



# BEHAVIOUR MANAGEMENT POLICY



Adopted	March 2019
Lead	SC
Reviewed	Sept 2024 SC

## **Introduction**

This behaviour appendix adds detail to “The Harmony Trust Behaviour and Anti-Bullying Policy” which is adapted in full by Carlyle Infant and Nursery Academy.

**Reference should be made to that policy in addition to the information in the appendix that follows.**

When putting together this policy, reference has been made to ‘When the Adults Change, Everything Changes’, Paul Dix (2017), the EEF Guidance Report (2019), and other sources of research.

Our academy community relies on every member of the school feeling valued and respected. Every person needs to be treated fairly. These values are built on the important mutual trust and respect for all. We aim to promote an environment where everyone feels happy, safe and secure. This policy is therefore designed to support all stakeholders. This allows for effective learning to occur in classrooms and within a school with a positive and purposeful atmosphere.

It is accepted that effective learning and teaching requires a safe, calm and peaceful environment. Pupils need to have a clear idea of what is expected of them, not only in terms of academic achievement but also in social training. Pupils expect to be treated fairly and consistently and be positively encouraged to behave well. To help encourage positive behaviour, members of the school should have a clear understanding of their rights and responsibilities, and have clear guidelines for what acceptable behaviour includes. Appropriate support should be given when needed.

Underpinning this policy are our values and vision - ‘Believe Achieve Succeed’

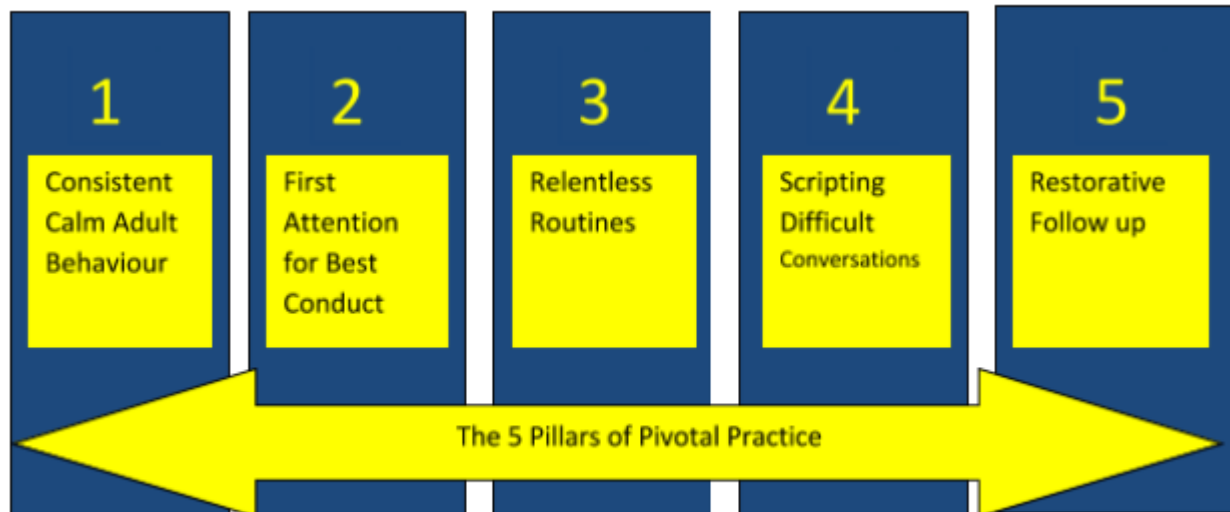
### **Rights**

- to enjoy a safe and positive environment
- to have effort and achievement recognised and rewarded
- to be able to learn and teach without undue disruption
- to aim at a set of clear, realistic and challenging targets
- to recognise that all members of the school are individuals whose needs should be met

### **Responsibilities**

- to attend school regularly
- to behave in an acceptable and appropriate manner
- to encourage positive social skills
- to work to maximum potential both academically and socially
- to take pride in one’s self and in producing work of the highest quality
- to help promote positive relationships between all members of the school and encourage an environment of mutual respect.

Our Behaviour Policy is based on the Five Pillars of Pivotal practice:



**Adult Behaviours** *"When the adults change, everything changes"* (Pivotal Education)

### Expectations of Adults

Consistent adult behaviour will lead to pupils consistently conforming to our expectations.

