positively during their next session the class teacher will agree to move the pupil down the tracker towards GREEN.

Stage 4- If a child is unable to make their way back to Green when they return to class after their 15 minute break/lunchtime sanction, they will then go to a Key Stage Leader's classroom to work there on a spare/individual table away from others. A minimum of 15 minutes will be spent in the classroom to make up the sanction as well as any additional time decided by the Key Stage Leader.

If a child is refusing to move, this could escalate to stage 5. Children will be told "if you continue to refuse to do what a member of staff has asked you to do, you will be moved to red and will be going to internal isolation. Or you can make the right choice and come with me for a conversation". The behaviour mentor will be called and will assess child's readiness. If pupil follows without argument, a restorative conversation followed by a few minutes of working out of class with the behaviour mentor will take place. After which, the child will be taken back to class.

If the child refuses to follow instructions, Positive Handling may have to be used (in line with positive handling policy), this will result in moving to stage 5. The behaviour mentor will log this and let the class teacher know.



Stage 5- This means that poor behaviour is affecting everyone's learning. The Behaviour Mentor/Class Teacher will make a decision regarding next action (depending upon behaviour record and circumstances). In the first instance, this will be an internal isolation on the Behaviour Track.

An appropriate period of time will be agreed for the child to spend in internal isolation-working in an appropriate area (stage 5).

Stage 6- If there have been persistent logs of Stage 5 (internal isolation) or the pupil continues to disrupt learning/refuses to follow instructions, SLT will be informed to make a decision about a period of suspension (Stage 6) which incurs a suspension notification on pupil records. As per the Suspension and Exclusion policy.

Reintegration discussions are arranged following these steps to ensure that pupils understand and accept responsibility for their behaviour and can show they are ready to follow the school rules. A chance of a fresh start back to GREEN is then provided.

Repair and Restorative Justice Conversations

Following the escalation higher than stage 3, a restorative conversation should be had between pupils and the member of staff who was first involved in the incident (a restorative script may be used- see appendix).

Making Poor Choices Repeatedly

Where behaviour learning walks/monitoring/CPOMs records show pupils persistently breaking school rules, the senior leadership team will meet to discuss next actions such as behaviour support plans, extended sanctions etc and parents will be informed.

Rewarding Good Behaviour

Class Green Time:

- All pupils who have been on GREEN or have worked their way back to GREEN by 2.50pm each day earn the privilege to participate in Class Green Time (a ten minute reward activity of the classes' choice). Pupils who have not worked their way back to the Green Zone will use this time with a keyworker to reflect on the choices they have made throughout the day and agree behaviour targets for the next day to support their choices to stay on green.
- Children who have been on GREEN all day earn a point towards a Bronze/Silver/Gold entitlement for Good to be Green Celebrations held at the end of each term.
- 100% green days will be gold. 80% silver and 60% bronze.



Verbal praise, thumbs up, stickers, house points:

- Adults will be constantly looking for positive behaviour and for children following the Golden Rules around school including the playground: verbal praise/positive gestures/stickers and house points can be given to pupils to acknowledge green behaviour.
- House points will be given as a physical house token to be saved in the class house jar which is counted up and added to whole school house scores each week.
- House points accumulated will be added up towards an end of year reward.



Certificates:

The following certificates are given out in Praise Assembly each Friday morning (parents/carers are invited to attend this assembly and are alerted by text):

- Star of the week
- Pupil's Choice
- Best Class Attendance of the week
- Pupil Attendance Winner (chosen from the wheel)



Behaviour Support

- Some children require additional support to follow the school rules and may require a Behaviour Support Plan/risk assessment which will be followed by all key staff who support the child. The plan will be written in agreement with parents and the individual child and it will be regularly reviewed.
- A child may be placed on a daily and/or weekly “Individual reward chart” in order for the Pastoral Team to monitor behaviour and work with class teams to support the child to work towards behaviour targets which will improve opportunities to remain on green.
- Carlighow Academy staff are trained in ‘Team Teach’ - safe handling techniques. On occasions, such as if a child is causing or could cause harm to themselves or others or to prevent damage to property it may be necessary for our trained staff to physically restrain, hold or escort pupils to ensure the safety of both pupils and staff. If this is necessary details will be recorded on the school’s CPOMS safeguarding recording system. During such occasions pupils may incur bruising, this is sometimes an unavoidable consequence in keeping pupils safe and parents will be informed immediately.

