

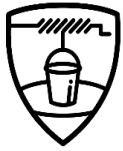


THE CARLTON  
INFANT ACADEMY

*"All behaviour is a form of communication"*

## Behaviour Policy

Date Approved	September 2025
Review Date	September 2026



"If a child doesn't know how to read, we teach"  
"If a child doesn't know how to swim, we teach"  
"If a child doesn't know how to multiply, we teach"  
"If a child doesn't know how to drive, we teach"  
"If a child doesn't know how to behave, we.....  
teach?.....punish?"

*"Why can't we finish the last sentence as  
automatically as we do the others?"*

(Tom Hemer (NASDE President)  
Counterpoint, 1998, p. 2)



## Rationale

Developing good behaviour is the responsibility of the whole school community; staff, children, parents/carers, Governors, and outside agencies. They all need to work in true partnership with each other to build positive relationships;

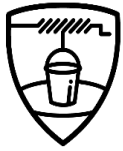
- Children, staff and adults have a right to come to a happy, safe and caring school.
- Fair behaviour systems seek to promote outstanding conduct and learning behaviour, allowing **all** children to learn and feel safe in school.
- Staff, children, parents/carers and other adults need to have a consistent approach.
- Systems need to be visual and positive, encompassing **a no shame, no blame ethos**.
- Everyone is encouraged to follow the school values but some children need extra support in order to do this; this may be due to their age, their individual needs or their social and emotional needs.
- Behaviour management is not a discrete, separate element of school life. All behaviours are communication and all are in response to a feeling, experience or stimulus.
- Challenging behaviour should be perceived as a learning experience with opportunities for reflection and emotion coaching.

The Carlton Infant Academy believe in a consistent approach with children every day, to eliminate anxiety and unwelcome surprises to our young learners.

We aim to enable all young people to understand and value others, appreciate diversity and develop the skills to analyse and debate. We believe that this plays an important role in helping young people to become insightful and more resilient. We aim to facilitate a happy, safe school where laughter, enjoyment and fun is of paramount importance, for everyone.

We believe that for effective learning, teaching an interesting and engaging curriculum, enhanced by opportunities for nurture, reflection and circle time will create resilience.

Resilience is made up of five pillars: self-awareness, mindfulness, self-care, positive relationships & purpose. By strengthening these pillars, we in turn, become more resilient.



### **We aim to promote:**

- The value of understanding the British values and protected characteristics of all in the school community
- The value of developing and supporting children's independent thinking.
- Consideration for others' contributions to learning.
- The ability to make positive choices and decisions.
- Mutual respect for all people regardless of their background and role.
- Enjoyment, participation and willingness to learn.
- Knowledge and understanding of right from wrong.
- Sensitivity towards others feelings and choices.
- Consistency in our approach to behaviour.

To do this successfully we work in partnership with the child and parents/carers and other agencies to support positive behaviour. These include Gedling Area Partnership, School and Families Specialist Services, The Healthy Families Team, CAMHS, the Children's Centre and many others.

### **"Going for Gold!"**

#### **The principle behind the system is:**

- All pupils have the opportunity to make positive choices about their behaviour.
- Staff will promote positive behaviour management skills in class to allow the children to make the right choices.
- Pupils who are regularly following the rules are noticed and recognised.
- Every class uses a visual behaviour chart.

#### **Individual Rewards:**

- Praise – we verbally praise children regularly when we catch them doing the right thing.
- We acknowledge that some children are more comfortable than others in receiving public praise and we consider this in how we offer praise. It may at times be non-verbal e.g. a thumbs up or a smile.
- Positive visits to SLT members – if children have completed a particularly special piece of work or behaved in a particularly positive way a teacher may send their child to visit a member of SLT or a familiar key positive adult.
- Verbal feedback/tone of voice – we are always aware of our tone voice and the effect it has on children's behaviour. We also ensure that we provide as much verbal feedback as possible to reinforce positive behaviour and good work.
- Class Dojo points- all staff can use Class Dojo to give positive points linked to the school behaviour rules e.g: marvellous manners, star sitting, wonderful walking. Positive messages and photos will be sent to parents/carers and they will see the positive points on the platform. Parents/ carers can also send positive messages to the teachers to inform



	Behaviour	Reward
Gold	Consistently going above and beyond expectations  Stand out moment in learning and/or behaviour (professional judgement)	Golden Ticket and prize  Photo on the golden wall (send home and print off for the pledge display)
Silver	Positive change, development, progress that stands out in a lesson or for behaviour	Silver wristband- write the celebration Classroom celebration
Bronze	Instant positive praise-behaviour, learning, (eg- walking, engaged in lesson, trying their best)	Bronze sticker Classroom celebration
Green	Following the school rules for learning and behaviour	Positive praise- I can see you doing..... Wonderful walking, lovely lining up

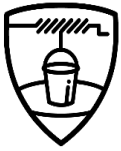
## Consequences

As well as a range of rewards we also have a range of consequences which help to regulate and reflect on their behaviour. As with positive reinforcement, any consequences also need to be meaningful to the child i.e. the child understands exactly why they have received the consequence and have time to reflect.

