



This policy will be reviewed annually by the full governing body

Updated & Reviewed for Pupil & Curriculum Committee: 13th October 2024

Ratified at FGB: 14th November 2025

Date of Next Review: November 2026

Vision

'Believe & Achieve' (Matthew 21:22)

Instil in all the balance of academic, behaviour & character skills needed to succeed; inspire all to apply these skills through positive & proactive learning opportunities; innovate our approach so all take the lead, utilise their talents and flourish.

Overview

In Claypole Church of England Primary School we strive to provide a caring ethos where everyone in the school community feels safe, confident, valued and respected. By promoting an environment where everyone can live and work together in a supportive way, enables all to reach their full potential, emotionally, socially and intellectually.

Claypole Church of England Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

Outstanding behaviour is central to all we do. High standards of behaviour will be expected and promoted at all times in lessons and throughout every aspect of the school's life. All members of staff will set high standards and learners will be given clear guidance on what is expected of them.

By being good role models and rewarding pupils, it enables us to promote positive behaviour. We will work in partnership with parents to ensure that the school's values become central to the lives of learners. Home and School Agreements will promote this policy.

Aim of the policy

- To create a culture of exceptionally good behaviour: for learning, for community for life.
- To ensure that all learners are treated fairly, shown respect and to promote positive relationships.
- To refuse to give learners attention and importance for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, respect and empathy for others.

- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

Our School Principle

Every class will display and promote the following principle:

- Be Kind

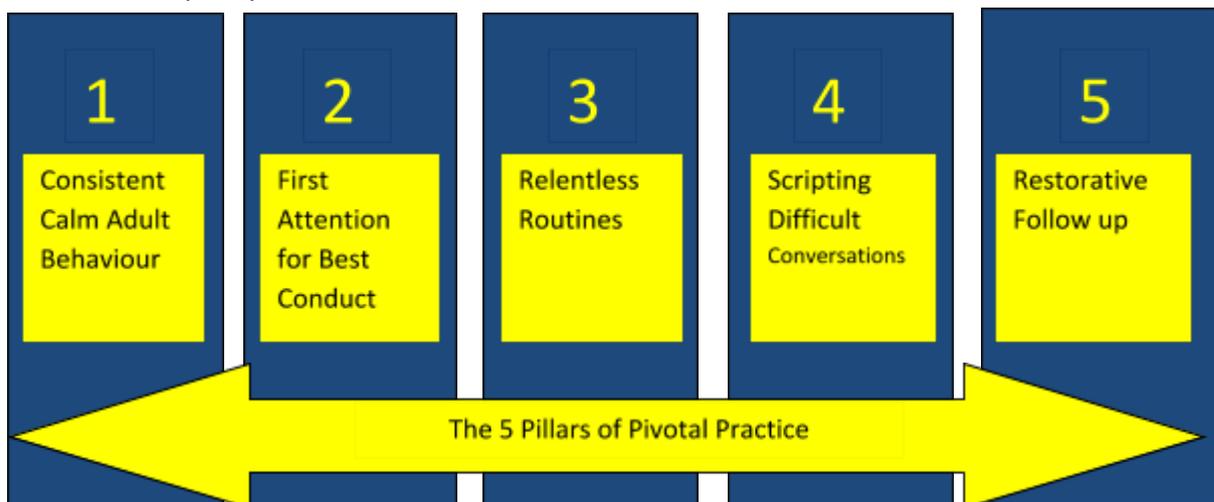
Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

Strategies

Our behaviour policy is based on the **Five Pillars of Pivotal Practice**



Adult Behaviours *"When the Adults Change Everything Changes"* (Paul Dix, Pivotal Education)

1. Our principles will be promoted at all times by the whole school community.
2. Boundaries and guidelines of acceptable behaviour will be clear and concise.
3. All staff will expect high standards of behaviour at all times.
4. Children will be taught to be polite, respectful, well-mannered and well-behaved.
5. In line with our mission statement, this policy will be used sensitively and consistently by staff to encourage and promote outstanding behaviour encouraging our children to think about 'What would Jesus do?'
6. Each member of staff is held responsible for the behaviour of the children in their care.
7. Where a member of staff is experiencing difficult behaviour in their classroom, they will discuss it with the Senior Leadership Team, who will agree an appropriate strategy of help and support.

