# Behaviour Policy

Clifton Primary School

A World of Learning Together

## 1. Mission Statement

Our vision for Clifton Primary school is to enable all children to achieve their full potential in a safe, welcoming and happy learning environment.

We will strive to create responsible citizens who are independent and confident lifelong learners equipped to meet the challenges of a changing future.

This will be achieved within an inclusive school that values every individual and celebrates the diversity of our community.

## 2. Aims

- Have high expectations of children and provide varied learning experiences within a broad and balanced curriculum;
- Provide a stimulating, attractive and interactive environment that promotes learning;
- Ensure that all children have an equal opportunity to achieve their full potential – this is achieved through positive action regarding culture, religion, gender ability and aptitude;
- Nurture a learning community of families, governors and other individuals to enrich educational opportunities;
- Develop self-esteem respect and social skills enabling children to form positive relationships within school and in the context of a modern multi-cultural society. This is developed through the British Values of: Democracy; Rule of Law; Individual Liberty; and Mutual Respect and Tolerance of Culture, Faith and Others.

## 3. Rationale

At Clifton, we believe that a positive and consistent approach is extremely important. Effective learning is supported by good relationships, an atmosphere in which everyone feels valued and an environment where children are encouraged to take responsibility for their behaviour.

### 4.i Standards of Behaviour and Expectations at Clifton

At Clifton, we have high expectations of children's behaviour. Our conduct is underpinned by three key rules:

- **Respect** each other
- **Care** for everyone and everything
- **Listen** carefully and make good choices

### 4.ii 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 can include:

| Type of bullying | Definition |
|---|---|
| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another's belongings, any use of violence, unwanted physical attention or inappropriate touching |

| | |
|---|---|
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing, racial taunts, insults based on gender or explicit sexual remarks |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites |

Bullying is not tolerated at Clifton. We run an 'Anti-bullying' week across school each year in September; further work is embedded within our PSHE curriculum. Incidents of bullying are taken seriously and are dealt with in line with the Behaviour policy.

**4.iii Child on child abuse**

Child on child abuse is most likely to include, but may not be limited to:

- Bullying (including cyber-bullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- Sexual violence and sexual harassment
- Sexting (also known as youth produced sexual imagery)
- Initiation/hazing type violence and rituals

At Clifton, our Child Protection Policy and the procedures we have in place minimise the risk of child on child abuse. Staff are trained to challenge any inappropriate behaviour that may lead to this. Staff are clear that sexual violence and sexual harassment is not accepted, will never be tolerated and is not an inevitable part of growing up. Staff do not tolerate or dismiss sexual violence or sexual harassment as 'banter', 'part of growing up', 'just having a laugh' or 'boys being boys'.

**5.Roles and Responsibilities**

**5.i The Governing Body**

The Governing Body will review this behaviour policy in conjunction with the head teacher and monitor the policy's effectiveness, holding the head teacher to account for its implementation.

**5.ii The Head Teacher**

The head teacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body. The head teacher will also approve this policy. The head teacher 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.

**5.iii Staff**

**Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.**

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
    - Greeting pupils in the morning/at the start of lessons

- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

The senior leadership team will support staff in responding to behaviour incidents.

**5.iv Parents**

Our behaviour policy relies upon close co-operation between parents, teachers and children.

- Parents should discuss the school rules with their children and emphasise their support of them;
- Parents should be familiar with the behaviour policy and the Zone Board;
- Parents should work in partnership with the school to resolve behavioural issues as soon as possible;
- Parents need to sign the home school agreement when their child starts Clifton Primary School.

**6.i Our Behaviour Framework (Appendix 1)**

Our 'Behaviour Framework' outlines the behaviour management approaches and strategies used at Clifton to ensure that all staff have a consistent approach. This offers clear procedures that are categorised into positive and negative consequences. In addition to this, our 'Behaviour Policy' outlines procedures for play time and lunchtime behaviour management and de-escalation strategies.

Behaviour management in the classroom at Clifton is based on the 'Zone Board'. When children demonstrate good behaviour in lessons they can move up the Zone Board. If poor behaviour is demonstrated they move down the Zone Board.

The views of the child are taken into consideration with regard to rewards and sanctions. (Article 12 UN Convention on the Rights of the Child- respect for the views of the child).

