

# Behaviour

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Claycots Primary School





# Behaviour

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



# The Team

All members of staff are responsible for encouraging high expectations for behaviour, but in addition we have a number of people with specific responsibilities.

Deputy Headteachers:

**Terrina Lake (Britwell)**  
**Reshma Kapadia (Town Hall)**

Student Support Team:

**Helen Airs (Student Support Manager, Britwell & Townhall)**  
**Rubina Shah (Student Support Assistant, Britwell)**  
**Clare Powell (Student Support Assistant, Britwell)**  
**Alex Plumtree (Student Support Assistant, Britwell)**

Learning Mentors:

**Stella Guzman (Townhall)**  
**Gemma Richards (Britwell)**



# Behaviour Hub

The Department for Education (DfE) is funding a 3-year programme to improve pupil behaviour in schools. The programme is based on the publication

***'Creating a Culture: How school leaders can optimise behaviour'.***

Good behaviour, routines and structures in schools support all pupils' engagement in education, and their mental health and wellbeing. At Claycots, we have successfully worked with our partner school to apply these principles to our unique context and have now successfully graduated from the Behaviour Hub Programme.



# Staff Training

To ensure that all staff are aware of their responsibilities and how to manage behaviour, we provide them with regular training.

## **This includes:**

- Whole school behaviour training
- Half termly CPD for all teachers and Teaching Assistants
- Behaviour induction training for new starters
- Team Teach Training
- Half Termly Student Support workshops

## **Training means that our staff can:**

- have high expectations of behaviour
- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary



# Curriculum

At Claycots, we have implemented a Behaviour and Wellbeing curriculum, which is taught weekly. We aim to develop children's character through our curriculum. We define the behaviours and routines that we expect students to demonstrate. We want to support our pupils to grow into adults who are polite, kind, respectful and who always consider others. We believe that as pupils practise these behaviours, over time they become automatic routines that positively shape how they feel about themselves and how other people perceive them.

The curriculum links closely to the school behaviour policy and values as well as the British Values and these links are explicitly discussed with children. We also use the lessons to address any behaviour incidents or common behaviour trends that occur in the school.

Our whole school and phase assemblies each week are focused on issues associated with safeguarding, behaviour, mental health, wellbeing and inclusion.



# Behaviour Support Offer

To ensure high expectations of behaviour, at Claycots we teach the behaviour we expect to see and ensure that children understand what is expected of them. At the start of each academic year our school rules and values are shared, and each class complete an agreement to adhere to.

Relationships are central to our approach to behaviour. We understand that supportive relationships, where adults know their children well, can have a positive impact on behaviour. We expect our staff to establish and maintain strong relationships and to model the behaviour that we want our children to show. At Claycots narrating the positives is part of the whole school culture for children and staff and we will always seek to restore relationships because we understand that there are learning opportunities even when things go wrong.

At Claycots we have well established procedures to follow in cases where children have been identified as needing further, personalised support. This can be in the form of having a Consistent Approach Plan or a Positive Handling Plan written and implemented for the child.



# Behaviour Support Offer

At Claycots, we have a Student Support team and Learning Mentors that offer a wide range of interventions, the main aim is to improve behaviour, resilience and develop areas of SEMH. Interventions include but are not limited to: Turn taking, social skills, Emotions, Self-esteem, ELSA, Attention and listening and Friendship. Sessions are either in a group setting (5-6 children) or 1:1 if a child has bespoke needs. We track each child's progress through the intervention using an ELSA support assessment which details areas of development that we need to target. Alongside this we use a pre, post and session tracker assessment form. This gives us in depth detail regarding each session of the intervention and how the child accessed it as well as assessing how the child implements what they have learnt in their day-to-day environment.

In addition to this, we are proud to offer a targeted small group learning intervention for key pupils. Progress is measured by use of Boxall profiles. At Claycots, we see the vital part interventions play in ensuring our children reach their full potential.





# ELSA support

ELSA is an initiative developed and supported by educational psychologists. It recognises that children learn better and are happier in school if their emotional needs are also addressed.

At Claycots, key staff members within our inclusion team are ELSA trained. They have been trained by Educational Psychologists to plan and deliver programmes of support to pupils who are experiencing temporary or longer term additional emotional needs. The majority of ELSA work is delivered on an individual basis, but sometimes small group work is more appropriate, especially in the areas of social and friendship skills

## **In ELSA we aim to provide support for a wide range of emotional needs:**

- Recognising emotions and feelings
- Emotional-regulation
- Self-esteem
- Social skills
- Friendship skills
- Anger management
- Loss and bereavement
- Anxiety

# Zones of Regulation

The Zones of Regulation is an internationally renowned intervention which helps children to manage difficult emotions, known as 'self-regulation'.

At Claycots we want all of our children to have good coping and regulation strategies so they can help themselves when they experience anxiety and stress. In the classroom, sometimes children panic when faced with a tricky learning problem or challenge. By teaching them how to cope with these feelings, we aim to make them better at tackling learning challenges and build resilience so they don't give up so easily when faced with difficulty.

We will teach the children that everyone experiences all of the Zones. All of the Zones are expected at one time or another but the Green Zone is the most productive for learning and wellbeing. We teach children to identify their own feelings and learn strategies to get back to Green.

			
BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Terrified Yelling/Hitting Elated Out of Control

# Restorative Justice

At Claycots School, we use restorative approaches to improve behaviour and build community.

Restorative approaches help develop a happier school where the focus is on learning not conflict. We endeavour to create a school community where every child feels safe and respected, enjoys coming to school and is confident that when things go wrong we will do everything we can to help put it right.

