

# Behaviour Curriculum 2023-25

## Aims

- Provide a consistent approach to behaviour management
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of people in the school community
- Give clarity on our system of rewards and sanctions
- Support all staff to maintain excellent levels of behaviour from all children

## Roles and Responsibilities

### Governors:

- Ensure there is a strong behaviour policy in place to support staff in managing behaviour
- Ensure there is an effective anti-bullying strategy drawn up and implemented
- Ensure the policy is publicised to all stakeholders and is available via the school website
- Ensure that policy and practice is reviewed regularly

### Headteacher:

- Ensure there is a strong behaviour policy in place to support staff in managing behaviour
- Determine the school rules, including rewards and sanctions
- Authorise all staff to actively uphold the academy rules, using rewards and sanctions as laid out in this policy
- Ensure that this policy and related practice links closely with the school's Child Protection & Safeguarding Policy to ensure that all pupils are protected from harm

### Senior Leadership & Management:

- Support the Head in ensuring that there is a strong behaviour policy in place
- Ensure that the behaviour policy is upheld and applied consistently by all staff
- Support all staff in managing behaviour throughout the school
- Create tailored support programs for individuals
- Work with pupils who are in danger of being excluded, breaking down barriers to learning and building confidence.

### Teachers:

- Have a professional duty to promote positive behaviour, protect pupils' wellbeing and develop their independence and emotional resilience
- Have statutory authority to discipline children whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction
- Communicate effectively with parents/carers where there are concerns regarding their child's behaviour
- Follow the school behaviour curriculum consistently

### All Staff:

- Have a professional duty to promote positive behaviour, protect pupils' wellbeing and develop their independence and emotional resilience
- Have authority from the Head to discipline pupil whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction
- Follow the school behaviour curriculum consistently

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## Values and School Rules

The Carrington Values underpin our school culture and behaviour curriculum, acting as our school rules, guiding our expectations and driving restorative conversations. At Carrington, we expect *all pupils* to:

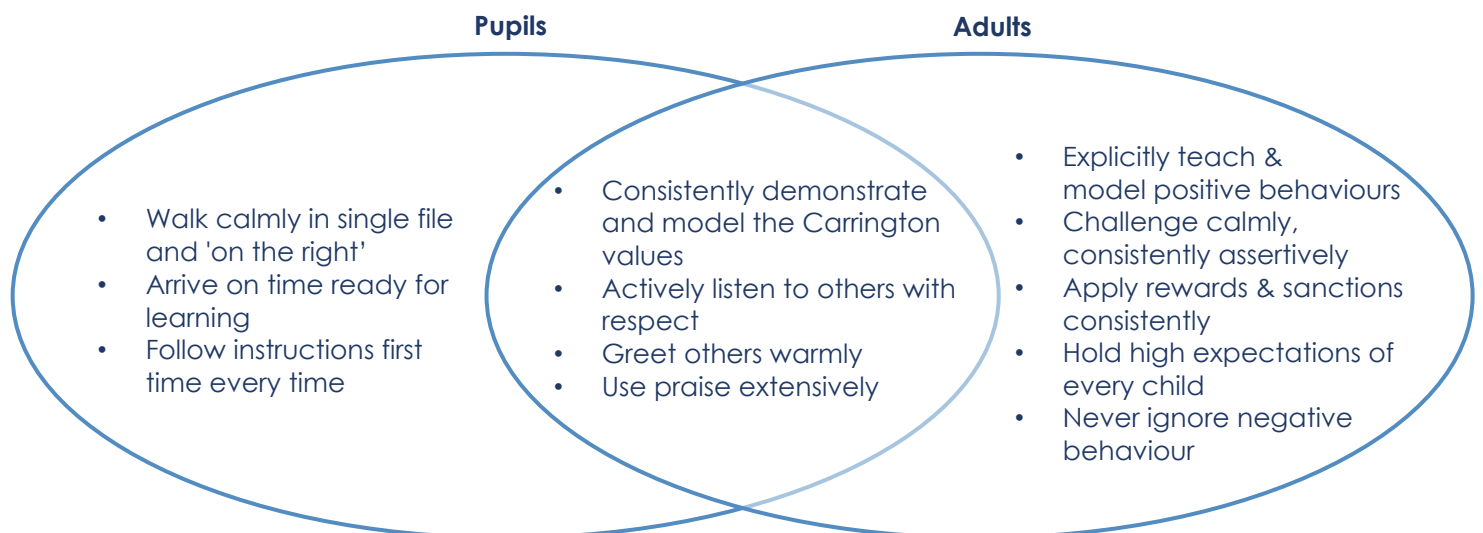
				
Be kind	Be respectful	Be ready	Have confidence	Strive for excellence

\* See appendix for how values can be demonstrated in school

## Norms and Routines

### Whole-school norms: 'The small things are the big things'

This is 'The Carrington Way'; everyday, all staff and pupils will:



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## Start of the day

- Gates open at 8:20am
- A member of SLT is on the yard when gates open
- Pupils calmly line up in their classes and teachers are on the yard by 8:25am
- Class teachers lead classes through the main entrance at 8:30am at the latest

## Assemblies



- Assemblies are used as an opportunity to reinforce school values.
- Music is played during entrance and exit.
- Classes enter assemblies on time, in silence or singing, and in a single file line.
- Adults ensure that pupils sit sensibly in appropriate seating placements, ready to listen.
- Adults praise pupils when they show exemplary behaviour in assemblies
- Pupils show they are listening respectfully by looking at the person at the front.
- Sensible applause should be given to celebrate achievements.
- Classes leave assemblies in the same manner as they enter.
- At times when pupils are encouraged to talk about their ideas in assemblies, an adult will raise their hand in the air when talking should stop. At this point, pupils should raise their hand in the air, stop talking and look at the adult.
- Adults who stay in assemblies should calmly, consistently and assertively challenge when expectations are not met. (Sanction guidance)

## In the Classroom

- All staff maintain high expectations of learning behaviour and outcomes of *all pupils*
- *All pupils* are calm, engaged and focussed on learning
- The volume and vocabulary in the classroom is conducive to excellent learning
- Staff proactively support and deepen learning at all times, with no time spent sat at the teacher desk during lessons
- High levels of collaboration between pupils across the class
- Regular praise given to pupils for demonstrating Carrington values
- Every child is seen
- Active participation from every pupil and adult
- Teaching teams have a clear shared understanding of key learning and classroom context
- Pupils sat in a position of readiness; sat up straight, attentive and engaged
- Effective, purposeful use of resources in an organised tidy learning environment

## Adults do not talk over pupils

When adults need to talk to a group of children, they will insist on every pupil paying attention: eyes on the speaker, all activities stopped and hands free of equipment. Among others, adults use the following routines which should be rehearsed and maintained.

Hand in the air		<ul style="list-style-type: none"> <li>• The adult should not need to say anything but simply raise their hand in the air</li> <li>• Pupils respond by raising a hand in the air also, stop talking, put equipment down and look at the adult</li> </ul>
Countdown from 5		<ul style="list-style-type: none"> <li>• The adult begins a countdown with clear pre-determined actions for the pupils to complete when this starts</li> <li>• The expectation is that by zero, all pupils are ready to listen</li> </ul>

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## Break and Lunchtimes

The following rules and routines are in place to enable all pupils to have safe, positive and fun break and lunchtimes:

Breaktime		Lunchtime	
<ul style="list-style-type: none"><li>• Pupils get snacks/appropriate outdoor clothing before lining up for breaktime</li><li>• Pupils walk to the playground calmly, in single file and on the right-hand side, led by an adult until pupils get outside</li><li>• Staff member on duty should arrive on the yard promptly. Other adults should remain on the yard until the staff member on duty arrives</li></ul>			
<ul style="list-style-type: none"><li>• No pupils are left out of games should they want to participate</li><li>• Pupils demonstrate sportsmanship</li><li>• Zones for different activities are adhered to by all pupils</li><li>• Pupils respect the environment and each other's choices of play</li><li>• No combative play, including playfighting, using imaginary weapons etc.</li><li>• Zero-tolerance on language such as: racist, homophobic, sexist, swearing, abusive</li><li>• Kind hands and kind feet should be used at all times; a zero-tolerance approach is taken when this is not the case e.g., hurting, spitting</li><li>• Pupils do not climb on the benches or fences</li><li>• Pupils should use break/lunch times as an opportunity to use the toilets to minimise lost learning time</li><li>• Pupils only drink water</li><li>• Pupils tidy up the resources they have used at the end of break</li><li>• All litter put in the appropriate bins</li></ul>			
<ul style="list-style-type: none"><li>• Pupils do not eat snacks whilst playing games or sports</li></ul>	<b>Calling pupils into the lunch hall</b> <ul style="list-style-type: none"><li>• The adult blows a whistle on the yard = pupils stop and look at the adult</li><li>• The adult holds up a class card</li><li>• Pupils in that class move sensibly to the adult to line up</li><li>• The adult counts the pupils and brings them into lunch</li><li>• Pupils having dinners line up at the dinner hall</li><li>• Pupils having a packed lunch collect their lunch and sit in the dinner hall</li></ul>		
	<b>In the lunch hall</b> <ul style="list-style-type: none"><li>• Pupils use an 'indoor voice'</li><li>• Pupils eat lunch and enjoy the company of their friends sensibly and calmly</li><li>• Pupils respond politely &amp; respectfully to instructions from MDS and kitchen staff</li><li>• Pupils having a packed lunch put their lunchbox away calmly and go outside</li><li>• Any staff noticing behaviour below expectations should calmly challenge and remind pupils are what is expected</li></ul>		
	<b>At the end of break and lunchtimes</b>		
First whistle = stop   Second whistle = pupils walk calmly and quietly to lines			

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## Rewards

**Intrinsic rewards** are integral to a positive school culture. The aim is for all pupils to value good behaviour and learning as its own reward, rather than for some other outcome. All adults are proactive in giving targeted praise to pupils in classrooms and around school when the Carrington values are demonstrated. This builds positive relationships and encourage pupils to feel proud of their behaviour choices.

For praise, all staff will:

- Use non-verbal such as smiles and thumbs-up frequently
- Use verbal praise extensively to build a positive atmosphere
- Inform parents verbally/on Dojo about good behaviour choices when appropriate

In addition to intrinsic rewards, a number of **extrinsic rewards** are also in place to promote the Carrington Values. These should be implemented by all staff consistently:

**Recognition board** See appendix 1

- *Positive behaviour choices* are celebrated and praised publicly on recognition boards in every classroom
- Each recognition board has 3 levels
- Pupils can move up the recognition board if they demonstrate the Carrington values
- At the end of the day, pupils are awarded Dojo points, depending on their position on the board
- Adults will identify pupils who should move up but will also invite the class to nominate others who they have seen demonstrating our values to promote the sense of teamwork and build a stronger collective understanding of our values
- Pupils cannot move back down the recognition board as a result of negative behaviour choices. Negative behaviour is addressed more privately and not publicly displayed.

Gold – 3 Dojo points
Silver – 2 Dojo points
Bronze – 1 Dojo point
Start

## House System

- All pupils from EYFS to Year 6 are divided into 4 houses:
- House points may be awarded to pupils for demonstrating the Carrington values outside of their classroom.
- Assemblies, lunch and break times and when pupils may be moving through school are just some opportunities when house points will be awarded.
- House points should be awarded by all staff including MDS, kitchen and office staff.

			
Clumber	Rufford	Newstead	Wollaton

## Achievement assemblies

- Weekly assemblies that celebrate pupils who have demonstrated the Carrington values
- Each assembly brings one value into focus
- Two pupils from each class receive a 'Star of the Week' certificate in recognition of their achievements
- Adults explain to the whole school how the pupils have earned their certificates, providing models of excellence for other pupils to learn from and celebrate
- Pupils take home their certificates and their achievements are celebrated on Class Dojo
- A 'Carrington Superstar' will be also identified by the headteacher for excellent behaviour and be given a separate certificate, a coloured jumper to wear proudly for the week and go into the Carrington 'Hall of Fame'!



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## Class Dojo

- Class dojo plays an integral role in celebrating pupil's positive behaviour with families
- Pupils will earn Dojo points each day when they demonstrate the Carrington values, which can then be seen by families at home
- Dojo points will build cumulatively and be used for the following rewards each half-term:

Individual recognition	Class recognition
The top 10% of point scores will be rewarded with a prize	A target number of points will be set for each class. If they achieve it, the class will enjoy a reward as a team.