Where sanctions are given they will not be degrading, but will encourage children to reflect on their behaviour (Article 37 Article UN Convention on the Rights of the Child – inhumane treatment and detention).

**6.ii Positive consequences of behaviour**

The Zone Board is used to help achieve our expectations and enable children to excel in their learning. All children begin on 'Green' at the start of every day. By displaying positive behaviour and an excellent attitude to learning, children can move up through the Zones of 'bronze' and 'silver' to reach 'I reached the stars!' Two children each week should Reach for the Stars from each class. Children reaching the top of the Zone Board will also be recorded by the class teacher for our records. All children will 'Reach the Stars' at least once in the year.

If a child reaches the top of the Zone Board, the class teacher will complete a postcard to be sent home. This is taken to a member of the Senior Leadership Team who will put a sticker on their postcard and give them a golden ticket that will be placed in a golden prize box to be drawn at the end of each half term. These children will be asked to stand up in their weekly assembly.

**6.iii. Negative consequences of behaviour (Appendix 1)**
This is a comprehensive list of our positive and negative consequences of behaviour. However, it is not an exhaustive account. All staff must use their professional judgement to make appropriate decisions that take account of the individual child's emotional, social and health issues.

**6.iv 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.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

**6.v Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the way to or from school.

**6.vi Restraint**
In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents.

**7. Managing Play and Lunchtime Behaviour (Appendix 2)**

We promote good behaviour at break times and lunch-times through:

- a range of supervised play activities in the playground;
- specific areas in playground for ball games, quiet time etc.;
- sports/-play leaders for younger children;
- positive rules being displayed;
- training and sharing of good practice for lunch-time supervisors;
- individual programme of planned activities for children who find this time difficult;
- rules for the dining hall;
- staff eating with children at dinner time;
- time out for inappropriate play-time behaviour;
- learning mentors and members of the SLT being on duty daily.

The following procedures are followed for inappropriate behaviour at playtime and lunch time:

- a verbal warning;
- reflection time for 2-5 minutes by the wall or with a lunchtime dinner supervisor or learning mentor;
- time out with a member of SLT.

Some behaviour may result in immediate time out from the playground and parents will be informed of serious incidents. All incidents are recorded on Behaviour Watch.

For serious playtime incidents, members of the SLT will use their professional judgement to select and implement the most appropriate strategy which may include, in agreement with parents, pupils being sent home for lunch.

**8. De-escalation Strategies**

The staff at Clifton Primary School use a variety of tools and strategies to avoid confrontational situations that could lead to negative consequences. These strategies include;

- planned ignoring – stepping away from children and expecting them to follow the instruction when you return;
- planned ignoring - rewarding pupils who are showing the desired positive behaviour;
- use of humour – only if it is used to maintain a positive and professional relationship with the child;
- distraction;
- re-focusing the child's interest;
- changing the activity if appropriate;
- taking small manageable steps where the child can confidently succeed;
- appropriate use of body language;
- recognising the child's anxieties and verbalising these in a calm manner;
- providing an increased level of support if appropriate;
- offering alternative actions for the child to take;
- using personalisation, previous ~~successes and~~ positive events and relationships, to remind the child of a similar situation where they had been successful;
- clearly outlining the positive consequences if they make a good choice;
- removing the audience – using a quieter place or moving the other children away;
- remaining firm, fair and caring at all times.

## Appendix 1: Clifton Primary Behaviour Flowchart

Teaching staff are responsible for setting the tone and context for positive behaviour within and outside of the classroom.

