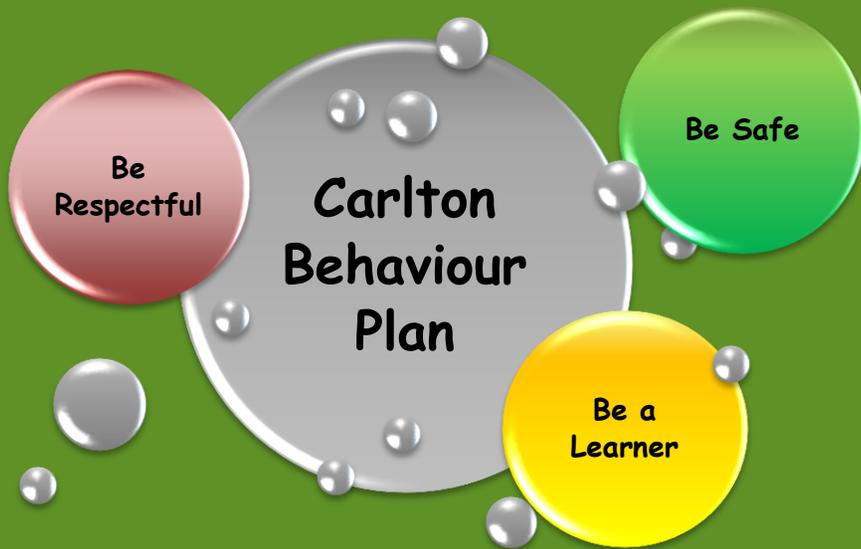




Carlton Primary School has a good record when it comes to behaviour. The politeness and attitudes of our children are seen by many as one of our strengths and visitors to our school often comment on how confident and well-mannered our children are. We believe that behaviour is centred around three different basic rights: The right to learn; the right to be safe and the right to be respected. Excellent behaviour inside the classroom is the key to successful learning and children will only make progress in an environment where this is allowed to happen. Outside of the classroom, positive behaviour keeps our children safe at playtimes and lunchtimes and overriding all of this a high level of respect for each other and for the adults in school.



The Carlton Behaviour Plan was created in response to the views of parents, children and staff and addresses a number of issues: the way in which parents are notified about behaviour that disrupts learning; the consistency of approaches between different members of staff and a general clarity about the consequences of poor behaviour.

Maintaining a Positive Environment for Learning

The Carlton Behaviour Plan covers all aspects of behaviour in and around the classroom and works on a scale of consequences - the more serious the incident, the more serious the consequence. Children can also receive higher consequences for repeated poor behaviour. We do not anticipate anyone ever reaching the far end of this consequence scale but it is in place merely to enable everybody to be aware of what may ultimately happen as a result of continued poor behaviour. For the majority of children at our school, reaching Consequence 2 on the scale would be a rare event but we feel that parental notification of this is important so that support from home can be provided at an early stage.

	Procedure	
	In the classroom	Outside the classroom
Consequence 1	Verbal Reminder <ul style="list-style-type: none"> • Explain to the child exactly why they have a C1 and remind them of appropriate behaviour. • Clearly state that this is a C1 verbal warning. (not recorded) 	Same procedure.
Consequence 2	First Formal Recording <ul style="list-style-type: none"> • Comment in planner (KS2) • Comment in class behaviour folder and text home (KS1) • Clearly state that this is a C2. • Comments added to the central behaviour record at the end of the week. 	Behaviour noted and passed to class teacher. Class teacher adds to planner/behaviour folder.

Consequence 3	Second Formal Recording <ul style="list-style-type: none"> • Child moved within classroom/break-out space to continue with work. • Comment/Additional comment in planner/folder. • Clearly state that this is a C3. 	Child is moved to stand by the playground rules. Behaviour noted and passed to class teacher. Class teacher adds to planner/behaviour folder.
Consequence 4	Third Formal Recording <ul style="list-style-type: none"> • Child moved to alternate KS hotspot to continue with work. • Comment/Additional comment in planner/folder. • Clearly state that this is a C4. 	Child brought inside to HT/DHT for remainder of playtime. Behaviour noted and passed to class teacher. Class teacher adds to planner/behaviour folder.
Consequence 5	Isolation <ul style="list-style-type: none"> • Receiving 10 or more comments in 1 week will lead to a period of isolation. • The child will receive a fixed period of isolation working in the vicinity of the HT/DHT. • Length of isolation to be extended for repeat offenders. 	
Consequence 6	Fixed Term or Permanent Exclusion <ul style="list-style-type: none"> • Each case will be individually assessed. • Governing body involvement. • Individual Support Plan in place. 	

