Promoting Good Behaviour Protocol

Carcroft

At Carcroft School, we believe that children learn best when they have clear rewards and consequences for their day-to-day conduct in and around school. If children feel safe and can enjoy their lessons, then they will learn and achieve.

To ensure that our staff can engage all children to achieve in a safe and enriched environment, the school community- children, parents and staff have collaborated to create our Habits of Work and Learning (HoWLs), otherwise known as 'The Carcroft Pledge'. These support the children to reflect daily on their learning behaviours and attitudes throughout the school day.



The 'S' rule for moving around the school;

- Single file
- Straight line
- Silently
- Sensibly
- And always with a Smile

Restorative behaviours

We promote restorative behaviours. We encourage children to reflect on their behaviours and take ownership of what they could have done differently, suggest how they can put things right and pledge to react differently. This may include children making a personal or public apology.

	If I do this:	This will happen:
Expectation	Work Hard I will have a positive attitude towards my learning. I will actively participate in lessons. I will try my best, even when I am challenged. Get Smart I will reflect on my achievements and challenge myself to improve. I will support others to succeed by working collaboratively. I will produce beautiful work that I am proud of. Be Kind I communicate with respect and manners. I will keep myself and crew safe. I will look after all equipment and belongings.	HoWLS House points Postcards Praise, stickers, shoutouts After school clubs Opportunities to represent the school in external events. E.g. sporting events Trips and fieldwork Choice time
	Reasonable adjustments Praise and rewards charts HoWLs Tracker	

Consequence Ladder

<table>
<tr><td rowspan="3">Stage 1

Decision
Teacher</td><td>If I do this:</td><td>This will happen:</td></tr>
<tr><td>Repeatedly ignoring / not following The Carcroft Pledge

Behaviours may include:
Repeatedly ignoring adults
Disrupting the learning of others. E.g shouting out
Inappropriate verbal and physical contact - eg poking
Refusing to complete own learning
Answering back
Noisy or inappropriate classroom behaviour</td><td>One Warning (name on card)
Loss of 5 minutes of Carcroft Praise Time (CPT)
CPT to be lost in 5-minute increments, with a warning <u>always</u> given before taking CPT

Loss of CPT
5 - 10 mins lost, spent in class during CPT with the class teacher.
15+ mins: children will be with the Inclusion team, and a restorative conversation takes place, with a reflection completed. Behaviour will then be monitored closely the following week
20 minutes of PPT lost or more <u>by the end of the week</u> = move on to Stage 2</td></tr>
<tr><td colspan="2">5 minutes can be awarded back to the children if they have restored their behaviour from which they had lost the 5 minutes in the first place (The Carcroft Pledge). Children are able to earn all lost minutes back during the course of the week.</td></tr>
<tr><td rowspan="2">Stage 1+

Decision
Teacher</td><td></td><td>If children have lost 15 minutes or there has been an incident that doesn't warrant it escalating to Stage 2, children will be placed onto a HOWLs tracker.

This decision will be discussed with the class teacher and the Inclusion Team, and this will be communicated to parents by their class teacher.

I will check in at lunch club with my HOWLs tracker before I go out to play, and I will eat my lunch in the hall.

HoWLs tracker

If a child is not responding to a HOWLs tracker, the decision may be escalated to Stage 2 immediately, depending on the context of behaviour choices.</td></tr>
<tr><td colspan="2">Each session throughout a school day, the child will be given a number of 1, 2, 3 or 4.
This represents our HOWL's, with a 4 being the best and shows whether the child is displaying positive behaviour.
A child will be on a HOWLs tracker for as long as required as a supportive measure to promote positive choices in order for children to be successful and to avoid moving on to Stage 2.</td></tr>
</table>

<table>
<tr><td rowspan="2">Stage 2

Decision
Phase Lead and Inclusion</td><td>If I do this:</td><td>This will happen:</td></tr>
<tr><td>Despite support whilst on HoWLs tracker, there has been no improvement.