We make every effort to ensure that consequences are applied calmly, clearly and consistently. Quiet, private reprimands with a 'no shame' approach are often more effective than public ones using restorative justice and reflection time.

### Important features of consequences include:

- A focus upon the behaviour rather than the child.
- A solution about what the child should do differently in the future.
- Consequences appropriate to the behaviour.
- Looking for the possibility of praise as soon as possible after the consequence, to encourage more positive behaviour.
- A focus on rebuilding the relationship with the peers and/ or staff member.
  
- **Planned ignoring.** We recognise that any attention, whether positive or unwanted, is often a motivator for children. Therefore, wherever possible we give minimal attention to unwanted behaviour.
- **Modelling.** We demonstrate and teach the desired behaviour. E.g. star sitting, marvellous manners, lovely lining up and wonderful walking.
- **Cueing.** We try to cue behaviour by giving a general reminder of the desired behaviour to the whole class without mentioning the name of the child who is not showing the desired behaviour. E.g "I am looking at who is doing star sitting"



- **Shaping.** If a child is partially doing the right thing we can praise them for what they are doing right and ask them to also do something else. E.g. "I can see star sitting, are we putting our hand up to answer

the question."

- **Proximity Praise.** We praise a child who is doing the 'right thing' when they are sitting next to a child not following instructions. E.g. "I love the way Jack is doing star sitting (dojo point given)
- **Humour-** this does of course depend on the relationship between the adult and child but can be very effective in diffusing situations.
- **Negotiation-** again, depending on the situation and the relationship.
- **Transfer adult-** again, this can allow the child to feel that they have not lost face or if they are feeling angry with one particular adult, a change of adult may diffuse the situation.
- **Distraction** – sometimes it is possible to distract a child out of a behaviour pattern.
- **Emotion Coaching** – supporting the child to understand their emotions and giving them the opportunity to calm and talk about how they are feeling.

#### Consequences for repeated undesired behaviour:

- A child will have reflection time with a staff member from their class.
- Parents/carers should also be informed by the child's class teacher at the end of the day.
- Senior Leadership Team (SLT) should be informed and a member will make a decision about an appropriate consequence.

#### Consequences may include:

- Reflecting during free time.
- Phone call to parents.
- Meeting with parents.
- Fixed Term suspension

Everyone must follow the school expectations but some children need extra support in order to do this. Some children need different approaches such as bespoke behaviour plans.

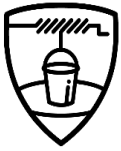
**Step 1:** Individual behaviour/education plan written by SENDCo/Class staff and agreed with parent/carer/child. This may also include additional intervention and support from external agencies.

**Step 2:** Serious or persistent behaviour incidents will be reported to the Headteacher and parents/carers by the Class Teacher, and the behaviour and behaviour plan discussed and reviewed with parents/carers.

**Step 3:** if the Behaviour Plan is not sufficient to help modify behaviour then one of the following routes will be taken:

- Referral to the Educational Psychologist for advice and support.
- Referral to an outside agency for additional support eg Gedling Area Partnership.
- Where every option has been exhausted, support from the Redhill Academy Trust will be sought from the Redhill directors

**Step 4:** For serious incidents where other children are put at risk, or staff or pupils suffer physical or verbal abuse in line with the suspension policy a child may be internally or externally suspended for a fixed term, or in extreme cases permanently. Serious incidents can go straight to Step 4.



In very rare and serious cases, your child may need a short term fixed suspension at home. This gives time for school to review provision for your child ready to welcome them back to school.

Internal and external suspensions are recorded and reported to Nottinghamshire County Council.

The Carlton Infant Academy have high expectations for all our children and will endeavour to equip them with lifelong skills to manage their emotions positively. We have specific interventions to help our children achieve this.

### Special Educational Needs and Disabilities Coordinator

Mrs Clarke is the school (SENDCo). If you have any concerns about your child's behaviour, she is happy to speak to you and help to find a solution. Please contact via [office@thecarltoninfantacademy.org.uk](mailto:office@thecarltoninfantacademy.org.uk) or 01150100887

**DOs AND DON'Ts OF A TRAUMA-INFORMED COMPASSIONATE CLASSROOM**

- 1 CREATE A SAFE SPACE**  
Consider not only physical safety but the children's emotional safety as well.
- 2 ESTABLISH PREDICTABILITY**  
Write out a schedule and prepare children for transitions. It helps create a sense of security and safety.
- 3 BUILD A SENSE OF TRUST**  
Follow through with your promises and in situations where changes are unavoidable be transparent with your explanations.
- 4 OFFER CHOICES**  
Empower students and offer "power with" rather than "power over" strategies.
- 5 STAY REGULATED**  
Help your students (and yourself!) stay in the "Resiliency Zone" to promote optimum learning. Have regulation tools ready to help students bumped out of the zone into either hyperarousal (angry, nervous, panicky) or hypoarousal (numb, depressed, fatigued).

**There's really only one DON'T**  
Let's not punish kids for behaviors that are trauma symptoms.

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