Lunchtimes and playtimes

- Structured activities are offered to pupils at playtime and lunchtime led by staff and Play Leader volunteers. School will provide all play equipment. Children are not permitted to bring in their own toys/play equipment.
- A few minutes prior to the end of playtime/lunchtime adults will ask pupils to stop play and help with the tidy up of equipment.
- The same School rules apply during play as during lesson time. Adults can reward house points for positive behaviour observed.
- Pupils will be supported to resolve fall outs by staff on duty who will use their discretion to follow sanctions dependent upon inappropriate/unacceptable behaviour observed:
 1. Verbal warning
 2. Stand with an adult
 3. Stand by the reflection zone and lose some playtime
 4. Lose playtime entirely and staff by the reflection zone
 5. Staff on duty will verbally report incidents to class staff and record on CPOM's

Behaviour Management in EYFS

The management of pupils in the Early Years Foundation Stage will follow the principals of the whole school behaviour policy. However decisions around sanctions will be based on individual knowledge of the child, the level and frequency of behaviour and through discussions with the Class Teacher/Keyworker and Pastoral Team and/or Senior Management.

Toilets

- Wherever possible children will only use the toilets during playtimes and lunchtimes.
- When children do need the toilet during the lesson time staff will monitor the use of the toilets.

Consequences during School/ Residential Trips

- We aim to ensure that all school and residential trips create life long memories for our children. We aim to ensure that all trips are enjoyable and support children's learning and development.
- The same School rules apply during trips as during lesson time, adults can reward house points for positive behaviour.
- The Behaviour Track stages will be used to sanction pupils who display inappropriate/unacceptable behaviour. In extreme cases of behaviour children may have to be brought back to school following discussion with the Principal and parents. An individual risk assessment may then be required for future outings.
- In the most extreme of cases an out of school ban may be put into place.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the pupil in accordance with this policy.

Please refer to our dealing with allegations of abuse against staff policy for more information on responding to allegations of abuse.

The Principal will also consider the pastoral needs of staff accused of misconduct.

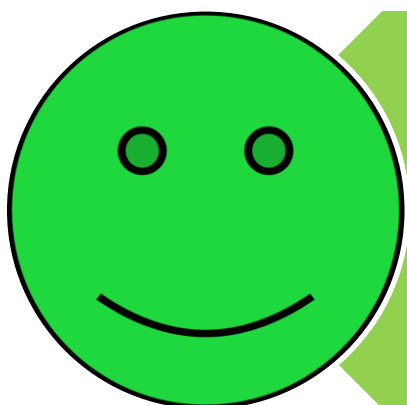
Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

Appendix 2 - Rights and Responsibilities

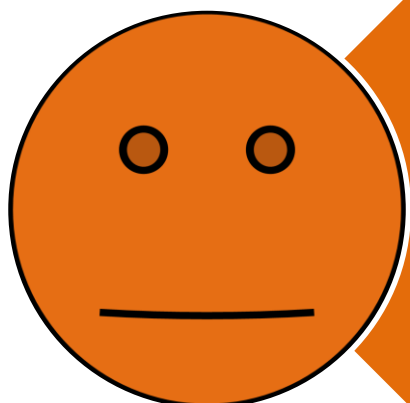
Staff Rights	Staff Responsibilities
To be supported by peers and Managers	To ask for support when needed To offer support to colleagues and managers
To be listened to To share opinions	To listen to others To give opinions in a constructive manner.
To be treated courteously by all others in the school community	To model courteous behaviour To recognise and acknowledge positive behaviour in others
To be made fully aware of the school's system/policies/expectations	To seek information and use lines of communication
To receive appropriate training to increase skills in behaviour management	To support others in developing their skills in promoting positive behaviour. To acknowledge areas of own behaviour management skills that could be developed To try/use and to evaluate new approaches
Pupil Rights	Pupil Responsibilities
To be treated with respect	To behave respectfully to others
To be safe	To behave in a way that keeps others and themselves safe
To learn	To be willing to learn To allow others to learn To attend school regularly
To make mistakes	To own mistakes and learn from them To allow others to make mistakes
To be listened to	To give opinions in a constructive manner To listen to others
Parent Rights	Parent Responsibilities
To be treated with respect	To behave respectfully towards others
To be safe	To behave in a way that keeps others and themselves safe
To be listened to To share opinions	To listen to others To give opinions in a constructive manner

