

Issued: January 2025
Review: September 2025

BEHAVIOUR POLICY 2024 – 2025



Rationale:

At Clutton Primary School, we believe that every member of the school community has a responsibility for behaviour and everyone has the right to feel valued and respected. All staff and pupils have the right to fulfil their potential and develop their talents in a safe and secure environment where effective teaching and learning can take place. It is our belief that good behaviour needs to be consistently and positively encouraged and valued. This policy clarifies how the school promotes good behaviour and will also set out sanctions used when a pupil misbehaves. As a school, we aim for pupils to be the best they can be.

Aims:

At Clutton Primary School we believe that all members of our school should be able to work and play together in a caring, happy, co-operative atmosphere.

This behaviour policy sets out our measures for children to:

- Learn the difference between behaviour that is acceptable and unacceptable.
- Develop self-discipline, the ability to learn independently and work cooperatively.
- To learn to respect themselves and others, valuing diversity of culture and accepting differences of opinion.
- Develop a proactive reaction to bullying and abuse.
- Have positive self-esteem, so they feel good about themselves
- Be given clear, simple rules accepted by all and consistently applied by all members of staff.

Parents and teachers will work together in finding constructive solutions to any situation involving their child which is causing concern.

Purpose:

- To enable children to feel and be safe and secure.
- To enable children to solve their problems calmly and openly.
- To enable children to feel confident in a system to which they have contributed and in which they can trust.
- To achieve consistent expectations by all concerned.
- To devise consistent sanctions and rewards throughout the school.
- To achieve a working environment that is free from disruption through negative behaviour.
- To recognise, support and praise behaviour which reflects our aim, visions and values.
- To achieve a working environment that is free from low-level disruption through negative behaviour.
- To create and encourage a code of conduct which will act as a model beyond the School.

Behaviour in and around our school will reflect shared values, be clearly expressed, discussed and agreed by all and consistently enforced.

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Our School Values:

Children at our school are well behaved, caring, kind and honest. They are proud of the contribution they make to the wider community.

Respect : To strongly encourage children to think of others and develop a respect for others views and property and appreciate all that we have.

Craftsmanship: To learn from, and be inspired by the best. To have the highest aspirations and expectations for ourselves and others, and consistently work hard to achieve these.

Resilience: To develop the ability to bounce back from adversity, failure or challenge and see them as necessary steps for learning.

Class and school values will be regularly referred to and renewed. These will be displayed prominently in the classroom and followed by all those working in that class. There will be regular circle times and PSHE (Personal, Social, Health and Economic Education) class assemblies to highlight and reinforce good behaviour and discuss and resolve any problems/worries in a calm, non-threatening structured atmosphere.

Incentives and Rewards:

Everyone attending Clutton Primary School should be aiming for the highest standards of behaviour in and around the school. It is expected that the children live up to these high standards because it is the right thing to do and should not need to be extrinsically rewarded.

However, children making good choices or trying their very best will be asked by their class teacher to visit the Head's office to share their work and be rewarded with a sticker/and or certificate to acknowledge their achievement.

Children **always** doing the right thing and making the right choices may be invited to an 'Always' tea party with the Head of School/Executive Head which will be held three times a year.

A staged and structured reward system is in place which allows children's behaviour and learning behaviours to be celebrated at an individual and collective level.

- Praise from adults and peers in and around the school when values are modelled.
- House points are awarded on an individual basis, resulting in a collective treat for the House with the most points at the end of each term
- Celebration assembly where a child in each class will be awarded with a Head's Certificate.
- Special achievements of learning outside school are celebrated in assembly each week.
- KS1 and KS2 Celebrating Clutton annual award ceremony, where trophies are awarded for outstanding contributions made.

In addition, each class teacher may also use extra reward systems unique to their class, for example 'pom poms in a jar' earned for good behaviour resulting in a whole class treat.

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Sanctions (Non-visible, but noted in a class behaviour book)

One reminder will be given first each day, to give each child a chance to improve their behaviour, which will then be followed by:

Strike 1: Name recorded in the class behaviour book and 5 minutes of time lost from the next break

Strike 2: Name recorded in the class behaviour book and 15 minutes of lunchtime lost. This incident will be emailed to parents

Strike 3: Sent to a member of our Senior Leadership Team and parents are invited into school for a meeting with their child's teacher.

Strike 4: Removed from their classroom with work to complete for the remainder of the school day.

Strike 5: Internal exclusion

An internal exclusion may also be given out for reaching Strike 3 on regular occasions

THIS IS A WEEKLY PROCEDURE AND DOES NOT RESET EACH DAY

After 2 internal exclusions a meeting with parents, their child, their child's teacher, Head of School and Executive Head will be held. At this point discussions around external suspensions would be held.