8. Parents will be involved at an early stage where a learner is experiencing problems with behaviour.
9. When there is a serious problem with a learner's behaviour, the headteacher will, where appropriate, involve outside agencies.
10. In extreme cases, when a pupil fails to respond to the help, support and other interventions they have received, it may result in the child being excluded from school by the headteacher in accordance with the Local Authority Guidelines (hard copies of this are available in our school office).

Expectations of Adults (See Behaviour Curriculum)

We expect **all adults** to demonstrate the following behaviours:

- calmness,
- consistency,
- positivity,
- kindness,
- laughter,
- gentleness,
- supportive
- and respect given no matter what **and praise good conduct publicly.**

Adult behaviours we **don't expect to see** are:

- aggression,
- shouting,
- negativity,
- humiliation
- and reprimanding in public.

All staff

1. **Meet and greet** children.
2. Refer to '**Be Kind**' principle.
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.
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.

Middle/Subject Leaders

Middle/Subject leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Middle/Subject leaders will:

- Meet and greet learners at the beginning of the day.
- Be a visible presence in and around the school to encourage appropriate conduct.
- Support staff in returning learners to learning by sitting in on restorative conversations.
- Encourage use of Positive Notes (physical or email) and/or Positive Phone Calls.

Senior Leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- Meet and greet families at the beginning of the day on the school gate.
- Be a visible presence around the school and especially at transition times.
- **Celebrate** staff, leaders and learners whose effort goes **above and beyond** expectations.
- Regularly share good practice.
- **Support** middle leaders in managing learners with more complex or entrenched negative behaviours.
- Regularly review provision for learners who fall beyond the range of written policies.
- Carry out regular learning walks to support, coach and model expectations.

Recognition and Rewards

At Claypole Church of England Primary School, we believe that time should be spent celebrating the good behaviour of children across the school and we recognise and reward learners who go '**above and beyond**' our standards. (See appendix 3)

Children will be regularly and consistently praised for behaving in the right way, being polite and demonstrating the school's ethos. We recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and can be as effective as a larger, more public reward.

We use a range of positive recognition strategies to reinforce expected behaviour, so that all children develop their self-esteem and sense of self-pride.

Individual Recognition (see also appendix 3)

Positively recognising children's good choices	"Above & Beyond"
Verbal praise Public recognition Encouragement Sticker Responsibilities In School Chosen to Represent School Displaying Good Work	Celebration Assembly Certificates Headteacher Recognition Attendance Certificates End of Term/Year Award Ambassador Roles 'Reaching Out' to Parents (positive note or a positive phone call) Sharing Good Work Publicly ChangeMaker Representatives

Behaviour Logs

Behaviour logs recorded by staff member to log behaviour incidents that arise in school to identify patterns/triggers to be addressed. As well as an individual record, it serves to help Senior Leaders identify patterns/trends in school (individuals and/or groups).

Managing Behaviour

De-escalation of inappropriate pupil behaviour by staff avoids low-level behaviours escalating and becoming more serious. When pupils are behaving in a way that is not appropriate, staff should use a range of strategies to support the pupil to get back on track without giving attention to the negative behaviour. Engagement with learning is always our primary aim. For the vast majority of our learners a gentle reminder is all that is needed. See **appendix 4 & 5** for **'Practical steps in managing and modifying poor behaviour.'**

If a range of strategies, such as those described above, have been implemented and have not had the required impact, staff should get alongside the pupil and deliver a positive and supportive "script". Staff will create a script that they feel comfortable with. An example of this could be:

- 1) *I've noticed that (you are not ready to learn), reference previous good behaviour*
- 2) *I need you to ... (give pupils choices, phrase the choices so that whatever the choice the pupil makes it will be the right choice)*
- 3) *I know you can do this/..you are better than this/ /thank you for listening*

This should be no more than a 30-second intervention. The shorter the intervention, the less likely a member of staff is to "improvise". Staff will then walk away and give pupils time to think and act positively. **(Appendix 6)**

Important note

For some pupils, especially those with complex needs, including SEMH, the generic behaviour system/routines does not meet their individual support requirements. These pupils have an individual tailored behaviour plan developed for them to meet their individual needs supported by SEND Leader. These plans are regularly reviewed and shared

with the child, parents and staff. All staff are responsible to follow the plans consistently, correctly and to support or request updates when required.

