



Behaviour Policy

Autumn Term 2023

Review frequency:	Annually	Review date:	Autumn term 2026
Governing committee responsible:	Curriculum and Standards Committee		
Governor approval:	Summer Term 2020	Website:	Yes
Staff responsible:	Head Teacher	Date reviewed:	4 th October 2023

Our behaviour policy supports our school vision, mission statement, ethos and 'Golden Rule'. In the process of implementing this policy, we remind all staff, volunteers and governors that it is not acceptable to discuss children's work or behaviour outside school. All staff, volunteers and governors should also ensure that they call children by their given or preferred name and should encourage all children to call staff by their title and family name. This policy should be considered in conjunction with the SEND policy.

School Mission and ethos

At Clarborough, we have many minds but one mission: be the best you can be.

The importance of health, well-being, family and a love of learning permeate through our Golden Rule: We look after ourselves, others, our school and our planet.

Our staff and governors will work together to ensure that all those in our school community support our values: Clarborough values respect, resilience, learning.

These values will ensure our pupils are successful learners, safe and nurtured, included and respected, effective contributors, active and healthy, confident citizens who are globally aware and the best they can be!

It is a primary aim of our school that **every member of the school community** feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on **mutual trust and respect for all**. The school behaviour policy is therefore designed to support that way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

Clarborough Primary school's primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an **effective and considerate way**.

Hierarchy of Rewards

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviours. The emphasis of our Behaviour policy is 'to concentrate on rewards for positive behaviour'. This can be done in the following ways:

- With a pleasing look or smile;
- Verbal praise to the individual or written praise to the individual;
- Verbal praise for a Class or Group;
- Stamps, stickers and house points to be given to child or put on a child's work;
- Good behaviour or good work cards and stickers to be given to the child to take home;
- Recognition of good work/behaviour by other Teachers or Classes
- Stickers, house points and certificates rewarding specific aspects of behaviour e.g. being a good role model, helping younger children, improved behaviour at playtime etc.
- Work is shared via Seesaw to engage with parents
- Courtesy certificates each half term for children in each year group;
- Merit certificates each half-term for children in each year group;
- A visit to the Head Teacher to show their good work.
- Each half term some children are invited to an 'Always, Always' tea party with the Head Teacher
- Mid-day supervisors; give out good behaviour stickers and certificates. They also have a similar behaviour system in place to the classroom tiered behaviour system (see below). They award half termly Lunchtime Superstars awards.

Unacceptable Behaviour

Low-intensity, high frequency behaviours cause Teachers and children most stress and interfere with effective teaching and learning in our classrooms. Children are reminded regularly of appropriate behaviours around school. Systems and procedures put in place to reduce risk and ensure social distancing where appropriate and should be adhered to at **all times by pupils**.

Hierarchy of sanctions (see appendix)

1. Positive reinforcement of what is right.
2. Body language reinforcement that what is happening is not acceptable.
3. Verbal warning given to the child globally
4. If undesirable behaviour continues, the child will be verbally warned locally. They may be asked to change seats or isolate including having some time out away from other pupils.

Classroom tiered behaviour system:

- Stage 1- 'Super stars' for demonstrating good behaviour or work
 - Stage 2- 'Green' for 'Keep it up' the aim of the day is to remain on the green card
 - Stage 3- 'Yellow' means 'Think about your behaviour'. The consequence of this behaviour means the child will be stood against the wall at playtime/lunchtime for 5 minutes.
 - Stage 4- 'Orange' means the behaviour demonstrated needs to change. The consequence of this behaviour means the child will be stood against the wall at playtime/lunchtime for 10 minutes.
 - Stage 5- 'Red' means the behaviour is unacceptable and will result in a warning card being sent home. The consequence of this behaviour means the child will be stood against the wall at playtime/lunchtime for 15 minutes.
5. Teachers to record all incidents on Scholarpack.
 6. All warning cards to be recorded on Scholarpack and in the behaviour log book in the Headteachers office.
 7. If a child receives 3 warning cards within a half term, parents will be invited to talk with the Headteacher to discuss their behaviour and a behaviour plan will be put in place to move forward. This plan will be reviewed after the initial week and again at the end of the second week to consider next steps (see behavior plan appendix).
 8. Should the undesirable behaviour persist the Headteacher, class teacher and SENDCo will devise an appropriate strategy for the individual child.
 9. The SENDCo to be available at lunchtimes to work with children experiencing problems with their behaviour.
 10. If progress is not being made, the school can refer the pupil through the Early Help Assessment Form or refer to the family SENDCo's for further guidance e.g. to involve Think Children, the Behavioural Support Services, the Educational Psychology Service, or other appropriate outside agencies.
 11. If a child is not able to maintain a good standard of behaviour and show regard for the safety of themselves and others then it may be necessary to exclude them from certain activities, which may take place on or off the school premises, in or out of school time.
 12. A child may be excluded from school for a fixed number of days or lunch times. Ultimately this could lead to a permanent exclusion.

Undesirable behaviours for the tiered classroom systems:

Moving to Yellow will be issued for minor offences (initial warnings may have been given). The child will miss 5 minutes of their playtime.

Behaviours identified indicating moving to 'Yellow':

- Running inside of school
- Disrupting learning
- Inappropriate verbal interruptions
- Pushing in a queue or making hurtful actions
- Not following expectations at play times and lunch
- Misusing school property
- Not responding to a direct request by an adult
- Displaying inappropriate facial gestures or body language
- Destroying the teaching or learning environment

- Using hurtful words or swearing
- Not following social distancing guidelines or hygiene, including hand washing and sanitising
- Not following expectations about 'catch it, bin it, kill it' when coughing or sneezing
- Coughing or spitting at or towards any other person

Moving to Orange will be issued for persistent or reoccurring offences. The child will miss 10 minutes of their playtime.

Behaviours identified indicating moving to 'Orange':

- Persistent reoccurring offences or offences that have been repeated
- All of Yellow offences above

Moving to Red will be issued for more serious offences. The child will be issued with a 'Warning card' and the Headteacher will be informed. The child will miss all of their playtime (15 minutes), to reflect on their behaviour.

Behaviours identified indicating moving to 'Red':

- Low-intensity, high frequency behaviours that interfere with effective teaching and learning in our classrooms.
- Low-intensity, high frequency behaviours that interfere with children's ability to enjoy their playtime
- Displaying violence including actions that cause pain, injury or fear to children or adults
- Bullying
- Extreme abusive language, facial gestures or body language
- Racism
- Theft
- Threatening behaviour
- Vandalism of any kind
- Using the internet or mobile phones to harm or upset children or adults
- Any behaviour which is not in line with our four Golden Rules

The safety and well-being of all our pupils is paramount and undesirable behaviours will not be tolerated.

Persons responsible

The Headteacher, SENDCo, Staff, Parents and Pupils

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.

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents and meetings with parents on Scholarpack and the behaviour log in the Headteachers office
- Use restorative practices to promote respect, responsibility and honesty
- The senior leadership team will support staff in responding to behavioural incidents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school immediately of any changes in circumstance that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Pupils are expected to adhere to the following code of conduct:

- Behave in an orderly and self-controlled way

- Show respect to all members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly and walk around school
- Treat the school building and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school in to disrepute, including when outside school

Evaluation

This policy will be evaluated by Headteacher for its effectiveness in the autumn term 2023 and will form part of the Headteachers report to Curriculum committee meetings.

