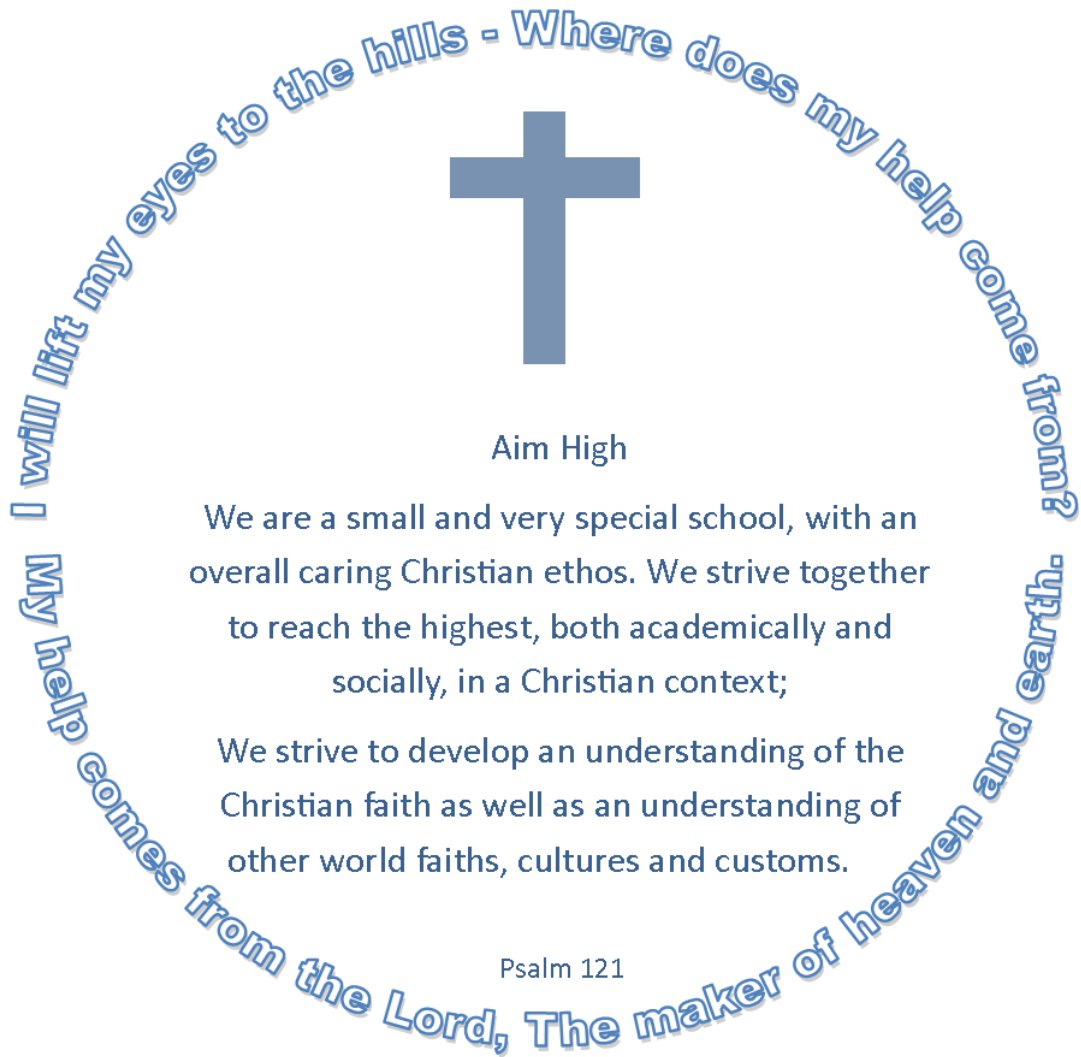


Behaviour Policy



Clive Church of England Primary School and Nursery

Date of last review: January 2024
Date for next review: January 2026



Aim High

We are a small and very special school, with an overall caring Christian ethos. We strive together to reach the highest, both academically and socially, in a Christian context;

We strive to develop an understanding of the Christian faith as well as an understanding of other world faiths, cultures and customs.