Behaviours observed may include:
Consistent refusal towards an adult
Swearing at another child to cause offence
Being unkind to others
Inappropriate use of social media that is brought into school
Hurtful/inappropriate physical contact
Use of discriminatory language</td><td>Orange HoWLs Help Plan
Orange HoWLs decision to be made by the Phase Leader, Class Teacher and Inclusion Team.

The Class Teacher will:
discuss this decision with parents or hold a meeting with parents at their request to discuss actions and outline what the school will do to support them for the remainder of this term.
Phase Leader will:
decide if allowed to go out at break and lunchtime
I will:
be unable to participate in after-school clubs
be unable to represent school in external events. E.g. sport/music events
<u>If an Orange HoWLs Help Plan has already been received this term and these behaviours occur again = move on to Stage 3</u></td></tr>
<tr><td colspan="3">Orange HoWLs Help Plan should last for approximately a week.
To come off your HoWLs Help Plan, you need to be scoring a 3 or more in all HoWLs (Work Hard, Get Smart, Be Kind). The plan will be reviewed daily by the Phase Leader..
If there are repeated incidents whilst on the plan or HoWLs are not met, this will be escalated to a Red HoWLs Help Plan.</td></tr>
</table>

	If I do this:	This will happen:
Stage 3 **Decision** Phase Lead and Inclusion / Headteacher	Despite support whilst on the Orange HoWLs Help Plan, there has been no improvement. **Behaviours may include:** • Show behaviour with intent to threaten, intimidate or hurt adults or children • Bullying • Stealing • Any sharp objects or weapons brought into school • Targeted homophobic/racist language • Vandalism and damaging property	Red Card decision to be made by **Phase Leader, Class Teacher, Inclusion Team and Head Teacher.** **The Phase Leader:** • will call parents to attend a meeting with both the **Phase Leader and Class Teacher** to discuss behaviour. At the meeting, it will be agreed what the school will do, I will do and what my parents will do to support me for the remainder of this term. **I will:** • be unable to go outside at playtimes or lunchtimes • be unable to participate in after-school clubs • be unable to represent school in external events. E.g. sport/music events • be unable to participate in celebration events (e.g film night) • attend school trips at the discretion of the headteacher Collecting two Red HoWLs Help Plans in one term = move on to Stage 4
• Red HoWLs Help Plan should last for approximately a week. • To come off your HoWLs Help Plan, you need to be scoring a 3 or more in all HoWLs. • If there are repeated incidents whilst on a Red HoWLs Help Plan or the points threshold is not met, further contact will be made with parents / carers.		

	If I do this:	This will happen:
Stage 4 Decision Headteacher	Continued Red HoWLs Help Plans but no significant improvements made Behaviour at stage 2 or 3 whilst on Red Card Recurring behaviour	In-school reflection for up to 3 days (**Headteacher's discretion**) **The Phase Leader will**: • call parents to attend a meeting with the Phase Leader and Inclusion Team to discuss behaviour. At the meeting, it will be agreed what the school will do, what I will do and what my parents will do to support me for the remainder of this term. **I will:** • be unable to go outside at playtimes or lunchtimes • be unable to participate in after-school clubs. • be unable to represent school in external events. E.g. sport/music events • be unable to participate in celebration events (e.g film night) • attend school trips at the discretion of the headteacher
A restorative conference with the child, class teacher, Phase Leader and parent / carer will be held before reintegration into class.		

	If I do this:	This will happen:
Stage 5	Extreme Violence Serious Challenge to Authority Physical Abuse to children and staff Not responding positively to Stage 4	Fixed Term Suspension (see XP TRUST school exclusion policy) Suspension decision to be made by the **Head Teacher** or **Inclusion Manager** and letter to be issued to parents. My Doncaster will be alerted by the Headteacher or Inclusion Team. A reintegration meeting date will be confirmed with parents and in attendance will be the Phase Leader and the Inclusion team.

HoWLs Help Plan

These plans will be individual to the needs of the child. They will be created by the class teacher and child in collaboration with the Phase Leader and parents/carers. The plan will include a pledge from the child and the teacher. The plan will provide a clear overview of the support the class teacher will put in place; it will also outline sanctions that will be implemented.