Serious Incidents

See document: [Minor and Major Behaviours](#)

Depending on the age of the children these incident will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Headteacher or SLT. Such incidents could include:

- Fighting
- All forms of bullying
- Racist or homophobic comments
- Inappropriate name calling
- Answering adults back
- Using abusive/offensive language
- Physically striking adults
- High intensity disruption.

Bullying (see [Anti-Bullying Policy](#))

Being able to identify the difference between acts of unkindness, meanness and bullying is important for children.

Bullying is the systematic, long term, mistreatment of one child by another child or group of children. The mistreatment may be physical or emotional, often both. All members of staff must recognise that incidents of bullying may occur in school, particularly in the playground. It is essential that all staff remain vigilant, as bullying is most usually a covert activity causing tremendous distress to the victim and potential (psychological) damage to the perpetrators who need to understand that their behaviour is totally unacceptable.

The concept of bullying, the fact that it is not acceptable in school, for whatever reason, and the need to tell an adult if it is happening, is discussed with the children as part of the school's Health Education and Personal and Social Development programmes. Incidents of bullying should be dealt with immediately and reported to the Headteacher who will, when appropriate, inform the parents of the children involved. All children involved will be provided with support from a learning mentor.

Consequences

When pupils have been given the support and opportunities to make the right choices but do not modify their behaviour, staff will use the agreed consequences. See [appendix 4 & 5](#) for the **Consequences Chart**.

Restorative Conversation:

A restorative conversation needs to take place between an adult and the child at the end of the lesson in which they received a reflection. This must include the adult that has dealt with

the behaviour. Another colleague or line manager could support this. This should take the form of a coaching conversation for the pupil. Staff will have a script for the restorative conversation that they feel comfortable with. The restorative conversation is:

- 1) What happened?
- 2) What were you thinking at the time?
- 3) How did this make people feel?
- 4) Who has been affected?
- 5) What should we do to put it right?
- 6) How can we do things differently in the future?

In line with the DfE guidelines, schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- restrain a pupil at risk of harming themselves through physical outbursts.

Searching

School staff can search a pupil for any item if the pupil agrees. Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Dangerous Items Prohibited in School

Illegal drugs and 'legal highs' and any equipment associated with drug taking. Guns, including toy/ mock ones. Knives and other offensive weapons . Fireworks or any other explosive or flammable items. These items are to be given straight to the headteacher who will deal with them. The school reserves the right to inform the police if dangerous items are brought onto the school premises

Banned Items:

Any products containing solvents. Aerosols, matches, lighters and cigarettes.
Electronic/battery computer games, devices and gadgets. Excess jewellery (see uniform policy) Energy drinks, i.e. those with a high caffeine content such as Red Bull or Monster

Boost. Mobile phones. **Note:** Year 6 are allowed mobile phones if they are moving between parents/homes during the week [with parents written consent]; these must be handed into to the office at the beginning of the day and then collected at the end of the day.

Procedures for staff - if a member of staff finds a pupil in possession of a dangerous item they should immediately confiscate it and inform the Headteacher. If a pupil is found in possession of a banned item staff will confiscate it and bring it to the office for safe-keeping.

Governors

The Governors will ask the headteacher each term about any problems with behaviour. The headteacher, together with SEND Lead prepares a report on behaviour at full governors meetings. If necessary, Governors may attend a discipline committee meeting with the parents of children who are having problems with behaviour.

Outcomes

This policy will promote the excellent ethos of the school. It will ensure that children and staff are happy and that they enjoy coming to school. It will underpin excellent teaching, learning and progress. It will promote the high standards and high expectations set out in the school's aim and rules of conduct. It will be used to promote community cohesion.