Appendix 3 – Behaviour Zones



Team work, Good listening, Good manners, Using a quiet voice indoors, Being helpful, Being calm, Being kind, Sharing, Taking turns, Following instructions, Walking sensibly around school, Wearing school uniform, Being a good friend, Ready to learn, Taking pride in your work, Being a positive role model, Accepting differences, Completing homework

Rewards: House Points, Green Time, Certificates, Good to be Green Celebrations



Distracting others, Refusing to share, Interrupting others, Speaking or shouting out, Wasting time, Answering/arguing back, Ignoring requests, Being unkind to others, Being disrespectful to adults, indirect swearing

Stage 1: Amber Warning
Stage 2: Time out in class
Stage 3: Lose own time

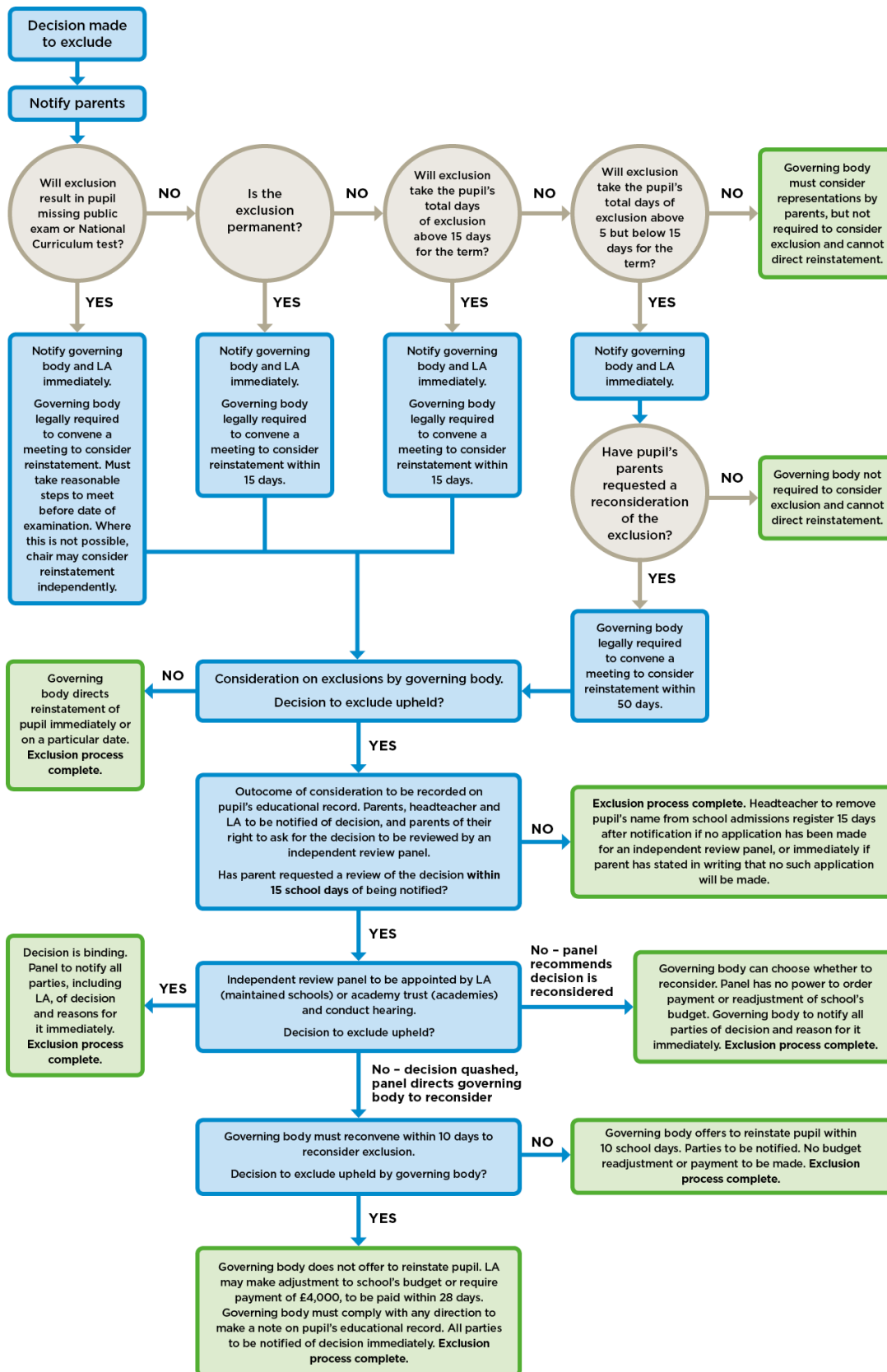


(Dependent upon severity)

Damaging property on purpose, Refusing to work, Throwing objects, Fighting, Stealing, Dishonesty, Leaving class without permission, Verbal/Written or Physical abuse that is directly harmful to others, direct swearing

Stage 4-5: SLT & Parents informed, Internal isolation,
Stage 6: Period of exclusion

Appendix 4 – Exclusions Flow Chart



Appendix 5- Stage Sanctions

Amber	<ul style="list-style-type: none"> • Distracting others • Refusing to share • Interrupting others • Speaking and shouting out • Wasting time • Answering/arguing back • Ignoring requests • Being unkind to other • Being disrespectful to adults • Indirect swearing 	Stage 1 Stage 1 Stage 1 Stage 1 Stage 1 Stage 2 Stage 2 Stage 2 Stage 2 Stage 3 Stage 