A child's daily HoWLs will be recorded on their plan. A child needs to be obtaining 3's and 4's to enable them to come off the plan. If improvements are not seen, additional support may be implemented or the child may move to the next level on the consequence ladder. The plans will be reviewed daily by the Phase Leader with involvement of the Inclusion Leader if necessary.

Rewards

Praising and rewarding children should be an ongoing process linked to the 3 Dimensional Approach to learning of beautiful work, character growth and academic success.

All children are in a HoWLs House as well as a class. Children can be awarded 'HoWLS House points' by any staff member for demonstrating positive HoWLs (working hard, getting smart or being kind).

Children who show good learning behaviours have the opportunity to receive a daily praise postcard which will be presented to the child at the end of the school day. In Key Stage One and Key Stage Two, children can earn Carcroft Praise time each week. This will be in the form of a crew treat on a Friday afternoon (chosen by the class/phase).

Children who follow the Carcroft Pledge consistently and show good Character Growth have the chance of being chosen by the class teacher as the Learning Legend of the week. The child's parents will be contacted and invited into the phase community crew where the winning child will be rewarded with a certificate and a Learning Legend lanyard which they will wear for the week ahead. Staff will endeavour to continually praise the child for their efforts during the previous week.

Children receive termly rewards linked to good attendance, and attendance is celebrated on an individual level in Crew and in the weekly phase assemblies. The winning crew in each phase receives crew coins in recognition of this achievement.

Academic success is celebrated and rewarded in the weekly phase meetings, when children and teachers 'shout out' any success during the previous week.

De-escalation Strategies
All incidents will be dealt with in line with the responding and calming guidance in the relational behaviour policy. Following guidance, the following interventions will be used to minimise behaviours.

- Minimising low level behaviours:
    - Read the behaviour and body language
    - Intervene early to remove source of frustration
    - Offer reassurance including positive physical prompts
    - Explain clearly what is happening and what will happen next
    - Communicate – "talk and I'll listen"
    - Use appropriate humour
    - Display calm body language
    - Talk low and slow and quietly
    - Divert and distract by introducing another activity or topic.

- Minimising medium behaviours
    - Continue above strategies
    - State desired behaviour clearly
    - Use distraction to focus on something positive
    - Set clear enforceable limits
    - Offer alternative and options
    - Offer clear choices
    - Give a get out with dignity
    - Assess the situation and consider making the environment safer and getting help
    - Remove the audience
    - Guide the elbows towards safety

- Make the environment safer
    - Move the furniture and remove unsafe objects
    - Guide assertively- hold or restrain if absolutely necessary
    - Ensure face, voice and posture are supportive and not aggressive
    - Change of face if needed.

- Examples of recovery responses

- Support and monitor
- This may not be a good time to touch as this may provoke a return to crisis
- Give space and time
- Insulate from sources of frustration
- Look for signs that the person is ready to communicate

Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)

Some behaviours are more likely to be associated with particular types of SEND. These 'risks' need to be 'mitigated' and the 'impact' recorded over time. We call these strategies 'RMIs', and this is how we equitably support and challenge each other for us all to meet our high expectations.

While meeting needs equitably through reasonable adjustments to mitigate risks, our schools need to manage pupil behaviour effectively, whether or not the pupil has underlying needs.

We are meeting the needs of pupils when they are able to engage with our community and curriculum without negatively affecting other pupils and staff.

No adult or child is expected to endure physical, verbal or emotional abuse within our community.

How pupils with SEND put things right may differ equitably, but they are expected to put things right.

Mobile Phones

While pupils in Years 5 and 6 are permitted to bring personal mobile phones into school, they must never be on their person, but handed to a staff member at the beginning of the school day for safe storage in the school office until the end of the school day.

Prohibited Items

The headteacher, the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead or any Assistant Headteacher can search without consent for "prohibited items" including:

- knives and weapons
- mobile phones
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Legislation sets out what must be done with prohibited items found as a result of a search. For example, weapons and knives and extreme or child pornography must always be handed over to the police; otherwise, it is for staff to decide if and when to return a confiscated item.

S21. XP Trust Behaviour In Schools Policy

Documents

MASTER COPY Carcroft Daily HOWL Planner