

Behaviour

Claycots Primary School



www.claycots.co.uk

Town Hall Campus: 01753 531415

Britwell Campus: 01753 521215



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 (Town Hall)
Catherine Corbitt (Britwell – Maternity Leave)
Reshma Kapadia (Town Hall)

SENCO:

Leanne Ruck (Britwell)
Lizzie Dowling (Town Hall)

SEN Teacher:

Simon Williams (Town Hall)
Rachel Luffman (Town Hall)

Student Support Team:

Helen Airs (Student Support Manager, Britwell)
Clare Powell (Student Support Assistant, Britwell)
India Ryalls (Student Support Assistant, Britwell)
Ranjeet Gidda (Student Support Assistant, Town Hall)



Behaviour Hub

The Department for Education (DfE) funded a 3-year programme to improve pupil behaviour in schools. The programme was 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
- Online childhood Therapy services

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 topics associated with safeguarding, behaviour, mental health, wellbeing and inclusion, including protected characteristics.



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 Pupil Passport which combines our previous documents of 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 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- Circle of friends. 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. Feelings associated with all of the zones are expected at one time or another.

			
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.

Mistakes and muck ups happen but we can fix them.
Choose to keep your conversations **WARM**.

A large, hand-drawn style letter 'W' with diagonal hatching.

**What
happened?**

How does what happened fit with how we do things at our school?

What was I thinking about at the time?

What I am thinking now about what happened?

A large, hand-drawn style letter 'A' with diagonal hatching.

Affect

Who was affected by what happened?

Was what happened fair to them?

Was what happened the right thing?

A large, hand-drawn style letter 'R' with diagonal hatching.

Repair

What do I need to do to repair things?

How will this help put things right?

When can this happen?

A large, hand-drawn style letter 'M' with diagonal hatching.

Move Forward

How can we make sure this doesn't happen again?

What do you need to start/stop/stay doing?

If this happens again, what do you think should happen next?

Conflict Resolution

At Claycots we believe in excellence, and we want the very best future for every child. We want children to leave our school ready to overcome challenges, lead fulfilling lives and make a positive contribution to society. Children require resilience to overcome challenges. Conflict resolution aims to teach the children the skills they need to solve low level conflict (such as falling out with friends) and to build children's resilience to conflict.

Benefits:

- Teaches the children the skills of conflict resolution
- Builds empathy: understanding the other child's point of view
- Agreeing a positive way forward
- Basis of communication all involved, including feedback to parents/carers
- Is in line with the school's restorative approach to behaviour



Conflict Resolution



Names: _____

Class: _____

1. How do you feel?



2. What are the facts/ what happened?

Child 1	Child 2

3. What needs to happen to resolve the problem? How could we make amends?

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4. What are we going to change moving forward/ what's the plan?

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5. Is the problem solved?

Yes

No

6. How do you feel now?





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 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

Our School Houses



Previous House Names

- Bray
- Thames
- Dorney
- Jubilee
- Kindness
- Respect
- Integrity
- Curiosity

Our new house names were chosen via pupil voice. The new theme is based around **role models and our school values**. Throughout the year, the children will learn about our chosen role models and understand how they represent our school values.

New House names

- Marcus Rashford
- Malala Yousafzi
- Kadeena Cox
- David Attenborough



Prefects

Year 6 pupils have the opportunity to take on a pupil leadership role by becoming a prefect.

Role of our school prefects

- Being a role model for exemplary behaviour
- To maintain a high standard of behaviour and conduct
- To wear prefect uniform with pride
- To support the efficient running of our school
- To be proactive in their role and lead others by example
- Monitoring the hall areas at break and lunch, ensuring the areas are being used responsibly
- Checking children are walking safely around the school
- Overseeing that the school building is not being entered by children at lunchtime, unless a valid reason for doing so
- Liaising with staff on duty & reporting incidents

Prefects



Britwell Campus Prefects 2025-26



Townhall Campus Prefects 2025-26



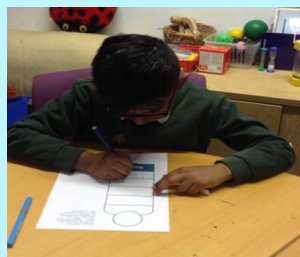
Interventions



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



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.



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/>