Resources

- See Appendix for guidance to using this policy.
- Training needs to be continued for all staff to feel comfortable with the teaching of pupils displaying challenging behaviours.
- This Behaviour Policy and Anti-Bullying Policy are available to help with groups experiencing difficulties.
- In extreme or urgent cases non-contact time can be provided for members of staff to work with the school SENDCo.
- There are P.S.E. ideas for activities available for all staff. The SENDCo keeps these resources.
- The 'Cherry Tree Books', (612), and 'Let's Talk About' series are in the library and deal with bullying, racism etc. etc.
- 'P.S.E.' file, books on Parachute Games, Circle Time, and Co-operative Games are available for staff to use.

Appendix to Behaviour Policy

Restorative practice

A restorative approach switches the focus to learning rather than conflict. It encourages pupils to think about how their behaviour has affected others. It helps children to develop respect, responsibility and honesty.

When pupils find themselves in conflict or upset we ask them:

- What happened?
- What were you feeling when it happened?
- What do you feel about it now?
- What needs to happen to put this right?
- What will you do differently next time?

We may also ask pupils:

- What would you think if this happened to you?
- What other choices could you have made?
- How could you make sure that this doesn't happen again?

'I' statements

- These can be used to convey the teacher's needs and concerns or to tune in to the pupils needs and concerns:
- 'I can see you're upset, is it because...' or 'I feel concerned/worried/upset, that you are...'

- It may also be directional
- 'I want you to put your hand up without calling out' or 'I want you to go back to your seat and work...'

Lunchtime Supervision

The school recognises the need for quality supervision on the playground at break times. All staff are aware of the need for supporting the behaviour of all children. All staff are aware of the need for particular vigilance in specific circumstances and should ensure they position themselves appropriately to supervise all areas. Staff should be on the playground before children leave the school building and last off the playground at the end of lunch/break times.

Children with Social, Emotional Behavioural Needs

The SENDCo will work with parents and class teachers to ensure that full consideration is given to any key factors which may affect a child's behaviour and will work alongside others to ensure that appropriate support is given, seeking external advice and help when appropriate.

Power to use reasonable force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom¹. At Clarborough School we ensure that we have members of staff who are trained in the use of Physical Intervention and should this ever be required the parents or carers of the child involved will be fully informed of the circumstances that led to this action being taken.

¹ *Behaviour and discipline in schools – January 2016 Department for Education*

Levels of Behaviour Management in school

Level		Pupil Behaviour	Teacher Action	Extra Support
1	These levels are managed by the class teacher	Pupil respects the rights of others, is co-operative and self controlled	Positively reinforce behaviour – specific feedback e.g. encouragement, sharing success, responsibilities, red book, gold points.	Involve colleagues, parents and whole school in pupil achievement.
Pupil				
2		Minor disruptions, talking, off task, poor concentration, low concentration levels.	Teacher seeks supportive solution with student, negotiating small steps to success. Use of loss of break times to complete work if appropriate, to reflect on disruption caused. Uses range of behaviour strategies	If necessary involve SENCo or HT to define problem and assist in solution.
Pupil				
3		Persistently infringes on the rights of others. Rude or disruptive behaviour. Continuing level 2 behaviour.	Teacher consults with colleagues and informs parents. Monitor with behaviour/incident logs and continue range of strategies	Involve support from HT.
Pupil				
4		Continually breaches the rights of others, verbal or physical assault, defiance or continued determination in behaviour.	Teacher consults with colleagues, support staff and parents. Behaviour / incident logs kept and reviewed with SMT. Modified playtime privileges, time out, daily behaviour report, agreed period of internal exclusion, withdrawal from school trip or other event	Involve HT, parent.

Pupil				
5 Tier 2+		Seriously violates the rights of others and shows no signs of wanting to improve e.g. abusive, poor effect on peers, uncooperative, verbal or physical assault.	Teacher refers the problems directly to SLT who will consider action in accordance with the appropriate policies, including the Restraint and Health and Safety policies. After discussion with pupil and parents internal or fixed term exclusion may be considered.	Involve HT, parent and other agencies.
Pupil				

*Tier 1 – Bassetlaw Behaviour Partnership agreed protocol

Monitoring

The behaviour of the children and success of this guidance will be monitored continually by SLT. Lunchtime and class incidents are monitored through Scholarpack and are analysed on a half-termly basis. Information about the behaviour of the children will be sought informally from the whole school community.

