

Claycots Primary School



2026-2027

Positive Behaviour Policy

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Positive 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. As well as this, we have a Behaviour and Wellbeing Curriculum which links closely to the school behaviour policy, our school values, British Values and the teaching of protected characteristics. These areas are discussed explicitly with the children. We also use these lessons to address any behaviour incidents or common behaviour trends that occur in our school.

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, needs 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](#)
- [Restrictive interventions, including 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

At Claycots, behaviour is defined as either Misbehaviour (low level) or Serious misbehaviour (High Level), Appendix 1 provides examples of behaviours under each category and the recommended actions.

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.

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.

Details of our schools' approach to preventing and addressing bullying is set out in our Anti-bullying policy.

5. Roles and Responsibilities

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

- Ready
- Respectful
- Safe

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 implementing and reviewing this policy, in consultation with the Governing Body and with regard to the school's behaviour principles.

The Headteacher will:

- Promote a positive, safe and respectful school culture.
- Ensure staff implement the behaviour policy consistently and fairly.
- Monitor the use of rewards, sanctions and behaviour support strategies.

- Ensure behaviour data is used to identify trends and inform improvements.
 - Support staff in maintaining high standards of behaviour.
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Senior Leadership Team (SLT)

Senior Leaders have strategic responsibility for behaviour, culture and safety across the school.

They will:

- Model and promote consistent implementation of the behaviour policy.
 - Provide visible leadership and support to staff and pupils.
 - Support staff and Year Leaders with complex behaviour concerns.
 - Monitor and analyse behaviour and attendance data to inform practice.
 - Review provision for pupils requiring additional behavioural support.
 - Communicate with parents where appropriate.
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Year Leaders

Year Leaders are responsible for supporting behaviour and wellbeing within their year group.

They will:

- Promote consistent expectations and support colleagues in applying the behaviour policy.
 - Be visible and available to support pupils and staff.
 - Lead on significant behaviour incidents and liaise with parents where required.
 - Monitor behaviour and attendance patterns and coordinate appropriate interventions.
 - Ensure behaviour records are accurate and up to date.
 - Work with the SENCO and relevant staff to ensure support plans are in place, reviewed and shared appropriately.
 - Support staff training and the consistent implementation of behaviour expectations.
 - Coordinate support for pupils with additional needs.
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Teachers

Teachers are responsible for maintaining high standards of behaviour and creating positive learning environments.

They will:

- Consistently apply the school's behaviour policy and expectations.
 - Model positive relationships and behaviours.
 - Establish engaging, inclusive learning environments that meet pupils' needs.
 - Use preventative and de-escalation strategies wherever possible.
 - Promote self-regulation, including through the use of the Zones of Regulation.
 - Recognise and celebrate positive behaviour.
 - Record behaviour incidents accurately.
 - Maintain communication with parents regarding behaviour where appropriate.
 - Follow and contribute to pupil support plans and behaviour strategies.
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All Staff

All staff share responsibility for promoting positive behaviour and maintaining a safe environment.

They will:

- Implement this policy consistently.
- Model respectful, positive behaviour.
- Build positive relationships with pupils.
- Treat all pupils fairly, with dignity and respect.
- Respond to behaviour calmly and professionally.
- Recognise and support individual pupil needs, including SEND.
- Challenge inappropriate behaviour and reinforce positive conduct.
- Record concerns and incidents as required.
- Familiarise themselves with relevant pupil support plans and guidance.

Parents and Carers

Parents and carers play a vital role in supporting positive behaviour.

They are expected to:

- Support the school's values of **Ready, Respectful, Safe**.
- Inform the school of circumstances that may affect their child's wellbeing or behaviour.
- Work in partnership with staff to address concerns promptly.
- Promote good attendance and punctuality.
- Share relevant medical, SEND or pastoral information with the school.

Parents' evenings, workshops and regular communication between home and school help strengthen positive behaviour and support pupils to succeed. Effective learning is built on a shared commitment to high expectations and mutual respect.

6. 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.

The table in Appendix is shared with pupils to further highlight expectations, with regards to our school rules.

Behaviour Routines

It is paramount that school routines are well established in the classroom and around the school. This supports pupils with clear expectations for behaviour and maintains a sense of consistency and calm around the school. Further information on school routines can be found in Appendix 2.

Zones of Regulation

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 strategies, through co-regulation or self regulation
- When and how to use the strategies
- Problem solve, with a focus on positive solutions
- Understand how their behaviours influence others' thoughts and feelings

7. Positive Reinforcement

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. Our approaches are based on building both intrinsic and extrinsic motivation for pupils. In order to achieve this, we understand that consequences must be consistently applied by all adults.

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. Staff understand the importance of the language that they use when providing feedback to pupils.

Positive behaviours are rewarded through whole school systems which include:

- A House Point system. Our four houses are Claycots school are:
 - Yousafzai - Respect
 - Rashford - Kindness
 - Cox – Integrity
 - Attenborough – Curiosity

When children are not following the rules of **Ready, Respectful, Safe** consequences will be applied in line with the behaviours displays. See Appendix 1 for more information regarding consequences.

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.

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

8. Recording and Reporting Behaviour



Claycots school recognises the importance of recording children's achievements and positive choices. Class teachers record the number of House Points that individual children achieve each week, these are accumulated towards children receiving their achievement badges.

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

In the first instance, incidents of poor behaviour are communicated to parents informally either by the class teacher or the Year Leader.

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.

9. Restrictive intervention and reasonable force intervention

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

Restrictive intervention will only be used as a last resort when necessary to prevent injury, serious damage to property, serious disruption, or behaviour that places the child or others at risk. Staff will always seek to use de-escalation, support and preventative strategies first. 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.

Incidents of physical restraint must:

- Positive behaviour support and de-escalation strategies will be prioritised.
- Restrictive intervention will only be used when reasonable, proportionate and necessary.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- The welfare and dignity of the child will always be paramount.
- Be recorded in accordance with statutory guidance, on our school behaviour system and reported to parents.
- Not be used as a form of punishment.

Parents/carers will be informed as soon as reasonably practicable after a significant incident. Parents/Carers will be informed of this in person and in writing after via email. A bespoke Positive Handling Plan and individual risk assessment for the pupil, if required, will be created for the pupil.

10. 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.

11. 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 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 e.g. Slough Inclusion Panel.

SEMH Provision

The school employs staff members to deliver targeted behaviour interventions to pupils with SEMH needs and to provide training to staff. This team also offer alternative provision at lunchtimes based on principles of Nurture for those children that find unstructured times of the day more difficult.

The school also offer intervention support for children who have experienced trauma and attachment, these include: Drawing and Talking, Sand Therapy, ELSA, Hamish and Milo and The Mulberry Bush Emotions Curriculum. Referrals can also be made to the Mental Health Support Team (MHST) if required.

12. 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 isolations 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.

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 and Suspensions Policy). See Appendix 1 for suspension and Isolation process



13. Pupil Transition

To ensure a smooth transition to the next year, pupils have a transition session 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.

14. 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 and the consistent application of this policy also forms part of continuing professional development.

15. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full governing body every year. At each review, the policy will be approved by the headteacher.

16. Links with other policies

This behaviour policy is linked to the following policies:

- Suspension and Exclusions policy
- Safeguarding policy
- E-Safety and ICT Acceptable Use Policy
- Keeping children safe in education 2019
- 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