

Clearwell C of E Primary School

Behaviour Policy

Our Vision:

At Clearwell we encourage our children to be adventurous and creative. We want them to contribute to communities and to uphold Christian values in everyday life.

We will do this through our curriculum by giving them the opportunities to:

- experience adventures
- open up their creativity
- develop skills for life
- communicate confidently

‘Good behaviour is a necessary condition for effective teaching and learning to take place and an important outcome of education which society rightly expects’ –HMI (Education Observed, DES 1987)

Aims

- To encourage children to be responsible for their own behaviour and to show responsibility towards others, making thoughtful decisions that reflect their ability to know right from wrong.
- To develop an understanding of the consequences behaviour has on oneself and others.
- To develop empathy and a sense of community so that pupils are motivated to build positive relationships with others.
- For all stakeholders to have a mutual understanding of the meaning of ‘being good’.
- To help children move towards effective self-discipline and an ability to self-regulate when feeling under pressure.
- To enable a fair and consistent approach to maintaining good order and resolving inappropriate behaviour.
- To be consistent in setting high standards and expectations and carrying them out.
- To ensure that pupils and staff are properly protected from unacceptable behaviour.
- To make all stakeholders explicitly aware of procedures, strategies, rewards and consequences utilised here.
- To enable all children to take full advantage of the learning opportunities presented to them to maximise their chances of success.
- To foster high quality relationships between class teachers and their pupils, non-teaching staff and pupils, pupils and pupils, and adults and adults.

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Strategies- What do we do to help pupils behave well?

- Promoting and developing understanding of Christian values
- Promoting the key rule that encompasses the way we should behave towards each other- the Golden Rule: 'To treat others as we like to be treated'.
- Adults acting as positive role models.
- Giving positive reinforcement for 'good' behaviour that is of the nature that is desired-e.g. well done for... sitting up nicely, walking along the corridor etc.
- Making individuals feel valued by taking time to talk to them and giving them recognition for their effort.
- Fostering mutual respect by talking to children and in front of children in a positive polite way and showing concern and patience.
- Showing appreciation of each child's best efforts.
- Involving children in the decision making for class rules.
- Ensuring lessons are engaging, well planned, well-resourced and providing appropriate levels of challenge and support.
- Acknowledging positive learning behaviours.
- Giving children responsibilities and encouraging them to join in with school clubs and events.
- Encouraging children to show initiative and demonstrate courageous advocacy, e.g., raising money for charity.
- Ensuring supervision is on time, in place and is proactive in reminding children of rules of which ensure their safety.
- Monitoring the behaviour of pupils which causes concern and supporting pupils to make appropriate choices.
- Proactively ensuring orderly movement around school.
- Providing opportunities to learn about positive relationships and appropriate behaviour choices in structured CPSHE lessons, including Circle Time sessions.
- Communicating with parents about intentions and strategies.
- Use of rewards and sanctions (see below).

To have a set of rules and expectations, based on our Golden Rule, that are necessary for good order, fairness and safety and be consistent and insistent on their implementation in class and across the school:

To treat others as we like to be treated through the following:

- Showing good, proactive listening skills
- Waiting to speak when others are talking unless it's an emergency
- Staying calm and putting across opinions or points of view in a reasonable manner
- Demonstrating good manners by saying please and thank you, holding doors for each other, saying 'Good morning/afternoon/excuse me/please/thank you!'
- Looking after school and its resources and the belongings of others
- Having kind hands, kind feet and kind words
- Being welcoming to others and encouraging others to join in activities and games
- Joining in cheerfully with school activities and making the most of opportunities
- Always working hard and trying to do the very best you can

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- Celebrating the successes of each other with generosity
- Using hushed voices around school
- Sitting silently while waiting for worship to begin
- Lining up in the correct order without fuss or reminding
- Responding to the whistle on the playground appropriately and immediately
- Complying with reasonable requests by all adults in school
- Picking things up and take an active part in tidying up
- Asking permission before leaving the classroom
- Staying on the school site once you have arrived
- Keeping the agreed classroom rules

Rewards

- Visual signs- smile, nod, thumbs up
- Verbal praise –in proportion to the behaviour- praise nearby good behaviour to pass on the idea.
- Green dojos (house points) which go towards the awarding of the House cup on a weekly basis and the earning of a termly class treat
- Top Learner and Christi-Angel certificates
- Photocopy work to take home/ invite parents in to see work
- Visit Headteacher to show good work or for kind thoughtful actions towards others
- Opportunity to share work in Celebration Worship
- Informing parents of achievements via Dojo or at the end of the day
- Praise letters to be sent home for especially good behaviour achieved consistently over a significant amount of time
- Graded whole class treats based upon accumulation of Dojo points
- Termly Head Teacher's Award

Some of these rewards may be used from time to time to encourage fresh motivation

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What do we do for those children who are having difficulty with regulating their behaviour?

