



# Clarendon Primary School & Nursery

## Behaviour Policy

### Introduction:

At Clarendon Primary School, we believe that children will achieve their full potential when they feel safe, supported, valued and respected. This policy has been formulated with the safety and wellbeing of the children in mind and to enable the school to function efficiently as a place of learning. We believe that children should be supported to understand that their behaviour choices can have an impact on themselves and others. This policy embraces our school values and encourages children to make the best choices in order to '*do their best to achieve their best.*' Positive, caring and polite behaviour is encouraged and praised at all times in our school environment, where children learn to respect themselves, other people and their surroundings.

We recognise that some pupils are vulnerable and may require additional support in order to take responsibility for their behaviour at our school. We will always seek to take account of individual pupil's needs including those of vulnerable students, those with SEND needs and those pupils from a different race, religion or culture.

At Clarendon Primary School, we actively seek opportunities to recognise positive behaviour and we work hard to forge relationships based on our school values, particularly friendship, respect, collaboration, honesty and trust.

### The aims of our policy are:

- To create a safe, secure and happy environment with a positive ethos of praise.
- To ensure consistency of approach appropriate to the age of the child.
- To demonstrate the value that is attached to social learning.
- To instil high expectations of behaviour and respect for everyone involved in the school community.
- To be very positive in our approach to behaviour management.

**Parents/Carers** have a vital role in promoting good behaviour and so we believe that effective home/school communication is essential. If a child shares any concerns at home, we encourage parents/carers to contact the child's class teacher or a member of school staff so that we can work in partnership to resolve the situation positively for all concerned. We also ask parents to work alongside us and inform the school of any changes in circumstances that may affect their child's behaviour. Where further support is required, we will work together with external agencies to ensure that strategies can be put in place and applied consistently at home and school.

**Our children** are expected to take responsibility for their own behaviour and are encouraged to make positive behaviour choices. The school's 'Golden Rules' (which were written after consultation with the children, staff and parents/carers) are outlined in Appendix 1 of this policy and are displayed in all classrooms to support children in making informed decisions about their behaviour.

**Our staff** aim to form positive relationships with the children so that they feel safe enough to report any incidents which cause them concern or distress.

In school, staff aim to:

- Praise and model good behaviour as often as possible.
- Be clear and fair when things go wrong.

- Treat all children equally irrespective of gender, race, religion or disability.
- Be clear that they are addressing the behaviour of the child and not the person.
- Be prepared to listen and hear everyone's point of view.
- Intervene early to make sure everyone is safe.
- Be alert to all forms of bullying and racial harassment and follow school policies and procedures to deal with this.
- Apply the agreed behaviour rewards and sanctions consistently.

## **Rewards**

At Clarendon Primary School, we spotlight good behaviour and this may be rewarded in the following ways:

- Verbal praise
- Communication with parents either verbally or written
- Smiley faces/stickers/stamps
- House Points/DoJo Points
- Weekly Achievement Awards
- Certificates
- Children sent to other teachers/senior staff for praise

## **Use of Sanctions**

Children at Clarendon are encouraged to take responsibility for their own behaviour. We acknowledge that sometimes people make the wrong choice. At Clarendon, we encourage honesty and recognise that children need an opportunity to reflect on what has happened and consider the impact of their choices. We involve the children in identifying what went wrong and help them to consider how this situation can be prevented from happening again.

When a child has chosen not to follow the rules, sanctions are applied consistently and fairly by all members of staff. Staff aim to be assertive and calm in their approach to managing behaviour and focus on providing solutions for the future.

When children consistently find it challenging or choose not to follow the agreed school rules, sanctions are given in accordance with the guidance in **Appendix 3 – Use of Sanctions**.

### **Reflection time following red/yellow cards**

Children given yellow will be given 'reflection' time at the start of lunch time. When a child is reflecting on their behaviour, the following questions may be asked:

- What happened?
- What wrong choice did you make?
- What choice should you have made?
- How will we know that you are sorry?

Children given 'red' cards in class will, at the discretion of the teacher, complete a written behaviour reflection sheet, which they will then discuss (see **Appendix 5 – Behaviour Reflection Form**). They may also be expected to complete any unfinished / missed work.

Coloured cards can be given not only if children persist in a poor behaviour choice that resulted in a warning, but also separately if their choice is considered to be more serious in nature. These sanctions are outlined in **Appendix 3 – Use of Sanctions**.