Restorative approaches encourage pupils to think about how their behaviour has affected others. It helps children to develop respect, responsibility and honesty.



March 2023

WARM restorative conversation template

Name of pupil:

Class:

Date:

Name of staff member:

	Question	Response
<b>W</b> What happened?	How does what happened fit with how we do things at our school?  Did you follow our school rules? (staff member to refer to R, R, S)  Did the behaviour reflect our school values? (Staff member to refer to our school values)  What were you thinking about at the time?  What do you think now about what happened?	
<b>A</b> Affect	Who was affected by what happened?  Was what happened fair to them?  Was what happened the right thing to do?	
<b>R</b> Repair	What do you need to do to repair things?  How will this help put things right?  When can this happen?	
<b>M</b> Move Forward	How can we make sure this doesn't happen again?  What school Values and School Rules do you need to think about to make sure that this behaviour does not happen again?  What do you need to start/stop/stay doing?  If this happens again, what do you think should happen next?	



# Positive behaviour

Positive behaviours are rewarded through whole school systems which include:

- Verbal praise
- Stickers
- A House Point system
- A position on class recognition board
- Postcards, text messages & phone calls home
- Headteacher awards
- Attendance awards
- Positive behaviour awards
- Special responsibilities
- Year 6 pupils can become 'school prefects'

<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

# Prefects



Britwell Campus



Townhall Campus





# Prefects

## Have you got what it takes to be a Year 6 Prefect?

This is a great opportunity for you to be a positive role model for others and take a lead in supporting in the efficient running of the school!

The chosen candidates will be responsible for the following:

- Monitoring the hall areas at break and lunch ensuring they are being used responsibly
- Checking children are walking safely around the school
- The school building is not being entered by children at lunchtime unless going to the dinner hall or toilet
- The children are sensible in the lunch hall
- Liaising with the staff on duty and reporting all incidents.
- Being a role model of exemplary behaviour

If you think this role is something, you would be good at then please apply by writing a letter explaining why you would make a good prefect and why you think the role of a prefect is important at Claycots.

## Prefects training for their role



### Prefect Contract

Prefects have to sign a contract, and this is then kept in the Deputy Head Teachers office. If any prefect does not abide by the contract, their badge and role will be taken away.

I accept my badge as a prefect for this year. I agree to carry out the following Duties and Responsibilities:

- To maintain a high standard of behaviour and conduct and to wear my prefect's badge with pride.
- To always obey the school rules of Ready, Respectful and Safe.
- To uphold the school's values of Kindness, Integrity, Curiosity and Respect.
- To help members of the teaching staff to perform their daily duties according to a planned rota.
- To be proactive in my role and lead others by example
- To maintain a high standard of cleanliness and tidiness throughout the school.

I, have read and understood my Prefect's Code of Conduct and I agree to carry it out to the best of my abilities.

Prefect \_\_\_\_\_ Date \_\_\_\_\_

Deputy Head Teacher \_\_\_\_\_ Date \_\_\_\_\_



# Interventions



Attention & Listening intervention: To improve the capacity for pupils to focus on an activity for an extended period.



Friendship intervention helps children identify the qualities of positive friendships, what a friend is and helps the children to start new friendships and maintain them.



One to one sessions on building self-esteem helps children build their confidence not only in the classroom but in social situations.



One to one intervention on emotional regulation helps children identify emotions that they feel in different situations and strategies to support them manage these feelings.



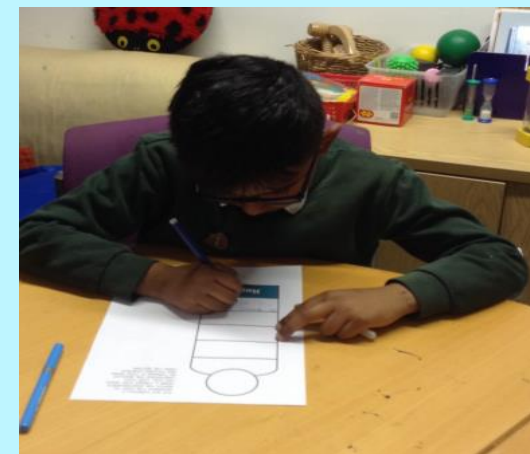
# Interventions



One to one sessions with children help support them with developing strategies to build and maintain relationships and friendships. Role play is one example of a strategy used to support children in dealing with conflict within relationships.



Social Skills Intervention helps support children with a wide range of skills from turn taking and fairness, building friendships and confidence building.







# Pupil voice

"I feel like the support I get from my teachers is so good. I can tell them my worries and they help me through them. I was really struggling to sleep and now I am sleeping much better. When I go and see student support we make worry toys together and this really helps me with ideas on how to cope with my worries. The support I have had has made me feel happier at school and at home".

Year 4 child

"I have the best teachers in GROW class and to describe GROW class in my own words, I'd use, making memories, fun times, learning and lovely"

Year 5 child

"When I'm not calm, I distract myself by thinking of something else, like we learned in our intervention, and it helps me calm down."

Year 3 child

My group has taught me to:  
"Like making the right choices."

Year 1 child

"I want to be part of another intervention group so I can also show other kids how to make the right choices."

Year 4 child



# Support for parent/carers

## **Useful websites:**

<https://www.zonesofregulation.com/index.html>

<https://www.theottoolbox.com/?s=zones+of+regulation>

<https://www.weareteachers.com/zones-of-regulation-activities/>

<https://www.youngminds.org.uk/parent/parents-a-z-mental-health-guide/challenging-behaviour/>

<https://www.family-action.org.uk/family-monsters/support/challenging-behaviour/>