| Zone Board | | |
|---|---|---|
| | Displayed behaviours | Strategies for Improvement |
| Green Zone | • Following school rules and classroom routines.<br>• On task.<br>• Good manners. | **If a child demonstrates poor behaviour, a number of strategies are used to help them make the right choices**. These are:<br>• verbal prompts (reminders and warnings);<br>• reminder of the school rules;<br>• praising other children who are following the rules. |
| Amber Zone | • Inappropriate shouting out.<br>• Misuse of equipment.<br>• Low level disruption.<br>• Off task.<br>• Inappropriate out of seat.<br>• Meanness to other children. | If children continue to demonstrate poor behaviour, they will be moved down the Zone Board to 'Amber'. **This should be accompanied by the following strategies to help them improve their behaviour:**<br>• moving to another area of the classroom to work;<br>• completion of work during break or lunch-time in the classroom supervised by the class teacher;<br>• use of 'time out', in a small quiet space (within the classroom), offering a space for children to calm down. |
| Red Zone | • Persistent disruption.<br>• Foul or vulgar language and swearing.<br>• Rudeness to members of staff.<br>• Physical violence.<br>• Damage to equipment or school property.<br>• Unauthorised exit from the classroom.<br>• Theft.<br>• Intimidating or threatening behaviour.<br>• Use of a weapon or an object that is intended to be used as a weapon.<br>• Racial, homophobic or sexist behaviour. | If a child refuses to improve their behaviour OR there is a serious one off incident they will be moved into the 'Red Zone'.<br>1. The child will be taken to another classroom to complete their work where they will receive minimal attention.<br>2. The class teacher will inform parents at the end of the day or a call will be made home.<br>3. The class teacher will log the incident on the Phase Red Zone log (on TEAMS).<br>4. If the incident is deemed to be serious, it may be escalated to SLT and other action may be taken. This will be recorded on SIMS by the class teacher.<br>5. The child may return to the classroom at the end of the lesson when they can show that they are calm and can follow instructions.<br>6. The child will be praised on their return to class and will move up to the Green Zone at the start of the next lesson. |

Dangerous or threatening behaviour including the use of anything that could be used as a weapon. Possession of harmful substances (e.g., vapes) in school. Verbal or physical abuse of staff. Inappropriate use of a mobile phone.

Poor behaviour in class managed by the class teacher using the ZONE BOARD

If a child reaches the Red Zone this is recorded by the class teacher on the Red Zone Log (Teams)

**If the incident is deemed to be serious**, the incident will be escalated to a member of SLT and they will decide on the action to be taken.

**Class teacher will record the incident on SIMs** AFTER the incident has been dealt with.
SLT can add the action and their comments.

If there is continued persistent low level behaviour or recurrent Red Zones, there will be an observation by SLT and a Behaviour Environmental checklist will be completed with the class teacher. Support may be required to improve class teacher's behaviour management.

If there is continued poor behaviour individual targets will be set with class teacher, Phase Leader and Learning Mentor.
**Recorded on SIMs by class teacher.**
Ongoing review of progress towards achieving targets by class teacher. Parents informed.

After the identified time period the targets are reviewed by the class teacher, Phase Leader and Learning Mentor.
Parents are informed of outcome.

Limited or no progress. Possible referral to external agencies, review of SEND needs and further period of support. Review of class teacher's behaviour management strategies.

**Risk of exclusion (fixed or permanent).**
**Reintegration and follow up support plan written by Phase Leader, Class Teacher and Learning Mentor.**

**Appendix 2: Clifton Primary Lunchtime Behaviour Flowchart**

Teaching staff are responsible for setting the tone and context for positive behaviour within and outside of the classroom.

Dangerous or threatening behaviour including the use of anything that could be used as a weapon. Verbal or physical abuse of staff.

Low level inappropriate behaviour displayed:
not listening;
not sharing;
not following game rules.
If repeated send to TIME OUT in the playground.
**Dinner supervisor reports to class teacher who will reinforce their expectations for good playground behaviour from the class.**

**Time Out Bench/ Area outside**

More serious inappropriate behaviour:
fighting;
swearing;
discrimination;
disrespectful to staff.

**SLT ON DUTY**
Member of SLT will keep child with them. If the child needs to be taken out of the playground they will be taken to another SLT office (not on duty). The member of staff who dealt with the incident will record it on SIMS and ensure appropriate action is taken.
**SLT reports to class teacher who will reinforce their expectations for good playground behaviour from the class.**

If there is persistent poor behaviour then individual lunchtime targets will be set with class teacher, phase leader and learning mentor. **Recorded on SIMS by class teacher.**
Ongoing review of progress towards achieving targets by class teacher. Parents informed.

After the identified time period the targets are reviewed by the class teacher, Phase Leader and Learning Mentor.
Parents are informed of outcome.

Limited or no progress. Possible referral to external agencies, review of SEND needs and further period of support.

**Risk of exclusion (fixed or permanent).**
**Reintegration and follow up support plan written by Phase Leader, Class Teacher and Learning Mentor.**