3	Amber warning Amber warning Amber warning Amber warning Amber warning Time out in class Time out in class Time out in class Time out in class Time out in class	Escalate as appropriate Escalate as appropriate Escalate as appropriate Escalate as appropriate Escalate as appropriate Escalate as appropriate Escalate as appropriate Escalate as appropriate Escalate as appropriate Escalate as appropriate
Red Mid level	<ul style="list-style-type: none"> • Direct Swearing • Homophobic language • Racist language • Miss use of technology • Repeated lose of own time 	Stage 4 Stage 4 Stage 4 Stage 4 Stage 4	Go to KS lead/ Lose time Go to KS lead/ Lose time Go to KS lead/ Lose time Go to Key Stage Lead/ Lose time Go to Key Stage Lead/ Lose time Internal isolation	Parents informed/ CPOMS record
Red- high level	<ul style="list-style-type: none"> • Damaging property on purpose • Fighting • Refusing to work • Throwing objects • Leaving class without permission • Verbal, written or physical abuse that is directly harmful. • Dishonesty. • In appropriate physical contact • Serious breach of the school's Acceptable User Policy; • extremely inappropriate use of IT • Having prohibited items in possession • Repeated refusal to accept school discipline • Theft • Repeated use of internal isolation • Persistent and malicious disruptive behaviour • 'One off' incidents of extreme poor behaviour 	Stage 4-6	Key Stage Lead / SLT Internal isolation/ exclusion (persistent occurrences could lead to perminant exclusion)	Key stage Lead,SLT/ Pastoral/Parents