For children in KS1, any behaviour at C2 (Consequence 2) or above will be commented in a class file. At this point a text will be sent home to notify parents of this so that they can ask their child about the incident. This comment will be recorded in a central school record at the end of the week so that we can monitor behaviour patterns over a longer period.

For children in KS2, any behaviour at C2 (Consequence 2) or above will be commented in the child's planner. We would encourage parents to check their child's planner daily so that they can respond to any issues as soon as possible. This comment will be recorded in a central school record at the end of the week so that we can monitor behaviour patterns over a longer period.

Children who are repeatedly receiving comments in their planners and folders may also receive extra behaviour support from school in the form of sessions with our Learning Mentor and in some cases a special Individual Behaviour Plan will be drawn up. Behaviour charts may also be used as part of this to strengthen further the communication between school and home. Parents would be called into school for a meeting at this stage to discuss a plan of action.

When staff issue one of our children with a C1 or a C2 this is mainly for minor disruptions inside or outside the classroom. These are the kind of low level incidents that would previously have earned some kind of sanction such as missing part or all of a playtime. Previously you would not necessarily have found out about these incidents. The children now do not receive a sanction from school for these incidents – the only outcome is that their parents are informed. The school is not expecting parents to provide sanctions at home for receiving these comments, we are merely trying to keep lines of communication with you as open as possible so that you are fully aware of daily behaviours.

To make the system manageable and effective for staff, we would not normally provide any great detail of the incident but you are more than welcome to contact your child's class teacher if you do require more information about what lead up to the comment.

For children in KS2, the key to the success of this system is 'The Planner.' They will receive their planners during transition into their new classes at the end of the school year and there are a few things that you can do to help support this system.

- 1 - Check your child's planner daily for any comments.
- 2 - Make sure your child brings their planner to school every day.
- 3 - Encourage your child to take some responsibility for their own planner (this is especially important for Y5/6 - when they get to high school they may receive isolation for persistently not coming to school with a planner)

Expected Behaviour at Carlton

- Be organised and ready to learn straight away
- Listen carefully when adults are speaking with no interruptions
- Show respect to **all** adults and children in school
- Keep hands and feet to themselves
- Listen carefully to instructions before acting upon them
- Walk sensibly when indoors
- Walk sensibly outdoors when asked to do so
- Display politeness and good manners at all times through tone of voice and body language
- Use respectful words and language
- Keep the school environment tidy and respect school property
- Use an appropriate indoor voice when working collaboratively
- Line up quickly and quietly when asked to
- Sit sensibly on chairs
- Enter and leave assemblies in a calm and orderly way
- Sit sensibly and listen carefully in assemblies
- Have a productive learning attitude
- Behave in a safe way with other children (e.g. not pushing, barging, play-fighting or deliberate hurting)
- Be honest
- Be supportive of classmates
- Respond first time to requests by an adult

Models of good behaviour continue to be celebrated in a variety of ways at Carlton. We have a team points system where children are given a team point to take to Mr Coe's office and explain why they have received it. The team points are counted at the end of each week and the winning team is announced in our Friday Golden Book Assembly. Exceptional achievement and behaviour is written into our Golden Book. This will be shared personally in our Golden Book Assembly and parents will be sent an invite via text to come and join us to celebrate. Children may also bring in any certificates or medals etc that they have achieved at home so that we can celebrate their successes together. Each class also has their own unique reward systems in place that your child will be able to explain to you in more detail. Regular and consistent homelearning will be rewarded with tokens to enter into our half-termly prize draw where a variety of family prizes may be won. Further enhancements to these systems may be put into place later in the year where necessary.

We feel that this system will work in tandem with the Home-School Agreement to help staff and parents support the children in developing an even more positive attitude to behaviour. This will help us achieve our main goal which is to create a safe and respectful environment in which to learn.

Thank you for your support.