Psalm 121

Respect, Responsibility, Resilience

Rationale

Where behaviour is good, teachers can teach and children can learn. Where discipline is positively structured, visible and fair, and high standards of behaviour are expected and supported, children feel happy and safe and are able to succeed. This policy is designed to promote good behaviour by stating what is expected and outlining systems which are followed at our school to reward good behaviour and challenge unacceptable behaviour as necessary.

Aims and Principles

At Clive C.E. Primary School we have a strong, Christian ethos, with intrinsic values based upon mutual respect, consideration and care for every member of the school community. Our values of respect, responsibility and resilience are embedded in everything that we do.

All staff and volunteers in school model positive behaviour and trust; have high expectations of children's behaviour and deal with behaviour fairly and consistently. We expect children to take increasing responsibility for their actions and be caring, considerate and respectful towards others. Staff support the children to develop self-regulation throughout school.

We have a positive approach to behaviour management; effort is recognised and valued and children are supported and encouraged in their efforts to behave and achieve well. We promote polite, respectful behaviour and encourage children to think carefully about how their actions affect others. Children are taught conflict resolution strategies to support them in developing strong, healthy relationships in order to enable them to become positive, responsible citizens of the future.

We aim to:

consistently maintain a friendly, supportive and caring atmosphere in which children and adults work together with respect and consideration towards each other;

create a calm, positive environment in order to allow effective learning to take place and to ensure that children feel safe, happy and secure;

develop responsible behaviour and self-regulation;

ensure consistency in the approach, rules, rewards and sanctions employed by all staff;

encourage all children, staff and parents to actively support the policy.

School staff discuss and reinforce our school values regularly with the children. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of disappointing behaviour, the class teacher discusses these with the whole class during 'circle time'.

We actively encourage good behaviour by:

- having a clear system of rewards;
- rewarding good behaviour as well as good standards in attitude and work;
- giving responsibilities and privileges within and beyond the classroom;
- praising examples at the time they are seen - and reinforcing messages during worship;
- having high expectations of children;
- treating children fairly, with respect and understanding;
- positively re-enforcing school values consistently;

Rewards

At our school we reward good behaviour, as we believe that this will develop an ethos of kindness and co-operation. Our positive approach is designed to promote good behaviour, rather than merely deter anti-social behaviour. A child's efforts to behave well are part of his/her overall attitude to school. Recognition of this by adults can give a boost to a child's self-esteem. Rewards are given for examples of commendable behaviour by the whole class in order to encourage team spirit and improve morale, and also to individuals for their good behaviour, effort and achievement. Children's individual achievements are also recognised at the weekly 'Celebration Worship' and by 'WOW' texts being sent home.

School Rewards

Examples of school rewards are:

Praise and encouragement – WELL DONE!

Golden Time

Stickers

Dojos

Referral to the Assistant Headteacher/Headteacher

Sanctions

Despite the emphasis on positive behaviour management to encourage children to choose to behave well, sanctions are occasionally required to deter unacceptable behaviour. We follow a restorative justice approach which encourages children to take responsibility for their actions, and the impact they have on others, and reflect on their choice of behaviour, making amends wherever possible.

The following steps are shared with children to encourage them to make the right choices and help them to understand the consequences of inappropriate behaviour.

School Sanctions

Verbal Reminder

Loss of privileges

- Playtime
- Lunchtime
- Responsibilities

Loss of Golden Time

Parents involved

Referral to the Assistant Headteacher/Headteacher

Extreme Behaviour

In the event of violent, offensive or dangerous behaviour the Headteacher or Assistant Headteacher should be notified immediately. Should a child exhibit such extreme behaviour that they need to be removed from the classroom, the class teacher should send a message to the Headteacher or Assistant Headteacher. There may be occasions where the use of restrictive physical intervention is appropriate, e.g. if a child is hurting him/herself or others. Any intervention used will always be minimal and in proportion to the circumstances of the incident.

Extreme behaviour includes:

Verbal / physical abuse to adults/children

Racist remarks or behaviour

Inappropriate sexual behaviour

Persistent and deliberate hurting of other children

Persistent defiance to adults, both verbally and non-verbally

Theft or deliberate damage to property belonging to school or others

Staged approach for dealing with unacceptable behaviour

At Clive C.E. we operate a staged approach to behaviour self-regulation.