For some children, who have more complex needs or for whom it is considered that the school behaviour management system is not appropriate, other behaviour management systems may be used. For example, daily reports or the use of Personal Support Plans. These are explained in greater detail in **Appendix 4 – Individualised Management Plans**.

## **Managing behaviour during break and lunch times** **(This should be read alongside Appendix 3 – Use of Sanctions)**

We understand that the majority of children enjoy school if they feel happy and safe; especially during break and lunchtimes. We have worked in collaboration with children, staff and parents/carers to enrich playtimes and offer children a range of resources and activities to meet their varied interests. We aim to provide space for children to develop socially, physically and imaginatively.

A separate card system, which supports the school behaviour systems operates at break and lunchtimes. We aim to deal with lunchtime incidents swiftly so that they can be resolved and not brought back into class to disrupt learning.

### **Step 1 - Warning/Verbal Reminders:**

A warning is given against further misbehaviour outside e.g. spoiling a game, intentionally being unkind to another child.

### **Step 2 – ‘Yellow’ card sanctions are typically given for:**

- Persistently spoiling a game
- Intentionally being unkind to another child
- Use of ‘poor’ language / name calling
- Refusal to follow instructions
- Being disrespectful to an adult
- Misuse of equipment
- Running in the corridor
- Being inside without permission
- Unsocial behaviour at the lunch table
- Telling lies

If a ‘yellow’ card is given, a 5 minute time out will be given.

### **Step 3 – ‘Red’ card (sanctions and reasons for giving immediate ‘red’ cards are the same as those outlined in Appendix 3)**

### **Step 4 – Immediate SLT involvement (see Appendix 3)**

In the event of a ‘red’ card being given during break or lunch time an immediate 15 minute ‘time out’ will be given. If the incident happens at the end of a break or lunch time, the child’s class teacher will be informed and this will be carried over to the next break time.

Any red cards given outside of the classroom are reported to class teachers (and, if required, logged on the ‘**Individual Behaviour Log**’ form – see Appendix 6)

A text message is sent home by the school office to inform parents. If a situation has been dealt with by a member of SLT they may follow up with a phone call to inform parents about what has happened and any sanctions which have been given.

Midday supervisors log behaviour issues which are monitored by SLT. Where children are persistently struggling to make sensible behaviour choices during playtimes, parents will be contacted to follow up.

### **Monitoring and Evaluation:**

Behaviour and attendance records at Clarendon are audited on a half termly basis. Data is analysed on a whole school basis by members of SLT and is used to identify ‘particular concerns’ as well as monitor trends and the consistency of the application of the policy. This may lead to targeted intervention by staff for identified pupils in order to address any priorities identified with the implementation of this policy.

## **Statutory Behaviour Guidelines**

Where situations warrant it, the school will follow statutory behaviour guidelines.

### **Managing Specific Incidents**

#### **Racial Incidents**

Where a racist incident occurs, the DSL will be informed. The incident will then be logged and reported in accordance with Surrey Procedures. Depending on the nature of the complaint, a meeting may be held with the child's class teacher, a member of the SLT and the child's parents/carers.

The member of SLT who deals with the incident will also make contact with the parents of the pupil who has been affected by the incident to inform them of what happened and outline what action was taken. Where there are repeated racist incidents or a single serious incident, this may lead to consideration under child protection procedures.

#### **Exclusions**

We are committed to using exclusion as an absolute last resort after all other sanctions have been exhausted. However, in light of a serious incident at school that results in a person being hurt; damage to school property or significant disruption to the teaching and learning of other pupils, sanctions in the behaviour policy will be escalated immediately and the pupil may receive a fixed term internal or external exclusion. Very serious incidents may result in a permanent exclusion.

If pupils are excluded for a fixed period the school will provide work. It is the parent's responsibility to ensure the pupil completes the work and returns it to school for marking, (N.B. parents/carers can be fined if pupils are found in a public place during an exclusion period).

On returning to school the pupil, with their parents/carers, will attend a re-integration meeting. These meetings are considered to be a vital part of the reintegration process and provide parents/carers, the pupil and key school staff with an opportunity to reflect on what has happened and to plan any additional support (PSP) which may be needed to ensure a pupil's successful readmission.

Where a PSP is already in place and is having no impact on the child's behaviour, then exclusion procedures may commence in accordance with the Local Education Authority's Exclusion Guidelines.