#### **We expect every adult to:**

1. **Meet and greet** at the door.
2. Refer to 'Kind, Ready, Safe'.
3. **Model** positive behaviours and build relationships.
4. **Plan** lessons that engage, challenge and meet the needs of all learners.
5. Use a **visible recognition** mechanism throughout every lesson (eg, Dojo)
6. Be **calm** and give 'take up time' when going through the steps. **Prevent** before sanctions.
7. **Follow up** every time, retain ownership and engage in reflective dialogue with learners.
8. **Never ignore** or walk past learners who are behaving badly.

### Minimum expectations

The orderly running of the school is premised on the following "minimum expectations" across the whole school community and site.

- **Be Kind (kind words, hands and feet, respectful)**
  - **Be Safe (keep themselves and others safe)**
    - **Be Ready (ready to learn, listen, act)**

At the start of each year, each class will discuss and agree what Ready, Kind, Safe means for their class using age appropriate language and concepts. These three statements have been agreed by all stakeholders and are closely linked to the British values of democracy, the rule of law, individual liberty and mutual respect for, and tolerance of, those with different faiths and beliefs and for those without faith.

If children follow these expectations, they can gain rewards. If pupils do not follow these expectations, there are consequences set out in this policy.

The aim of all consequences is twofold;

- To help pupils moderate their behaviour
- To ensure the orderly running of the school

At Carlyle Infant and Nursery Academy, we deal with all behaviour consistently in order to create the firm boundaries children need in order to feel safe, thrive and learn. Each adult has a responsibility to conduct themselves in a positive and engaging manner.

- We celebrate when our children are following the expectations
- We use a calm, assertive approach when responding to children who have not acted in line with the minimum expectations
- We model good behaviour at all times.
- We have the highest expectations of behaviour in our school from staff, pupils, parents/carers and visitors.
- We understand that some children will need additional support to follow the expectations and that all children will learn at different rates.
- We focus on positive behaviour (catch them being good).
- We have an agreed hierarchy of consequences to guide our responses to a child's behaviour. Rewards are incremental but are at a teacher's discretion.
- We involve parents/carers in the rewards and consequences for a child's behaviour.
- We use our professional judgement, knowledge of the child and advice from outside agencies when applying consequences for wrong choices.
- We always use the smallest consequence necessary to help the child learn.
- We apply consequences consistently and fairly.
- We give children the opportunity to reflect on their choices and make changes if necessary.

## **Praise & Rewards**

We recognise and reward learners who go 'over and above' our expectations. Our staff understand that at Carlyle Infant and Nursery we recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. It is the key to developing positive relationships, including with those learners who are hardest to reach.

Positive rewards include:

- Positive messages home- (this may take the form of a Dojo message, a postcard home, a phone call or a face to face chat.
- Smile – the most common reward is to recognise that the child is making the right choices.
- Verbal praise – public recognition for correct behaviour choices/or good work.
- Written feedback in books – comments made for super work and effort.
- Stickers - these may be distributed either for good work or behaviour.
- Good work can be shown to the class, another class, another adult in school or copied to send home
- Collective whole class rewards, for example 'marbles in a jar' or stickers for a chart for positive behaviour, hard work or meeting class targets. A full jar or a chart leads to a whole class treat or special time as agreed between the teacher and the children. This is at the discretion of the teacher.
- Visual reminders around school
- Week assembly sharing success with peers
- Nomination for half termly 'Hot chocolate with SLT' once each half term with member of SLT in recognition of those who uphold high expectations and are a positive role model/working to best of ability.

## Dojo individual points

Each class will have an electronic copy of the Dojo system. Each Monday it will be reset to 0 and children will be rewarded dojos for following the academy expected behaviour and producing good work. At the end of each week the child with the most Dojos in the class will receive a small prize or sticker to take home to show their family.

## Dojo Team Points

Children are grouped into four Dojo Teams. These are Red Blue Yellow and Green.

Each child is placed in a team on entry to academy and remains a member of this team throughout their time at the academy. Team captains are chosen from Year 2.