Non-Verbal Cueing

Non-verbal cues are a quick and effective way to raise a pupil's behavioural awareness. This could be pointing to your ears to indicate a group should be listening or holding up an open hand to indicate that the teacher would like a groups or classes attention. NB – when using cues it is important to be aware of emphasising or gesticulating in a non-threatening way (not pointing or tapping on a table for example).

Immediate consequences

Examples include: - sitting away from others (after repeatedly distracting fellow pupils) - working away from others (relocation in the room) - cool off time within the room. - time out, away from the activity or classroom.

Deferred consequences

Deferred consequences range from the 'chat after class', through to a lunchtime detention. A deferred consequence such as a detention should relate to the behaviour, e.g. finishing off work, or drawing pictures / describing what went wrong and how to fix it.

Safe Touch

Touch on the upper arm/shoulder to affirm an instruction or to provide physical reassurance. More than 'catching them being good' Children with high attentional needs and distracting, disturbing attentional behaviours also need to be taught how to gain fair and appropriate attention. To do this we need to directly teach them alternative patterns of behaviour and social skills. With all children we need to be aware of ensuring we have communicated in the best way for them e.g. discussion, modelling, drawing, social stories etc.

Hierarchy of sanctions

Taken from Behaviour Policy

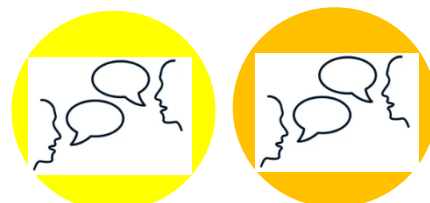
Positive reinforcement of what is right



Verbal warning to the child given globally



If undesirable behaviour continues, child to be verbally warned locally. They may change seats or isolation including "time out" enforced away from other pupils, child's name moved to 'yellow' or 'orange'



Loss of playtime to complete work under supervision



If undesirable behaviour continues; child to move their name to red, **SLT informed** and a 'Warning Card' will be given to the child to take home to parents/carers. Record kept by the class teacher on Scholapack and in the behavior log in the Headteachers office



If a child receives 3 warning cards within a half term, parents will be invited in to talk to the Head Teacher and will follow the **'My behaviour is being monitored'** behaviour plan



After 1 week on behavior plan – share week with parents
After week 2 on behavior plan – Review with parents and Headteacher

My behaviour is being monitored

Name	w/s		
	break	lunch	break
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
This week			

If behavior has not improved, work with SENDCO and parents at the next meeting to discuss next steps. Consider referral to Early Help or other appropriate agencies.



Behaviour has improved
No further action needed

Behaviour is still of concern
Arrange a meeting with SENDCO

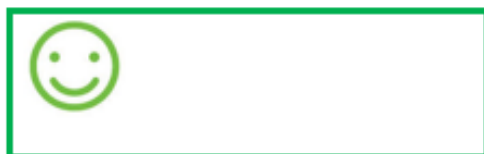
(Highlight as appropriate)

My behaviour is being monitored

Name _____ w/b _____

			break		lunch		break	
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								

This week





- Listens to instructions
- Engages well with learning
- Completes work
- Joins in with class discussions
- Sits in carpet/ table space
- Being kind to others
- Responds to feedback
- Shares equipment
- Plays with others



- Has to be reminded to make the right choice
- Not being kind to others
- May need support in having time out of the classroom to calm down and have thinking time



- Continues to disrupt others after behaviour plan followed
- Hurting other children physically
- Hurting staff physically
- Not respecting equipment
- Swearing at adults/ other children

Week 1 chart sent home

☐

Week 2 meeting arranged

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Behaviour has improved
No further action needed

Behaviour is still of concern
Arrange a meeting with SENCO

(Highlight as appropriate)