



Behaviour Policy

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Behaviour Policy

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The aim of Claycots School is to be a high achieving school at the heart of the community where children and staff learn effectively and everyone is valued as an individual, treated fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We aim to embed our school values in all that we do at Claycots. The Positive Behaviour policy has been written with these values in mind:

- Integrity
- Kindness
- Respect
- Curiosity

Introduction

Claycots 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 and self-regulation. It echoes our core values with a heavy emphasis on the principles of Ready, Respectful and Safe developed by the behaviour expert Paul Dix.

A community that is:

***Ready to learn;
Respectful of themselves and others;
Safe in school***

We are committed to a partnership approach to promoting positive behaviour and interventions that support staff and learners.

1. Aims

At Claycots school, we wish to provide a school environment that is safe and stimulating for all pupils. Our expectations are always shared with the children at the beginning of each school year and at regular intervals throughout the year to maintain a calm, secure and happy environment for all.

Aim of the policy:

- To create a culture of exceptionally good behaviour from all stakeholders, where excellence is a minimum expectation for all
- To develop a behaviour policy, supported and followed by the whole school community – parents, staff, children and the governing body (LGB) – based on a sense of community and shared values
- Through the school curriculum, to teach moral values and attitudes as well as knowledge and skills



- To support learners to **self-regulate** to take control over their behaviour and be responsible for the consequences of it
- To build a community which values kindness, care, good humour, respect, honesty, strong relationships and empathy for others
- Provide a **consistent approach** to behaviour management
- Outline our system of **consequences for positive and negative behaviours**, reinforcing good behaviour by providing a range of rewards for children of all ages and abilities
- To resolve behavioural issues in a caring and sympathetic manner as they occur, with the expectation of achieving an improvement in behaviour
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management

2. Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Disruption of learning, lessons and in corridors between lessons
- Playground incidents, including rough play
- Non-completion of classwork or homework
- Name calling or teasing
- Failure to follow instructions
- Deliberate disrespect of the school's rules/Class Charter
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Fighting, physical assault against peer or staff member
- Direct verbal abuse against a peer or staff member
- Threat of harm
- Inappropriate sexual behaviour, which includes any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Persistent incidents of misbehaviour
- Any form of behaviour that is dangerous or which has the potential to be dangerous
- Possession of any prohibited items or those that are not age appropriate
 - Prohibited items include:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

It is important to note that the above types of behaviours are not an exhaustive list of what behaviours may constitute a breach of Ready, Respectful, Safe.

If a child's behaviour is seriously disruptive, dangerous or one of the above definitions of 'serious behaviour' is observed, parents will be informed, and a formal meeting will be arranged with either the Year Leader or a member of SLT depending on the severity of the behaviour.

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful (physically or emotionally)
- Repeated, often over a period of time
- Difficult to defend against

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done repeatedly over a period of time and on purpose. Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise, it is not classed as bullying. It is an important part of children's development to learn how to deal

with friendship breakdowns and disagreements. We all have to learn how to deal with these situations and develop social skills to repair relationships.



Types of Bullying

Details of our schools' approach to preventing and addressing bullying is set out in our [anti-bully policy](#).

5. Roles and Responsibilities

The behaviour of all stakeholders in school is expected to promote the key rules of:

- Ready
- Respectful
- Safe

See page 10 for specific behaviours related to Ready, Respectful, Safe for children

The Governing Body and the Headteacher:

The Governing Body/Headteacher is responsible for reviewing and approving the written statement of behaviour principles.

The Governing Body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

Headteacher:

The headteacher is responsible for reviewing this behaviour policy in conjunction with The Governing Body, giving due consideration to the school's statement of behaviour principles. The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

SLT will:

All Senior Leaders (including anyone paid on the Leadership scale) have ultimate responsibility for the behaviour and safety of the children in the school. 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 pupils.
- Be a daily visible presence around the school, particularly at times of mass movement
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Share good practice relating to behaviour management
- Support Year Leaders in managing learners with more complex or entrenched negative behaviours



- Use behaviour data to target and assess school wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies
- Communicate with parents when required
- Support, monitor, analyze and work with staff to implement solutions for pupil's attendance
- Support, monitor, analyze and work with staff to implement solutions for behavioural incidents

Year Leaders will:

Year Leaders are responsible for the behaviour and safety of the children in their Year Group.