Dojo Team points can be awarded by all staff to children following the academy vision and for demonstrating positive attitudes towards work and teamwork. Points will be recorded on Class Dojo.

Every week, the team points are counted by our team captains and a weekly winner announced during our Celebration Assembly every Monday. Team points are then tallied over the course of a term, a winner is announced, and the children in that team are rewarded with a reward afternoon. It fosters community spirit and gives the children an opportunity to contribute to something bigger, which involves children from all year groups. The older children are positive role models and take on a pastoral role for the younger children.

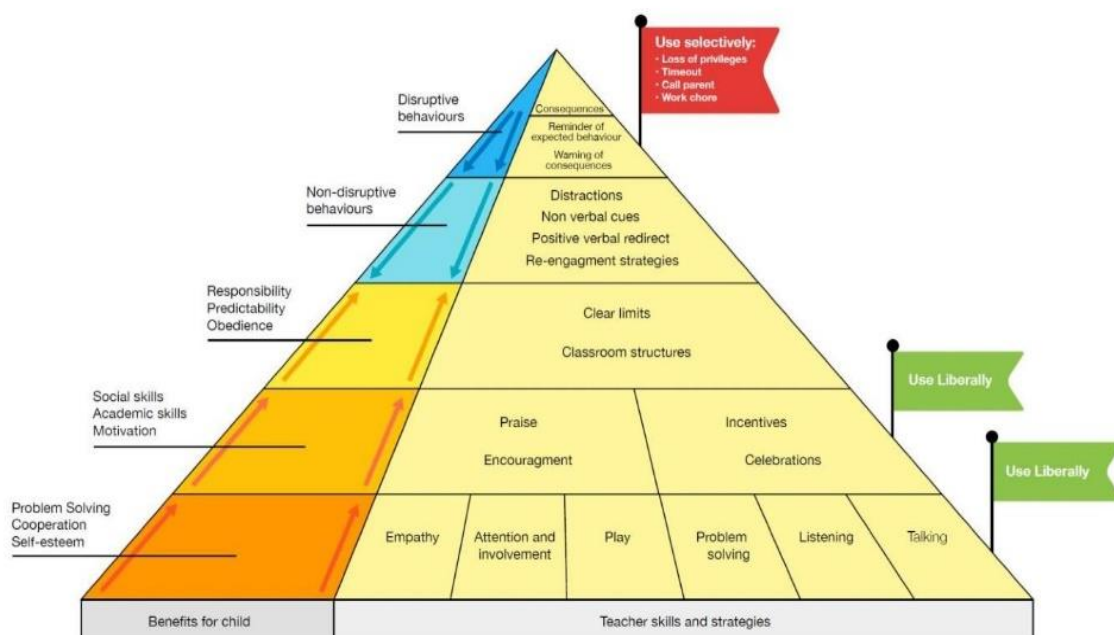
## Managing Behaviours

Engagement with learning is always our primary aim at Carlyle Infant and Nursery. For the vast majority of our learners, a gentle reminder is all that is needed. Although there are some occasions when it is necessary for a child to leave their classroom for a short period of time, however steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. All learners must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

We have a 'No Shouting' expectation across school, we expect adults to talk to children calmly about their behaviour and vice versa. Dealing with disruptive and rule breaking behaviour is a graduated approach, from the least to the most intrusive.

Even though it is acknowledged that warning and consequences are needed, they are to be used selectively. Teachers must liberally build relationships with pupils & give praise, encouragement, incentives & celebrations. In particular, use of the 5:1 ratio for praise and warning/telling off is necessary.

Figure 5: The Incredible Years Teaching Pyramid®



Throughout the course of the day, if a child is displaying signs of frustration, anger or disruptive behaviour- staff will follow the lower tier strategies to help identify the root cause of the behaviour and build relationships with the child. We are firm believers that behaviour is a form of communication and through strong relationships and communication it can often be restored.

### Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct. It is the aim that learners should be kept at steps 1 and 2 for as long as possible

Step	Behaviour	Action
Praise and encouragement		<b>Praise</b> the child for any choices that they are making that are the right ones (eg thank you for sitting on your bottom on the carpet even if they are shouting out whilst there) and <b>use positive language</b> to peers around them. <b>Reward</b> others with Dojos and set the example. At an appropriate time, <b>check-in/talk</b> with the child in private.
Redirection/ Reminder	Initial signs of low-level disruption.	Gentle encouragement, a 'nudge' in the right direction. A reminder of our three simple rules – Kind, Ready, Safe delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder.
1. Caution/ Warning	Signs of dysregulation	<b>Remind</b> the child of 'expected behaviour'. This should be done discreetly/in private where possible. "At Carlyle we expect you to..."  A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices. "stop, think, .....make the right choice" "think carefully about your next step"
2. Cool off time	Low level disruption.	Cool Off might be a short time in a different part of the classroom. It is time allowed to calm down, breathe, look at the situation from a different perspective and compose themselves. Reflection time. <b>Restorative conversation with all involved must follow</b> this before they are set back on adult-directed task.
3. Last Chance	Continuation of low-level disruption or more serious first-time offence.	Speak to the pupil privately and give them a final opportunity to engage. <b>Use the 30 second scripted intervention</b> If the warning is not heeded and the behaviour continues this must <b>be recorded on CPOMS</b> . At this point the learner will be informed that they will have to <b>miss minutes from the next break/lunch time in reflection time</b> (as decided by the teacher) Children will be expected to have a <b>reflective dialogue</b> . If a child has <b>two incidents in a week requiring reflection</b> the class teacher must inform parents. This must be recorded on CPOMS
Cool off time in partner class	Continuation of low level disruption (despite class reflection time) or more serious first-time offence.	Pupil sent to partner class and spend 10 minutes in the class reflecting on their behaviour. Where possible, the partner teacher/ta should talk to the child and help them to <b>reflect effectively on their choices</b> and the <b>reasons</b> behind them. The child should then be <b>welcomed</b> back by class teacher.

SLT support	<p>High-level first-time disruption.</p> <p>Refusal to leave for partner class when requested.</p> <p>Continuation of low-level disruption (upon return from partner class).</p>	<p>SLT support may be required, this will be to offer an alternative adult for co-regulation and time away from the learning environment.</p> <p>If a child has three or more incidents in a week (or regular incidents) requiring reflection a meeting with SLT and parents/carers will be arranged. This must be recorded on CPOMS.</p> <p>Children who regularly receive more than 3 reflections in a week will have weekly monitoring meetings (during lunchtime) to discuss their behaviour.</p> <p>Advice will be sought from behaviour support or referral made to the SENDCO for further input if necessary.</p>
Exclusion or exclusion	<p>Serious physical or verbal assault.</p> <p>Continuous defiance/ low level disruption</p>	<p>In line with the Trust policy, The Principal reserves the right to use temporary and permanent exclusion.</p> <p>To be recorded as per Trust and Local Authority guidance</p>

## Restorative Practice

We use Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way.

Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above.

Stepped Sanctions	Microscript	Restorative conversations
Reminder	<ul style="list-style-type: none"> <li>I have noticed that you are...(having trouble getting started, wandering</li> </ul>	<p>5 questions is usually enough from the following:</p> <ul style="list-style-type: none"> <li>What happened?</li> <li>What were you thinking at the time?</li> <li>What have you thought since?</li> <li>How did this make people feel?</li> <li>Who has been affected?</li> <li>How have they been affected?</li> <li>What should we do to put things right?</li> <li>How can we do things differently in the future?</li> </ul>
Caution	<ul style="list-style-type: none"> <li>Around etc.) right now.</li> </ul>	
Cool Off in class	<ul style="list-style-type: none"> <li>At Carlyle Infants, we... (refer to the 3 school rules – Kind, Ready and Safe)</li> </ul>	
Last Chance	<ul style="list-style-type: none"> <li>Because of that you need to... (refer to action to support behaviour e.g.</li> </ul>	
Cool Off outside class	<ul style="list-style-type: none"> <li>moving to another table, complete learning at another time)</li> </ul>	
SLT support	<ul style="list-style-type: none"> <li>See me for 5 minutes after class/during break</li> <li>Do you remember yesterday/last week when you... (refer to previous Positive behaviour)?</li> <li>That is who I need to see today...</li> <li>Thank you for listening... then give the child some 'take up' time.</li> </ul>	

# Break and lunch time Behaviour

## Promoting a Positive Playground Community

Systems to support Positive Behaviour and Wellbeing in the Playground:

1. A variety of playground activities and equipment are to be made available to the children
2. Use of library will be available for those students wishing to engage in reading, research and indoor games
3. Supervised sports and activities are to take place regularly
4. Children are to sit for a minimum of ten minutes when eating at breaks.
5. Staff are on duty, on time and are to actively patrol their designated area. Duty teachers are to wear fluorescent jackets for visibility and carry epi-pen and first aid bags.