Everyone is responsible for their own behaviour and is supported and encouraged to make the right choices and behave appropriately. It is expected that children will manage this independently but some may need additional support to develop strategies for managing their feelings, e.g. anger management support from a Learning Mentor, children with SEN. Time out may also be used on occasion to encourage quiet reflection and engage in individual strategies to help with de-escalation.

Stage 1	Minor incidents, e.g. time wasting or being unkind, are resolved through discussion, either 1:1 with the class teacher/support staff or through whole class circle time. Any consequent loss of free time is managed by the class teacher.
Stage 2	Repeated/more serious incidents of inappropriate behaviour, e.g. rudeness or disrupting the learning of other children, are managed by the class teacher who will impose an appropriate sanction (strikes). Class teachers also inform the parents/carers that their child is causing some concern, is being monitored closely and may require additional adult support and encouragement at home to help modify the behaviour. At this stage, recording of our concerns is implemented.
Stage 3	<p>Where no improvement is made or in the event of a serious matter, e.g. hurting another child or defiance, the child is referred to the Assistant Headteacher or Headteacher and a written record is made of the incident(s). Parents are informed and a meeting, involving the parent, class teacher, Assistant Headteacher or Headteacher and the child, is held to agree targets to help the child to rectify their behaviour.</p> <p>The class teacher will be responsible for monitoring these targets and parents may be asked to make regular contact with the class teacher to review progress towards them.</p> <p>During the period of monitoring, privileges may be reorganised or withdrawn.</p> <p>A review meeting involving the child, parent, class teacher and Assistant Headteacher and or Headteacher will be arranged and the child's progress towards the targets will be discussed. If necessary, there may be a further period of recording with a review date fixed.</p> <p>Where the targets have been fully met and the child has made significant progress, their behaviour will be monitored by the class teacher. Regular but less frequent contact will be maintained with the parent – e.g. by way of the home-school book.</p>
Stage 4	<p>More serious behaviour concerns, e.g. bullying, aggressive or extremely disruptive behaviour, are passed onto the Assistant Headteacher/Headteacher immediately and discussed with parents as a matter of urgency. Privileges are withdrawn and targets for improvement agreed, with immediate behaviour regulation expected. Targets will be reviewed after a short period of time.</p> <p>Where little or no improvement is made, or in the event of a repeat of a serious incident, further agencies may be contacted by the Headteacher, e.g. Educational Psychologist, Behaviour Support Team, School Nurse, Doctor or Social Services, Early Help.</p>
Stage 5	<p>If after all the previous stages have been followed, a child continues to behave inappropriately, the Headteacher can exclude the child either temporarily or permanently.</p> <p>Exclusion is a last resort but instances of very serious behaviour, e.g. verbal or physical abuse or threats to any member of staff, assault on another child, which results in outside medical attention being sought, repeated violent acts, serious vandalism to school property or repeated disruption resulting in prolonged interruption to other children's work, will result in exclusion.</p> <p>If the incidents occur at lunchtime the child may be excluded from the premises at lunchtime. His/her parent will be asked to collect and return them at the appropriate times.</p> <p>In the event of violent, sexually abusive or racially motivated incidents or incident of abusive language on another member of the school community or serious damage to property, the previously defined stages will be bypassed. The child responsible may face temporary or permanent exclusion from the school. (Racially motivated incidents are logged and reported to Shropshire Education Authority).</p> <p>The Headteacher is responsible for making a decision regarding exclusion.</p> <p>The Headteacher will inform parents of the decision to exclude their child and for how long verbally and in writing, asking for support. The class teacher and Assistant Headteacher will be kept informed throughout.</p> <p>The Headteacher will inform the Governing Body of any exclusions or transfers to other schools.</p> <p>Following a temporary exclusion from school, a child will be re-admitted on condition that monitoring demonstrates that targets set are being met. This means that the child's class teacher will be asked to complete a daily report (and the lunchtime supervisors at lunchtime is appropriate). At the end of each day this report will be shared with the Headteacher for approval.</p>