## Sanctions

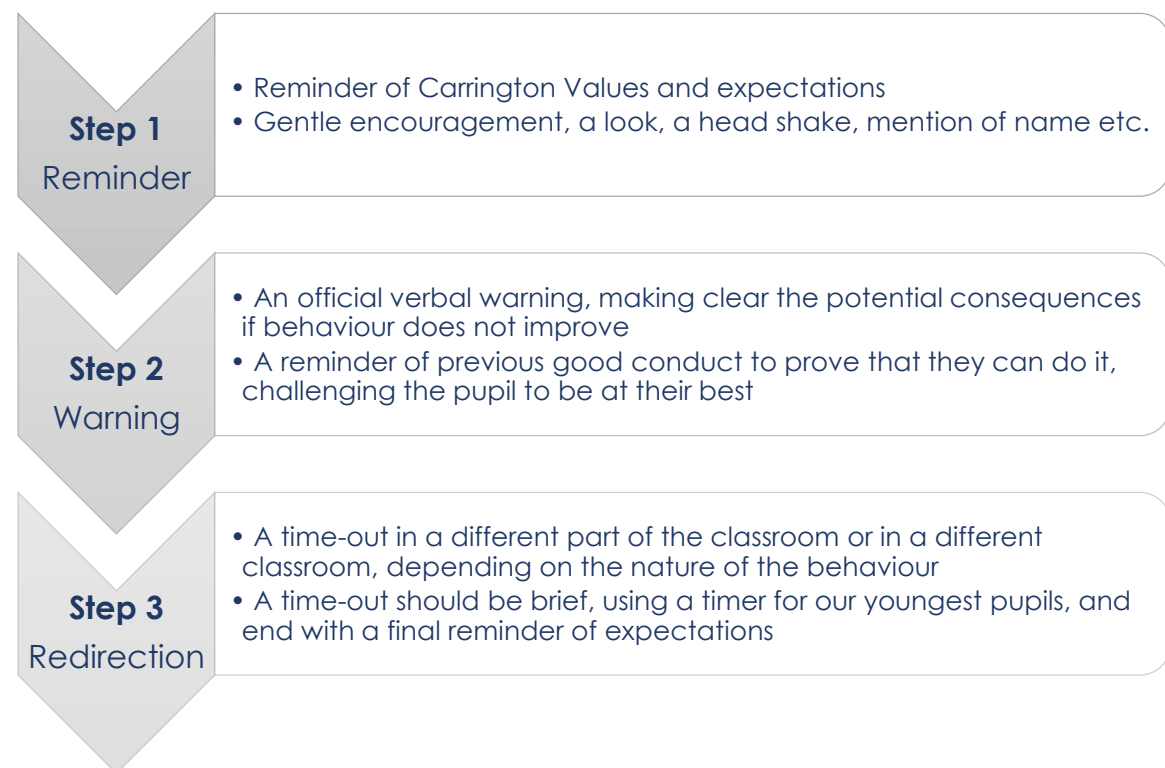
"The certainty of a sanction is far more important than its severity"

Sanctions are put in place when school rules are broken. They are used to remind all pupils that school norms and expectations must be respected.