The school guidelines, rewards and consequences will apply during lunch time. The supervision of the children at lunch time will be the responsibility of the senior lunchtime supervisor, along with a team of lunchtime teachers. Clear and effective communication between staff on duty at lunch time and other staff is essential. Any child who consistently chooses to behave in an unacceptable manner will be reported to Class teacher, the Key Stage Leader or Principal by the Senior Lunchtime Supervisor after consultation with other Middays. Children will be supervised at all times. The staff on duty at lunch time will provide appropriate activities for the children.

The children are reminded that the standards we expect in the classrooms are also expected outside.

**1<sup>st</sup> step** – child will be sent to the Reflection Area for 5 minutes.

**2<sup>nd</sup> step** – if poor behaviour continues at playtime then the child will be referred to a member of SLT. The SLT reserve the right to use all reasonable and appropriate consequences in order to stop poor behaviour this includes but is not limited to

- Breaktime 'time out'
- Lunchtime 'time out'
- Break time behaviour plans

Depending on the severity, behaviour at these times may need to be recorded on CPOMs. If unsure, consult a member of SLT.

## Pupils with persistent behaviour problems

Where pupils are persistently or seriously breaching the minimum expectations, the academy's response will be as follows

- Children who display consistent behavioural problems will have a behaviour wellbeing plan and a contract. This is a plan that will involve all adults who work with the child, SLT, parents and the child themselves. The purpose of the plan is to change the child's behaviour.
- Each plan will identify key adults who can help that child – especially when they are experiencing a behavioural crisis.
- Whenever there is a serious incident for a child on a plan, the incident will be reviewed to ensure the plan has been followed.

The plan will then be reviewed to see if it needs to be changed.



Whilst we endeavour to help all pupils to meet our minimum expectations, where plans are not working and efforts have been exhausted the school, in line with Trust policy, reserves the right to use temporary and permanent exclusion.

### **Supporting all Children**

Children with Special Educational Needs, pupils at risk and vulnerable children are supported in our Behaviour Policy in the following ways:

- Inclusion Manager and Teaching Assistants to support additional needs within and outside of the classroom.
- Rewards and sanctions are visual and auditory to ensure access to all.
- Individual reward systems can be adapted and created to support individual needs.
- Use of regularly reviewed behaviour plans

### **Monitoring, evaluation and review arrangements**

The senior leadership team will monitor the implementation of the policy. It is expected that all staff will fully implement the policy at all times in school, striving for consistency and continually aiming for increasingly high standards of behaviour throughout school. The policy will be evaluated and necessary changes made to either the written policy, or the practice in school. This policy will be reviewed annually.

**Pupil Name**

**Class**

**Year Group**

<b>Observed Behaviour</b>	<b>Triggers</b>
<b>Behaviour Targets:</b>	
<b>Short term targets:</b> 1. 2. 3.	
<b>Reviewed</b> <b>Next review due:</b>	
<b>Methods and Resources to meet target:</b>	
<b>Success Criteria:</b>	
<b>Rewards:</b>	<b>Sanctions:</b>
<b>Action and By When</b>	

**Postcard home to celebrate success**

# Carlyle

## Infant & Nursery Academy



A message home to let  
you know that your child  
has done something  
wonderful today....



**Behaviour expectation booklet**  
[Behaviour expectation booklet](#)

**Reflection sheets**  
[Reflection Sheet 1](#)  
[Reflection Sheet 2](#)

**Sticker example for weekly class Dojo winners:**



# Carlyle

## Infant & Nursery Academy

We expect everyone to make WISE choices  
and show expected behaviour



Be Kind  
Be Safe  
Be Ready