#### **Screening and Searching Pupils**

Should the need arise, the school reserves the right to screen and search pupils where they have reasonable grounds to suspect that they may have a prohibited item, including; an item banned by the school, illegal or stolen property and dangerous weapons. This will be done respectfully and in accordance with the DfE 'Searching Screening and Confiscation guidance. The school is not required to inform parents before a search takes place or seek consent from the child.

Wherever possible, when a pupil is searched at least two members of staff will be present and pupils will be searched by a staff member of the same sex. Parents/carers will be notified that their child has been searched and the reasons as to why this was undertaken. All searches will be logged and the following data confidentially stored:-

- name, year, sex, ethnicity of every pupil searched
- grounds of suspicion
- time and place
- who searched
- who else was present
- how the search began and progressed
- the pupil's responses and how staff addressed them
- outcomes and follow-up actions

## **Confiscation and Disposal**

Staff have the power to confiscate any item which is illegal or banned from school. In most circumstances staff will confiscate items which are banned from school and return them to pupils at the end of the day. However, on occasions this will not be appropriate and in those cases the following principles will apply:

- Illegal items, (weapons or substances) will be handed to the Police.
- Legal but banned consumable items, (alcohol, sweets or foodstuffs, e.g. chewing gum) will be disposed of or given to parents. (Reasons for the decision will be shared with parents.)
- High value items (£20+) e.g. mobile telephones, electronic devices etc. which are confiscated, will be held securely until a parent/carer makes arrangements to collect them.

## **Searching, screening and confiscation of electronic devices**

Staff may lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the pupil has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to:

- cause harm,
- disrupt teaching,
- break school rules,
- commit an offence,
- cause personal injury, or
- damage property

They may examine any data or files on the device where there is a good reason to do so. Any data, files or images that are believed to be illegal must be passed to the police as soon as practicable, including pornographic images of children, without deleting them.

Any data, files or images that are not believed to be unlawful, may be deleted or kept as evidence of a breach of the school's behaviour policy.

## **Use of reasonable force**

The school reserves the right to use reasonable force with a pupil should the need arise. This will be undertaken in line with the Positive Touch training that staff have received and in accordance with the guidance set down to the teaching staff by the governing body. (See school Positive Touch and Restraints Policy for further details.)

## **Behaviour Out of School**

Pupils are expected to uphold the reputation of the school whenever they are out of school whether they are taking part in an official school trip/outing or wearing their uniform to and from school. The headteacher has the right to discipline pupils beyond the school gate when non-criminal bad behaviour or bullying occurs anywhere off site and is witnessed by a member of staff or reported to the school.

The Headteacher, in dealing with the incident outside school, will consider the following:

- Whether the misbehaviour has repercussions for the orderly running of the school.
- Whether the misbehaviour poses as a threat to another pupil, staff member or member of the public.
- Whether the misbehaviour could adversely affect the reputation of the school.

Clarendon cannot be responsible for pupils' behaviour when they are out of school, but will endeavour to investigate any incident which is reported to the Headteacher. The school will always cooperate with the Police in any investigation of incidents which are thought to involve any of its pupils. The headteacher will also consider whether the police or anti-social behaviour co-ordinator, in their local area, should be notified of any particular situation and the subsequent actions taken. If the headteacher feels the misbehaviour is related to issues of child safeguarding, then the school's safeguarding policy will be followed.

### **Misconduct of staff members:**

Any allegation of misconduct against a member of staff will be taken seriously. In the event of a staff member being accused of misconduct, the headteacher will refer the incident to the LADO and it will be dealt with using the Local Authority procedure. Staff members will not automatically be suspended after an allegation of misconduct; this will be considered as part of the initial investigation into the matter. Any decisions in respect of follow up action will be made after liaison with the LEA and/or in line with their procedures.

### **Other relevant policies:**

This policy should be read in conjunction with the following policies:

- **Anti-bullying Policy**
- **Positive Touch and Restraint Policy**
- **PSHE and Citizenship Policy** – *this outlines how the school teaches and supports children to grow and develop as individuals, as members of families and communities as well as help them learn how to make their own informed decisions and take responsibility for their own lives and community.*
- **Relationship and Sex Policy** – *This outlines how the school teaches and supports children to develop the personal skills needed to establish and maintain positive relationships as well as make responsible and informed decisions about their health and well-being.*

### **Review:**

This policy, which will be reviewed and updated as appropriate, should be read in conjunction with the Anti-Bullying Policy and Restraint/ Use of Force Policy.