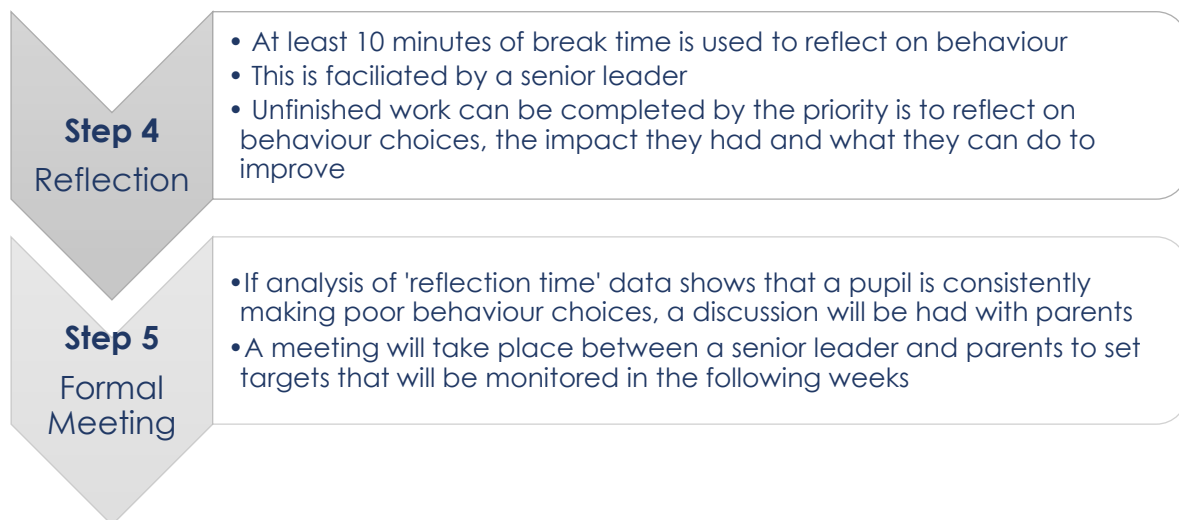
### Examples of misbehaviour

- Disruption in lessons, in shared areas between lessons, and at break and lunchtimes
- Persistent non-completion of classwork
- Poor attitude

### In-school sanction process



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Reflection should always happen on the same day for children in EYFS and KS1. In KS2, this should take place by the following day at the latest.

Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

This process is followed consistently for every child, unless a child has an individual behaviour plan or more serious misbehaviour occurs.

## Examples of serious misbehaviour

- Refusal to follow school rules
- Behaviours which are unsafe for the child or others
- Prolonged and significant disruption to learning
- Any form of bullying
- Physical assault or fighting
- Vandalism
- Theft
- Abusive language, including racist language

## Response to serious misbehaviour, including suspension

- An immediate 'reflection' may be given
- A pupil may be removed from their classroom by a senior member of staff.
- Parents will be informed.
- Staff are legally authorised to search a child and/or their belongings if they have reason to believe that the child has property that does not belong to them or could be harmful to them or others.
- The school may decide to *suspend* a pupil, particularly when unsafe behaviours are demonstrated or when a prolonged and significant disruption to learning is caused.

## Physical Intervention



All staff are legally authorised to use reasonable, proportionate and necessary force to prevent children injuring themselves or others, committing an offence, damaging property or to maintain good order and discipline in the classroom. On these rare occasions, specially designed methods of physically intervening to ensure children are held or moved safely and securely. This is a last resort only used if all other de-escalation strategies have been attempted. Key staff members are fully trained and parents would always be informed.



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## Recording incidents of serious misbehaviour or incidents involving Physical Intervention (PI)

- All incidents of serious misbehaviour are formally recorded
- Incidents are tracked rigorously to monitor trends or increases in certain behaviours that are then responded to in the school curriculum

Incident involving PI	Incident not involving PI
<ul style="list-style-type: none"> <li>• Inform a member of SLT</li> <li>• Complete and save a <b>PI report</b></li> <li>• Record incident on <i>My Concern</i> and attach PI report</li> <li>• The PI report should be written in the same manner as safeguarding entries</li> </ul>	<ul style="list-style-type: none"> <li>• Inform a member of SLT</li> <li>• Record incident on <i>My Concern</i></li> </ul>
	
A DSL will triage and categorise concern	
	
Incidents will be tracked half-termly to identify increases in types of incidents. Any trends will be responded to in the school curriculum	

## Suspension

As a result of serious misbehaviour, a child may be:

- Internally excluded: Moved to another class for a day or part of the day
- Suspended: Sent home for a part of a day, a day or a number of days
- The length of a suspension is at the headteacher's discretion
- If a child is suspended, appropriate work will be provided for them to complete during the time they are out of school
- Following a suspension, a formal reintegration meeting will take place between a senior leader, usually the headteacher, and the child and their parent or carer.
- During a suspension, school staff will reflect on current provision and consider whether a new/adapted behaviour plan or risk assessment should be put in place
- A reintegration meeting will take place following a suspension where amendments to a child's provision and a set of agreed targets will be shared to give the child the best chance of a successful return to school

In very rare cases, it may be necessary to permanently exclude a pupil. This would only occur as a last resort and when other avenues are no longer appropriate. In these cases, the school will work with the local authority to identify alternative education placements.