We acknowledge that all children will make mistakes with regard to their behaviour choices. As a school, we are committed to supporting children to develop their capacity to make appropriate behaviour choices and to consider how they can make amends for their errors. We will not label children and will support children to move forward when things have gone wrong, giving them a chance to have a fresh start and show they are determined to learn from their mistakes. On occasions, individual children may require additional support in this area of their development. In these instances, we will adopt some or all of the following measures:

- Parents will be invited into school to discuss behaviour exhibited and how the pupil can be supported to improve the choices they are making
- Behaviour book/star chart may be introduced where appropriate
- Referral to the SENCO with support formalised through a My Plan/Pastoral Support Plan
- Referral to external agencies where these are appropriate
- Managed Move to another setting
- Suspension (formerly fixed term exclusion)
- Permanent exclusion

Exclusion from school is a last resort and the school will follow DfE guidelines before initiating this

Consequences

- Non-verbal encouragement to regulate behaviour – a “look”, agreed non-verbal cue
- Verbal encouragement to regulate behaviour
- Verbal reminder of consequences
- Use of restorative conversations with decisions taken about how to make amends. (These may include verbal or written apologies or missing break-times)
- Internal “suspension”
- Suspension (formerly fixed-term exclusion)
- Permanent exclusion
- Managed Move to another setting

The consequence which follows a transgression will vary dependent upon the seriousness of the incident and the circumstances surrounding it. **See Appendix for some examples of consequences linked to particular behaviours**

We seek to avoid the need for suspension and permanent exclusions at all times but will follow the DfE guidance, **Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including Pupil Movement** (August 2024), which says

“A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school’s behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion.”
(p12)

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In the event of a first-time suspension, a referral will be made to the Education Inclusion Service if advice has not already been sought. This is with the intention that a potential permanent exclusion can be avoided.

We expect all members of our school community to be respectful to others at all times. Action will be taken against pupils or parents who are found to have made malicious accusations against school staff including **derogatory remarks on social media**

Principles of applying the policy

- Ensure consistency in approach on all occasions and by all staff so that children are aware of the expectations regarding behaviour and feel secure as a result
- Ensure that any consequences enforced are appropriate and proportionate to the level of behaviour exhibited
- Endeavour to provide support for pupils who have difficulty regulating their behaviour and being aware of potential triggers to avoid escalation wherever possible
- Consider the effect of any incidents on all pupils and the damaging effect of “shame” when addressing issues
- Staff should be gracious when accepting an apology from a pupil
- Aim to develop empathy for others when carrying out restorative conversations
- On the playground use the whistle to attract children’s attention quickly to avoid incidents escalating e.g. play fighting, piggy backing etc

Home school agreements

The standard of behaviour expected of all pupils is included in the school’s home-school agreement which parents and pupils will be asked to sign following their child’s admission to school

Equal Opportunities

Children will be treated fairly, but appropriately for their age, regardless of gender, race social background, ability and beliefs

This policy is cross referenced to our Anti-bullying Policy, Confidentiality Policy, CPHSE Policy, Physical Intervention Policy, Racial Equality Policy, Gender Equality Policy, Teaching and Learning Policy, Safeguarding Policy and SEN policy including acknowledgement of the school’s legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN)

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Appendix – examples of behaviour and their sanctions. Please note these will always be at the discretion of the Head Teacher and/or Governing Body

1	Low level disruption in class	Non-verbal reminder of expectation
2	Repeated low-level disruption in class	Verbal encouragement to regulate behaviour/verbal reminder of consequences/missing part or all of break time, possibly to complete work
3	Being consistently disruptive in class/Refusal to comply with a reasonable request	Restorative conversation; parents contacted/ written warning internal suspension
4	Inappropriate language	Restorative conversation; written warning. Parents informed
5	Swearing at a member of staff/ disrespect/insolence	Restorative conversation; written warning and internal suspension. Further incidents = suspension. An exclusion will be considered if behaviour persists.
6	Physical assault on another child	Restorative conversation; verbal warning/written warning/or suspension depending on the seriousness of the incident and if this is a first or repeated offence. Parents informed
7	Homophobic behaviour/comments Racial harassment	Restorative conversation; verbal/written warning. Reported to County Council. Suspension if behaviour persists
8	Bullying including cyber bullying, emotional, prejudice-based, discriminatory, physical and social bullying	Restorative conversation; verbal warning, / parents contacted,/ written warning, /suspension; an exclusion will be considered if behaviour persists. Possible police involvement.
9	Damage to property/criminal damage	Restorative conversation; parents contacted. Possible police involvement. Reparation expected. Possible suspension or exclusion for persistent behaviour
10	Theft	Restorative conversation; parents contacted. Possible police involvement. Reparation expected. Possible suspension or exclusion for persistent behaviour
11	Physical Assault on a member of staff, drug dealing, sexual assault	Suspension or exclusion for persistent behaviour. Possible police involvement depending upon the nature of the incident.
12	Carrying a weapon or anything that could be used as a weapon with intent to cause harm.	Parents contacted. Possible suspension or exclusion for persistent behaviour. Possible police involvement depending upon the nature of the weapon