Each class will keep their own record of sanctions given in a behaviour book, which will be handed to the Head of School or Executive Head upon request.

Identified children may be issued with a Behaviour Support Plan - written by the teachers in consultation with the child and parent - will show adaptations to their day that is aimed to support them towards behaving in line with their peers. This may include, but is not limited to: movement breaks, adapted curriculum, access to an adult mentor within school, implementation of individual strategies recommended by outside agencies.

These children are still expected to demonstrate the school values.

Note:

In extreme cases, it is at the Executive Head/Head of School's discretion to move from the staged approach. All aspects of violence, both physical and verbal, will be dealt with by the senior member of staff in school. Behaviour incidents which need to be investigated will be recorded on 'My Concern'.

Suspension or Permanent Exclusions:

In very exceptional circumstances it may be necessary for a child to be suspended from school. The Executive Headteacher or Head of School will decide whether to suspend a child or permanently exclude, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. The school can make these decisions after investigation on the basis of what is most likely to have happened. The school Governors will also be notified at this point, as will the Trust. Please refer to the MNSP Suspension and Exclusion Policy for further details.

Incidents of discriminatory abuse (racist, sexist, homophobic or disablist) will not be tolerated in the school and should be challenged accordingly. Any such incidents will be reported immediately to the Head/senior staff member in school. They will be fully investigated, reported upon, parents/carers contacted and will be reported to the Chief Executive of the Multi Academy Trust (MAT)

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Responsibilities:

Every member of the school community has responsibilities in promoting good behaviour at Clutton. No adult should pass on responsibility for a child's inappropriate behaviour to another. Parents, carers and governors have a responsibility to support the Head of School/Executive Head in supporting the behaviour policy.

Collective responsibility in school:

- The Executive Head has overall responsibility for monitoring that the practice in school reflects this policy document. This is checked by the Chair of Governors and reported on in both head teacher and link governor reports as appropriate.
- All staff have the responsibility for the practice of the policy in school.
- At the start of each new year, all children have an opportunity to help formulate their own classroom rules as well as complying with the school's Code of Conduct.
- Class Teachers are responsible for ensuring that the children understand our school values and for ensuring that the policy is put into practice in the classroom. This role is supported by all other members of staff within the school.
- Senior Leaders, in conjunction with the Senco (Special Educational Needs Co-ordinator), will liaise with staff to ensure that they are aware of any strategies which may need to be adjusted or adopted for individual children.
- Learning Support Assistants and SMSAs (lunchtime staff) have a responsibility for ensuring that the policy is carried out, and that school values and expectations are upheld at lunchtimes
- It is the responsibility of the class teacher/SMSA/TA (teaching assistant) to record significant incidents of inappropriate behaviour on 'My Concern'.

Lunchtime behaviour procedure:

A child deemed to be behaving inappropriately, (e.g. fighting, swearing, threatening behaviour, lack of respect to adults etc.) or any action which endangers themselves or others (e.g. silly behaviour inside toilets, running in school etc.) will be immediately asked to wait outside the staff room/Head's office where a member of teaching staff will investigate the situation. Sanctions e.g. missing the following playtime will be implemented at the discretion of the teacher dealing with the situation.

The role of Governors:

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing this effectiveness. The governors support the Executive Head/Head of School in adhering to these guidelines. The Head of School has the day-to-day authority to implement the school's policy on behaviour, but governors may give advice about particular disciplinary issues. The Head of School/Executive Head must take this into account when making decisions about matters of behaviour.

The role of the Head of School/Executive Head:

It is the role of the Head to implement the school Behaviour Policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head of School to ensure the health, safety and welfare of the children in the school.

The Head supports the staff by implementing the policy, by setting the standards of behaviour and in supporting staff in the implementation of the policy. Phase leaders take on additional responsibility for ensuring behaviour is good across their phase.

The Head has access to records of all reported incidents of misbehaviour on 'My Concern'.

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The Head has the responsibility for giving fixed term suspensions to individual children for serious acts of misbehaviour.

In the absence of the Executive Head and the Head of School, the SENco will take on the responsibility and day to day decision making process, ensuring the safety and wellbeing of pupils and staff.

The role of the parent:

Clutton School recognises the value of strong home-school partnerships. Parents can support excellent behaviour in school by reinforcing our school expectations and values. Please assist the school by:

- Make every effort to ensure your child attends school regularly and on time
- Informing the school of any absence as soon as possible
- Informing the school about anything which may affect your child's learning at school.
- Supporting the school's values and vision of every child fulfilling their potential.
- Offering help and support with learning at home

Lucy Cowgill Dan Turull

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