A one page summary of this policy will be displayed in every classroom see **appendix 7**

Desirable and Undesirable Adult Behaviours

Appendix i

Adult behaviours we don't want to see	Adult behaviours we want to see
<p>Judgemental Inconsistency Over reaction Negativity Moaning Shouting Humiliation Sarcasm Aggression Shaming Shushing Talking about children in their presence Negative body language Creating/making drama</p> <p><u>Reprimand in private</u></p>	<p>Calmness Consistency Kindness Empathy Caring Fairness Positivity Helping each other Laughter Nurturing Complimenting Supportive Humour Forgiveness Gentleness Respect given no matter what</p> <p><i>Promote in Circle Time/Show and Tell, R-Time, Restorative Practice, Collective Worship ...</i></p> <p><u>Praise in public</u></p>

Expectations of Behaviour at Claypole C.E. Primary School

THE STANDARD

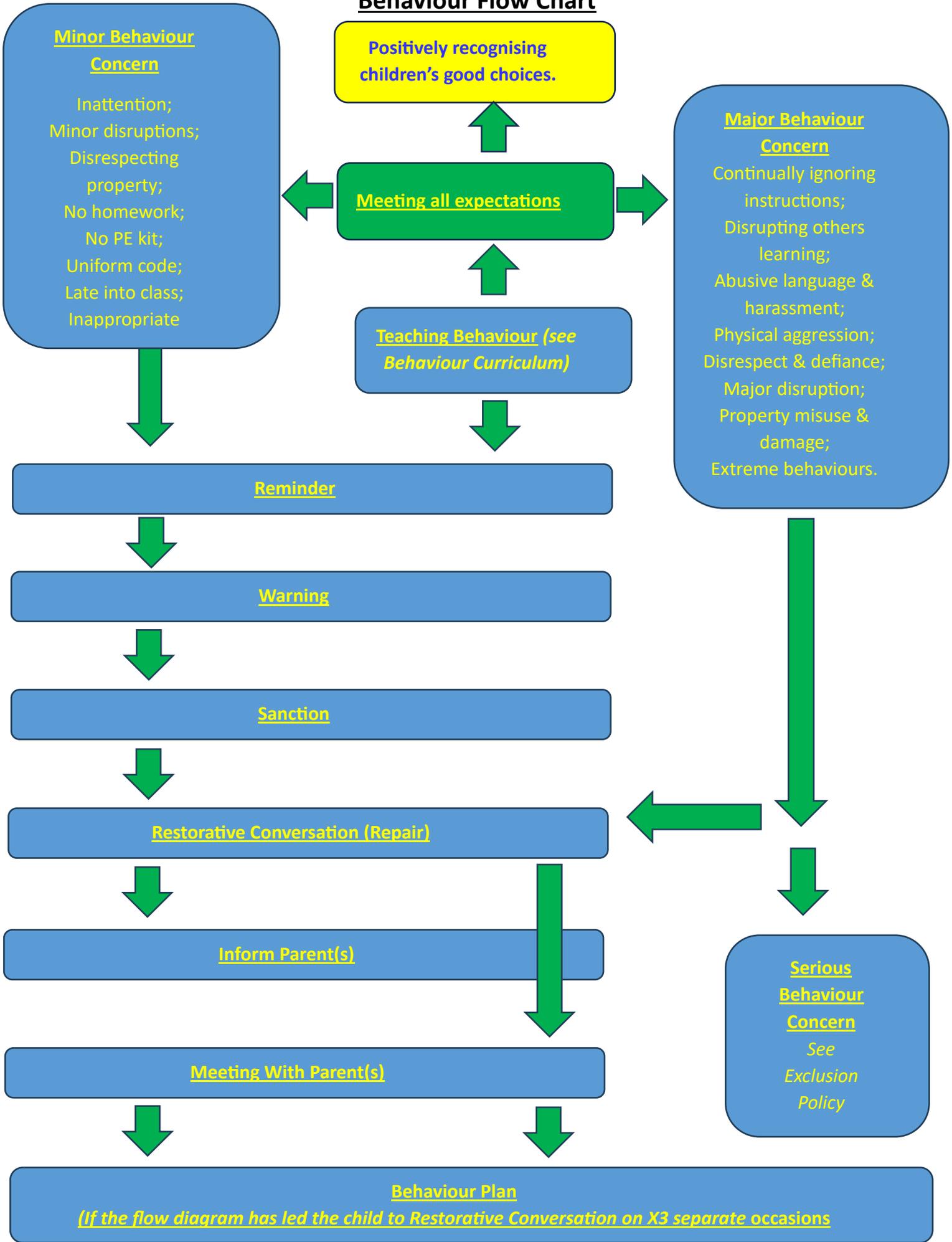
At our school, we want to reward our pupils for going '**above and beyond**' the expected standard of behaviour. This expected standard is listed below:

- Follow our principle: **BE KIND**
- Have **96%** attendance or more
- Walk safely around our school
- Show good manners & be polite
- Wear our school's uniform with pride (including PE. Kit)
- Listen carefully & follow instructions
- Care for everyone in our school & everything in it
- Be helpful to everyone
- Kind words, kind hands, kind feet
- Complete tasks to the best of your ability (including homework)
- Listen to one another
- Try your best
- All forms of bullying are unacceptable
- Best handwriting & presentation in all work (including homework)

Behaviour Policy Rewards

Positively recognising children's good choices	"Above & Beyond"
<p>Verbal praise Public recognition Sticker Responsibilities In School Chosen to Represent School Displaying Good Work</p>	<p>Celebration Assembly Certificates Headteacher Award Attendance Certificates End of Term/Year Award Ambassador Roles 'Reaching Out' to Parents Sharing Good Work Publicly ChangeMaker Representatives</p>

Behaviour Flow Chart



Practical Steps in Managing Behaviour

Learners are responsible for their behaviour. Staff will deal with behaviour without delegating using the steps in behaviour for dealing with poor conduct.

Steps	Actions
1) Behaviour Is Taught, Sought & Caught	<ul style="list-style-type: none"> • We have a 'Behaviour Curriculum' where behaviour is taught, sought and caught (inc. • Good behaviours are explicitly taught and regularly refreshed to ensure all pupils understand the expectations of them. The learning behaviour and expectations set out clear parameters for behaviours for learning, standards and routines so that we have a shared and consistent language of expectations across school. • The behaviour curriculum is taught explicitly during the first week in Autumn term alongside the traditional National Curriculum subjects. • Children should learn the content of the behaviour curriculum so that they can recall the information and act upon it. At the start of each term, the 'learning behaviours curriculum' is revisited with pupils and will continue to be reinforced throughout the year. As with other curriculum content, this should be taught using explicit teaching with understanding checked so that retention is strengthened. • Adults will also demonstrate these behaviours and ensure pupils have many opportunities to practise these (particularly in the first few days of term). • It is expected that all pupils will know this content.
<p>SEND: While this curriculum is for all pupils it will be applied differently in different year groups depending on pupils' ages and may be applied differently depending on individual pupils' SEND needs. For example, pupils who have autistic spectrum conditions may find it very uncomfortable to maintain eye-contact with adults. Sensitivity must be applied at all times when teaching the curriculum unimpeded. The following programmes are used to provide additional support when necessary.</p>	
2) Reminder	<p>A reminder of the expectations of our behaviour curriculum delivered privately wherever possible. Deescalate and decelerate where reasonable and possible. Take the initiative to keep things at this stage.</p> <p>Use phrases such as:</p> <ul style="list-style-type: none"> • I won't let you XXX. Let's take a moment and think: XXX this is what I need you to do... • This is a reminder... I know you can do this.
3) Warning	<p>A clear, verbal warning delivered privately (side on/child's level) making the learner aware of their behaviour (use 'I've noticed...') and clearly outline the consequence[s] if they continue.</p> <p>Use phrases such as:</p> <ul style="list-style-type: none"> • You're going to stay in with me to have that restorative conversation until you can show me responsibility again. <p>Note: Boundaries don't need yelling. They need certainty.</p>