They are to:

- Stand alongside colleagues to support, guide, model and show a unified consistency to the learners.
- Be a visible presence in the Year Group to encourage appropriate conduct
- Support staff in dealing with more serious incidents of behaviour including communicating with parents
- Regularly celebrate staff and learners whose efforts go above and beyond expectations
- Ensure staff training needs are identified and targeted regarding behaviour management and understanding of how to implement policy
- With support from the SENCO, ensure that children who require individual intervention or support have the relevant plans in place (PSP/PHP/CAP) and that these are shared with the appropriate bodies. (Electronic copies of plans will be recorded in their pupil files, on SIMS and, if appropriate, CPOMS).
- Support, monitor and analyze pupil's attendance
- Support, monitor and analyze and implement solutions to address behavioural incidents

Teachers will:

- Create a class charter for agreed behaviour and consequences
- Be responsible for the behaviour of their class at all times
- Plan lessons that engage, challenge and meet the needs of all learners
- Use a visible recognition mechanism - recognition board – consistently
- Display and use the Zones of Regulation and give children the opportunity to access this throughout the day
- Share and focus on positive behaviours in and outside of the classroom
- To ensure use of preventative strategies.
- To de-escalate, before sanction
- Follow up every time, retain ownership and engage in reflective dialogue with learners
- Communicate with parents regarding both positive and negative behaviours and consequences

All Staff will:

- Meet and greet children in the morning



- Implement the behaviour policy consistently
- Model positive behaviours and build relationships
- Show kindness and treat all stakeholders fairly and with respect
- Separate the behaviour from the child. Never shout or humiliate and deal with poor behaviour privately
- Recognise that each child is an individual and be aware of their needs
- Provide a personalized approach to the specific behavioural needs of particular pupils
- To challenge negative behaviour in and around the school
- To record behaviour incidents on SIMs

Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the rules for Ready, Respectful & Safe in their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

Parents will:

- Reinforce and support their child in adhering to the principles of Ready, Respectful, Safe
- Ensure that the agreement made in the Home-School Agreement is upheld
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Ensure that their child has good attendance and is in school on time
- Inform staff of any medical or other needs that may hinder their child's attendance
- Ensure that their child attends school in full uniform

Good behaviour requires close co-operation between parents, teachers and children. Parents should discuss the school rules with their child, emphasizing that they support the rules.

Attending parents' evenings, parent workshops and developing positive relationships with school, helps to reinforce good behaviour. Teaching and learning cannot take place without sound discipline and parents should recognise that staff will deal with behaviour problems patiently and positively.

6. Pupil code of conduct

Pupils are expected to:

- Show our school rules, **Ready, Respectful & Safe**, at all times
- Be punctual
- Treat all staff and pupils with respect and show good manners
- Ensure that interactions with staff and their peers are positive
- Follow instructions of school staff
- Respect their own and other people's property and take care of books and equipment
- Walk (not run) within the school buildings
- Work to the best of their abilities and allow others to do the same by being focused and engaged in their learning
- If a child has a grievance against another child, it should be reported to a member of staff, who will take appropriate action
- Physical violence is not acceptable, neither is retaliation
- Foul, abusive, racist or homophobic language should never be used
- Children should wear the correct school uniform

This code of conduct has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning.

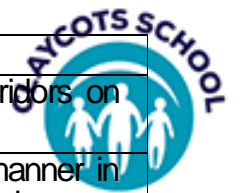
7. Rules and Expectations

Clear and consistent management both within the context of the classroom and outside of the classroom are of paramount importance in establishing effective practice of promoting positive behaviour and self-discipline within the school.

Claycots principles for promoting positive, values-based behaviour is built on the notion of **Ready, Respectful, Safe** developed by the behaviour expert Paul Dix.

Ready, Respectful and Safe are the three rules that underpin the behaviour we expect to see in school from all staff and children. When discussing behaviour, we expect to hear the language of Ready, Respectful, Safe being used by children and staff.

Alongside the pupil code of conduct the following table is shared with pupils to further highlight expectations, with regards to our school rules.



