

Behaviour

Claycots Primary School



www.claycots.co.uk

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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



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
- CPD for all teachers and Teaching Assistants
- Behaviour induction training for new starters
- Team Teach Training

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 Consistent Approach Plan or a Positive Handling Plan written and implemented for the child.



Pupil 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

- ELSA

- Friendships- Circle of friends

- Hamish and Milo.

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 which details areas of development that we need to target. We use a pre, post and session tracker assessment forms. 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.

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

Hamish and Milo



Hamish & Milo is a social, emotional and mental health (SEMH) programme designed to help children develop the emotional literacy, confidence and resilience they need to thrive both in school and beyond.

Delivered in small groups or on a one-to-one basis, the programme provides a safe and supportive environment where children can explore feelings, relationships and life experiences through discussion, creative activities and reflection. Covering themes such as friendship, self-esteem, anxiety, emotional regulation, resilience and change, Hamish & Milo helps pupils understand and manage their emotions, build positive relationships and develop the skills needed to engage successfully in learning and everyday life.

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?

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

5. Is the problem solved? Yes No

6. How do you feel now?