	<p>The calmer you are, the safer the limit feels. That's what builds internal discipline.</p> <p>When children feel safe, they can reflect. When they reflect, they learn. And when they learn, they grow. That's how we build strength without fear.</p> <p>'Discipline' means 'to teach' not to threaten. What we model, we wire.</p> <p>Staff are expected to model calm.</p> <p>Staff are not expected to be perfect; but they are expected to be anchored.</p> <p>The real discipline starts with adults; not children's.</p> <p>Mentally strong children are not raised by warnings; they're raised by regulated adults who lead calm.</p> <p>Firm doesn't mean loud.</p> <p>Connection is the foundation of every 'correction.'</p>
4) Sanction	<p>Give the learner a chance to reflect away from others outside of their lesson time (i.e. breaktime, lunchtime).</p> <p>In general, 5-10 minutes should be enough.</p> <p>Speak to the learner privately and give them a final opportunity to engage.</p> <p>Offer a positive choice to do so.</p> <p><i>Learners should only stand outside classrooms if they need to cool down and/or defuse a situation.</i></p>
5) Restorative Conversation (repair)	<p>A restorative meeting should take place before the next lesson or the next most convenient opportunity. Staff take responsibility for leading these, receiving support from SLT when requested.</p> <p>Follow the agreed Restorative Questions during this conversation. All conversations must be recorded for tracking.</p>
6) Inform Parent(s)	<p>Learners parent[s] will be notified of the behaviour and consequences (and any next steps needed).</p>
7) Meeting with Parent/carer	<p>A meeting with the teacher, pupil and member SLT (if required).</p> <p>All conversations must be recorded for tracking.</p>
8) Behaviour Plan	<p>Following three restorative conversations, a 'Behaviour Plan' will be prepared with agreed actions.</p> <p>Could lead to TAC meeting or other referral[s].</p>

Exclusion is an extreme sanction and is only administered by the Head teacher (or, in the absence of the Head, the Deputy Head who is acting in that role). Exclusion, whether fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the School's Behaviour Policy:

- Verbal abuse to Staff and others
- Verbal abuse to children
- Physical abuse to/attack on staff
- Physical abuse to/attack on children
- Indecent behaviour
- Damage to property
- Misuse of illegal drugs
- Misuse of other substances
- Theft
- Serious actual or threatened violence against another student or a member of staff.
- Sexual abuse or assault.
- Supplying an illegal drug.
- Carrying an offensive weapon.
- Arson.
- Unacceptable behaviour which has previously been reported and for which School sanctions and other interventions have not been successful in modifying the student's behaviour.

This is not an exhaustive list and there may be other situations where the Head teacher makes the judgment that exclusion is an appropriate sanction.

Refer to [Exclusion Policy](#)

30 seconds scripted intervention

- Done discreetly with a pupil
- **“I’ve noticed you have chosen to...*(turn around during teacher talk, get out of your chair without permission, refuse to begin the task)*”**
- **“XXXX was the agreed rule... You have chosen to ...
(answer back, refuse to work). This is what I need you to do: XXXX”**
- **“This is a reminder... I know you can do it.”**
- **“Do you remember when you were brilliant...last week or last lesson?” or “ Look at the rest of the class - perfect silence all working hard)... that is the _(child’s name)_ I want to see today!”**
- **“Thank you for listening.”**
- Then WALK AWAY and don’t look back. Eventually pupils will complete your sentences for you when you are consistent. It is VERY IMPORTANT to finish by bringing their attention to past positive behaviour or the current good behaviour of the class. Normalising compliance.

Following a reminder and a warning - (or a major disruption):

- **“You’re going to stay in with me to have a restorative conversation until you can show me responsibility again.”**

<p style="text-align: center;">School Principle</p> 	<p style="text-align: center;">Ways to recognise conduct that is 'over & above':</p> <ul style="list-style-type: none"> • Verbal praise • Above and Beyond certificates • Reach out home
<p>3 adult behaviours we don't want to see:</p> <ul style="list-style-type: none"> • Inconsistency • Reprimanding in public • Shouting 	<p>3 adult behaviours we do want to see:</p> <ul style="list-style-type: none"> • Calm • Kind • Fair 
<p>3 restorative questions for follow up:</p> <ul style="list-style-type: none"> • What's happened? • Who's been affected? • What can we do to make things better/right? 	<p>3 ways of dealing with unwanted behaviour:</p> <ul style="list-style-type: none"> • Use 'I've noticed...' • Refer to 'the script' • Time out - Repair