Ready	Respectful	Safe
We arrive to school on time	We hold doors open for adults	We walk in the corridors on the left-hand side
We have resources we need for lessons	We use polite language at all times	We act in a calm manner in and around the school
We look and listen to the person talking	We take pride in our school environment <ul style="list-style-type: none"> ▪ To pick up litter ▪ To look after displays ▪ To respect all school equipment 	We only leave the class with permission, and we wear the appropriate band
We follow instructions the first time	We look after the toileting areas	We stay on the playground at lunchtime and playtime
We start work straight away	We work hard in lessons	We tell an adult if something is wrong
We wear the correct uniform	We notice and thank others for their help	We take care of one another with our words and our actions
We line up sensibly	We use people's name	We use kind hands and feet

Each classroom will display and utilise the **Zones of Regulation**. This teaches the pupils:

- To identify their feelings and learning behaviours
- Understand their feelings in context
- Effective regulation tools
- When and how to use the tools
- Problem solve, with a focus on positive solutions
- Understand how their behaviours influence others' thoughts and feelings

8. Positive and negative consequences

At Claycots we want children to understand that all behaviour has consequences and that some of these are positive and some are sanctions for inappropriate behaviour.

It is our intention to encourage pupils to exhibit good behaviour; this is reinforced with a system of praise and reward for all children and all abilities. In order to achieve this, we understand that consequences must be consistently applied by all adults.

At Claycots we recognise and reward learners who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships with all children.

Positive consequences outlined:

Positive behaviours are rewarded through whole school systems which include:

- A House Point system (N.B. adults will award pupils House Points in accordance with the agreed criteria so that pupils are awarded consistently and fairly)
 - Our four houses are Claycots school are:

- Dorney
- Thames
- Bray
- Jubilee



<u>Description of Behaviour</u>	<u>Reward</u>
Demonstrating the target on the recognition board	Name on recognition board and verbal praise
Excellent achievement or effort in a lesson	One house point and verbal praise
High level of positive engagement in lesson	One house point and verbal praise
100% attendance for one week	Five house points and verbal praise
Completing homework set	Weekly homework – one house point and verbal praise Homework sticker - weekly Homework certificate, termly Homework grid - one house point for each task completed
Most improved effort/engagement/behaviour	Verbal praise & Headteacher award
Following the school rules consistently	Verbal praise & text message home
100% attendance for one term	Special prize and verbal praise
100% attendance for half of the year	Special prize and verbal praise
100% attendance for the year	Special prize and verbal praise
Highest attendance winners	£10 Amazon voucher
Consistently demonstrating the school values	Values badge & postcard
Consistently demonstrating with school rules	Postcard home

- A position on class recognition board
- Postcards, text messages or phone calls home and stickers
- Headteacher awards
- Attendance awards
- Special responsibilities
- Year 6 pupils can become 'school prefects'

Negative consequences outlined:

There will be times when children behave unacceptably. Children need to discover where the boundaries of acceptable behaviour lie, as this is a part of growing up. Minor breaches of discipline are dealt with by the class teacher, in a caring, supportive and fair manner, having regard to the age of the child. Each class follows similar strategies for managing behaviour, however appropriate, personalised class strategies are in place to suit the needs of the class. Each class is treated individually. Generally, children are reminded that they are responsible for their own actions and that breaking rules has consequences.

When children are not following the rules of **Ready, Respectful, Safe** consequences could include:

- A verbal reprimand
- Expecting work to be completed at home, or at break or lunchtime
- Reflection (playtime)
- Letters or phone calls home to parents



- Agreeing a behaviour contract
- Loss of privilege
- Time out (agreed area within year group space)
- Suspension
- Exclusion

See appendix 1 for more information regarding consequences, suspension and exclusion procedures.

When children are not following the rules of Ready, Respectful, Safe, we want them to be able to reflect on their actions and to find resolutions to conflict. To help them do this we will:

- Always remain calm and objective
- Use scripted responses to deescalate
- Once de-escalated, explain the consequence of their actions including the impact on themselves and others

Off-site Behaviour

Claycots pupils are expected to exemplify high standards of behaviour and attitude when representing the school off-site in any event or trip. Sanctions may be applied where a pupil has misbehaved off-site when representing the school. Sanctions will be aligned to the severity of the pupil's misbehaviour and the school will maintain a level of flexibility when deciding on the sanction. If a pupil shows any serious misbehaviour, they would be likely to be removed from the trip. A member of the SLT will make this decision by communicating with the trip/event leader and parents will be informed immediately.

Extremely bad behaviour whilst on residential trips could result in a parent/carer needing to collect their children from the visit.

9. Recording and Reporting Behaviour

Claycots school recognises the importance of recording children's achievements as well as any incidents where the behaviour policy is not followed.

SIMs is used to record the number of House Points that individual children achieve and it is also used to log Headteacher awards.

Incidents of serious misbehaviour are recorded in SIMs and in cases where there is a safeguarding concern, incidents are also recorded in CPOMS. Frequent reports are run in order to allow Leaders to monitor behaviour across the school.