## “You permit what you promote and you promote what you permit” (S. Strickland)

Staff will not ignore instances where a pupil has made a poor behaviour choice, whether this occurs in their classroom or a different area around school. This provides consistency and clarity and reinforces the safe, positive culture desired in school.



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## Relationships

We believe that strong, professional relationships with our pupils and families is a vital prerequisite to supporting pupil behaviour. Staff should invest significant time, collaborate with families and liaise with experts, including the SENDCO to fully understand the pupils they are working with.

### The parent – teacher partnership

Working together with parents is incredibly important. To support school in promoting the very best standards of behaviour, we ask all parents to:

- Ensuring that children arrive at school on time, calm and ready to learn.
- Report suspected incidents to staff, quietly and away from other children. Do not confront other parents so we can investigate and resolve the issue appropriately in school.
- If parents have concerns about the way an incident has been handled by staff, we ask that you talk quietly and respectfully to staff away from the children. We will listen and we may have further explanation or clarification.
- At the beginning and end of the school day, we expect parents to take responsibility for their children's behaviour, supervising them as they leave school and the playground.
- Support and inform any behaviour plans we may need to use to focus appropriate intervention for their child.

### Special Educational Needs

- There are a number of children who have difficulties which prevent them from responding to the whole school behaviour policy. In these cases, they will have personalised, differentiated behaviour plans with sanctions that are appropriate to their needs in order to enable us to make reasonable adaptations to our approach to behaviour management. These specific plans help the child develop their skill to make good choices, help staff manage challenging behaviour and ensure the safety of the pupil and other members of the school community.
- Pupil Passports identify triggers and clearly list strategies which work for particular children. Behaviour targets can also be included on Individual Provision Maps.
- Differentiation will frequently be used within the class to ensure that work is set at an appropriate level, whereby children are being challenged but are able to achieve. This is vital for encouraging positive self-esteem. The Special Needs Code of Practise emphasises the importance of this if children are to achieve their potential.

### PSHE

Personal and Social Education sessions regularly take place to allow children to explore interaction in a calm, considered way. There are specific lessons on understanding and identifying emotions and managing anger. Social skills groups help specific pupils learn about turn taking and developing collaboration skills. At Carrington, we teach our children the importance and value of their voice and celebrate their identity.

Circle times encourage children to allow opinions to be expressed and feelings explored in a climate of acceptance. Our aim is to skill children to listen to each other, develop a positive self-image and know that their opinions are valued. Circle time work ensures that the member of staff is not always the focus. This will allow any child to easily communicate to peers within the framework of the circle. The children themselves will be involved in aspects of positive behaviour development. Each cohort devises their own Class Charter and The School Council also plays a positive role in this area.

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We believe children's self-esteem stems from their personal identity. Their racial, cultural and religious background, form a crucial part of this identity. At Carrington each child's cultural identity will be positively recognised by the school. Multicultural Education is highlighted throughout the whole school curriculum planning framework and Equal Opportunities are identified in all updated school policy documents.

There are specific playground agreements / rules devised by staff and children which ensure a safe, enjoyable playtime for all. Copies of the agreements are displayed in the staffroom and classrooms.

Incidents of behaviour are tracked rigorously so that our PSHE curriculum and use of assemblies reflect any recent issues experienced in the school.

## **Bullying**

Bullying in any form is completely unacceptable. This might involve consistent name calling, teasing, physical violence or online messages. Any child found to be subjecting others to bullying will be seen by the Deputy or Head Teacher and parents of all involved will be informed. If the behaviour continues then parents will be asked to come into school, the issues will be discussed and a log will be kept by the class teacher to ensure that there are no repetitions of this behaviour. The Headteacher will monitor the situation. See Anti-Bullying Policy.

The child who has been the victim of the bullying will be reassured that the incident has been taken seriously and the member of staff will make sure that he/she is alright. The parent will be contacted to ensure that they are aware of the resolution.

PSHE and school values play an integral part of daily school life. These areas of the curriculum are used constantly to promote the importance of kindness, respect and positive relationships. They are also used to promote high self-esteem and confidence in children so that they feel empowered to talk to adults or challenge others if bullying occurs.