Positive behaviour is reported to parents in a variety of ways (page 11).

In the first instance, incidents of poor behaviour are communicated to parents informally either by the class teacher or the Year Leader and logged in SIMs as a communication.

If the behaviour is extreme or incidents of poor behaviour are frequent or persistent a formal meeting will be arranged to discuss this either with the Year Group Leader or a member of SLT. In these cases, a standard letter will be sent following the meeting to outline the key discussion



points and actions that the school, parents and child can take to improve the behaviour. This letter is uploaded to SIMs as a linked document (see Appendix 2 for standard letter).

Accordingly, the school will follow DFE guidance and ensure that the following serious incidents and relevant letters and documentation are formally recorded on SIMs:

- Suspensions
- Exclusions
- Bullying Incidents
- Discriminatory Incidents

10. Malicious Allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy. A pupil who makes a malicious allegation will be supported by a staff member who may offer mentoring or support through the use of social stories.

Please refer to our information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

11. Positive Handling (Physical Restraint)

Claycots adopts the Team Teach approach to de-escalation and the positive and safe handling of pupils.

Staff will not handle a pupil unless there is an exceptional circumstance whereby they may need to intervene physically to hold a child/ren to keep them safe, prevent a child/ren injuring himself/herself, or to prevent them injuring another child/ren or member of staff. The use of such physical contact or restraint will only be used if it is clearly in the best interests of the safety of pupils or other members of the school community. The actions that we take are in line with government guidelines on the safe and positive handling of children.

In some circumstances, Team Teach trained staff may use reasonable force to restrain and positively handle a pupil in order to keep them or others safe. In very exceptional circumstances, though, any member of Claycots staff may intervene and use reasonable force if they deem this appropriate to keep the child or other children and adults safe from harm.

Incidents of physical restraint must:

- Always be used as a last resort when de-escalation strategies have been unsuccessful
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded in a Numbered and Bound book, on SIMS and CPOMS, and reported to parents
- Be discussed with the pupil after the event



If a child requires positive handling as an intervention, parents/carers will be informed and the school will implement a bespoke Positive Handling Plan and individual risk assessment for the pupil.

12. Confiscation and Searching Pupils

Any prohibited items or those that are not age appropriate found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to learning. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

13. Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

For those identified with SEN the system may be altered and adapted to meet their needs. They may stand outside the policy according to their Education, Health and Care Plan (EHCP) which will indicate the actions planned to address and support their needs. These are monitored by the SENCO and Pastoral Team and all staff working with the pupil should know and implement the agreed strategies for that pupil.

The school's SENCO will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, with parental consent, the school seeks support and advice from specialist teachers, an educational psychologist, and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

See appendix 3 for full information regarding pupil support.

14. Suspensions & Exclusions

Claycots is an inclusive school and we work hard to develop strategies to include all children. However, in extreme cases, the school will make suspensions & exclusions to maintain the health and safety of all our community. The school follows the guidance by the Department for Education. The standard guidance can be found in 'Exclusions from maintained schools, academies and pupil referral units in England' - <https://www.gov.uk/government/publications/school-exclusion>.

Internal exclusion will be at the discretion of SLT and will be in response to a culmination of behaviour incidents or an extreme and serious single incident. Any pupil on internal exclusion will not be allowed out to play and must spend lunchtime inside.



Only the Headteacher (or in their absence a Deputy Headteacher) can suspend or exclude children. A decision to exclude will only be taken when all other possibilities and strategies have been implemented, unless an incident is so serious that it warrants immediate permanent exclusion.

Parents will be informed in writing of any suspensions and exclusions using a Local Authority agreed letter template (See Exclusion Policy)

See appendix 1 for suspension and exclusion process

15. Pupil Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

16. Training

Our staff are provided with training on managing behaviour, as part of their induction process. In addition, some staff are trained in the use of the Team Teach approach to de-escalation and positive handling.

Behaviour management also forms part of continuing professional development.

18. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Preventing Radicalisation and Extremism Policy
- Statement of British Values
- E-Safety and ICT Acceptable Use Policy
- Positive Intervention Policy
- Keeping children safe in education 2022
- Equality Act 2010 (mentioned)
- PSHE Policy
- Anti-Bullying Policy
- Special Educational Needs and Disabilities Policy
- Special educational needs and disability code of practice: 0 to 25 years
- Supporting pupils with Medical Needs and Conditions Policy
- Code of Conduct/ Home School Agreement
- Uniform Policy