## **Racism and discriminatory language**

Discriminatory language, either online or face to face (homophobic comments, misogynist language, inappropriate comments about disability or racial and racist abuse) is not acceptable and will be responded to in a manner which is appropriate and proportional. Sanctions range from a warning to temporary exclusion depending on the nature and frequency of incidents and the age of the pupils involved.

By making it clear how we value the cultural identity of our pupils we seek to create an ethos where racism is unacceptable. Should a racist incident occur, perpetrators will be dealt with firmly. Parents will be informed and a change in behaviour and outlook will be necessary. We expect all parents to support us with regard to this matter.

We feel that a consistent whole school approach is essential if the children are to respond without confusion.

## **Sexual Assault**

Where there is an allegation of sexual assault, we will investigate in a sensitive manner, make notes and inform parents of both the child who has been assaulted and the child who has perpetrated the assault. Appropriate sanctions will be applied and the victim will receive appropriate support however, this is a one form entry school so children cannot be placed in separate classes. Social services and/or the police may be notified if this is appropriate.

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The inappropriate sharing of sexual images online is never acceptable. The designated safeguarding lead should be notified immediately of any inappropriate images, adults should not view these images as this is an offense.

## **Peer on Peer abuse**

Peer on per abuse may take many forms including bullying, discriminatory language, sexual assault or the inappropriate use of online communication and language.

We aim to create an ethos in school where children understand and value difference and treat each other with respect. Our PSHE curriculum is based on the Nottingham City Syllabus and includes direct teaching and opportunities to discuss and debate where appropriate.

Where incidents of peer-on-peer abuse are alleged, we will record details of the incident, investigate and determine an appropriate course of action depending on the nature of the incident, and the age of the pupil. This may involve sanctions, sharing information with parents or a referral to social services where we are concerned about a child's welfare.

## **Out of school hours and offsite.**

Government guidance indicates that school can respond to some types of behaviour which take place outside school hours and away from school premises. This includes inappropriate behaviour when walking to and from school and cyberbullying.

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## Appendix 1: Practical ways of demonstrating values

				
Be kind	Be respectful	Be ready	Have confidence	Strive for excellence
<ul style="list-style-type: none"> <li>• Invite others to play</li> <li>• Help others if they are finding work difficult, feeling sad</li> <li>• Encourage others and give others praise</li> <li>• Put the needs of others before yourself</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to others</li> <li>• Accept different views to your own</li> <li>• Use your manners</li> <li>• Hold open doors for people</li> <li>• Do not interrupt others</li> <li>• Follow instructions first time every time</li> </ul>	<ul style="list-style-type: none"> <li>• Arrive on time</li> <li>• Line up sensibly and quietly</li> <li>• Active listening</li> <li>• Wear correct school uniform</li> <li>• Arrive into assemblies on time and in silence</li> </ul>	<ul style="list-style-type: none"> <li>• Actively participate in learning</li> <li>• Share views</li> <li>• Take on challenges</li> <li>• Ask critical questions</li> <li>• Have courage to make own decisions</li> <li>• Ask for help when needed</li> </ul>	<ul style="list-style-type: none"> <li>• Take risks and make mistakes</li> <li>• Aim high and be ambitious</li> <li>• Demonstrate all values all day every day</li> <li>• Give 100% effort in every task</li> <li>• Excellence is about personal targets, not a one-size fits all</li> </ul>

## Appendix 2: Recognition boards (adapted from 'When the Adults Change, Everything Changes' Paul Dix)

\* The advertising of poor behaviour does not help, but routinely advertising the behaviour you do want does.

Recognition Board	
Value in focus: _____	
<b>Gold</b>	
<b>Silver</b>	
<b>Bronze</b>	
<b>Start</b>	

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- Pupils can nominate others to be put on the board. Try stopping an activity after 15 minutes and asking them to write up some names of other children who have consistently demonstrated the desired behaviour
- Emphasis peer responsibility. It is not a competition between individuals, rather a whole class helping everyone to get their name on the board
- Boards should be refreshed daily
- Pupils are recognised for effort, not achievement. The board is for everyone. Your highest achievers might always be high achievers but they only get on the board when they have shown the required effort.
- When everyone has moved up the board, a collective mini-celebration at the end of a day or lesson is appropriate but large rewards are not necessary
- Use the board to persistently and relentlessly catch pupils demonstrating the Carrington values