Date reviewed: April 2018

Review Date: April 2019



*'Doing our best to achieve our best'*

# Clarendon's 'Golden Rules'

Follow instructions

Walk calmly

Show respect

Be kind

Be honest

Do your best

Have fun!

These rules reflect the importance of our school values.

## Appendix 2

### Rewards and Positive Behaviour Management Strategies

At Clarendon, rewards are used to encourage children to behave appropriately and learn the benefits of behaving well. Rewards used include:

- Justified praise to encourage positive behaviours.
- The well-established house point system (now also referred to as 'DoJos) is used by any staff for good work, modelling school values or upholding school rules.
- Use of verbal praise, stickers and certificates, given by any member of staff in recognition of a particularly good piece of work or particularly noteworthy good behaviour.
- Recognition of individual achievements in our weekly 'Achievers assembly.'
- Recognition through class reward systems negotiated between individual teachers and their class as reward for achieving class targets. For example the use of 'table points' that are given by teachers to groups of children who work well together, tidy up efficiently, model good behaviour.
- A 'positive behaviour' postcard posted to the house of children who have shown exceptional effort or learning behaviour.

#### Management Strategies

In addition, all school staff use a range of positive classroom management strategies to promote acceptable behaviour, including the following:

- Creating a happy, caring environment.
- Establishing boundaries of acceptable behaviour by creating 'class rules' which run alongside the school's 'golden rules', which are displayed in all classrooms (Appendix 1)
- Reviewing and reintroducing school and class rules each term or as required.
- Using a calm manner when dealing with behavioural issues.
- Recognising and rewarding effort and achievement in order to promote self-esteem.
- Discussing and reflecting on problems or concerns with the children as we recognise that all children need to be heard.
- Completing discussion activities with the School Council / Buddies.
- Creating and consistently using action plans to modify problem behaviour with the involvement of parents, teachers and children.
- Using behaviour logs and reports to identify patterns in behaviour and effectiveness of intervention.

## Appendix 3

### Use of Sanctions

Children at Clarendon are encouraged to take responsibility for their own behaviour. We acknowledge that sometimes people make the wrong choice. When this happens, we encourage honesty and recognise that children need an opportunity to reflect on what has happened and consider the impact of their choices. We involve the children in identifying what went wrong and help them to consider how this situation can be prevented from happening again.

To support children with their understanding and application of appropriate school learning, where inappropriate or undesirable behaviours occur, the following system is used:

#### **Step 1 – Warnings/ Verbal Reminders**

'Warnings' or 'reminders' are used in school to help children understand when their behaviour or actions are not conducive to good learning or development of good relationships with others or when they maybe unsafe if continued. If warnings are ignored a 'yellow' card may be given.

#### **Step 2 – 'Yellow' sanction cards are typically given for:**

- Consistently not following instructions
- Persistently disrupting other children's learning
- Use of 'poor' language / name calling
- Disrespectful attitude / body language i.e. body language or answering back
- Being deliberately unkind
- Deliberately wasting resources
- Refusal to work
- Calling out or shouting in class
- Telling lies
- Swearing as part of general conversation
- Teasing or deliberately 'winding up' other children

#### **Step 3 – Immediate 'red' sanction cards are consistently given for:**

- Fighting / making physical contact with a child or adult, with the intent to hurt / injure them
- Deliberate vandalism
- Deliberate damage of others or of the school's property (vandalism including graffiti on walls, desks or books)
- Swearing or using abusive language (including writing inappropriate words)
- Homophobic, racist or sexist behaviour (additional Surrey form also to be completed)
- Serious challenges to authority and complete refusal to follow instructions
- Deliberately spitting at another adult or child
- Leaving the classroom without permission
- Spoiling other children's work, including making fun of another child's work
- Misuse of toilets and wash areas
- Threatening or intimidating behaviour to peers, including swearing at another person
- Arguing with an adult, including walking away when adult is talking

#### **Step 4 – Immediate SLT involvement:**

Where an incident is very serious there will be immediate involvement of the Headteacher / Deputy Headteacher. In the event of any such incidences, parents will be contacted. Depending on the severity of the incident there may be an internal exclusion from the playground or classroom or an external exclusion. Examples of incidences where SLT will be involved include:

- Theft
- Running out of school
- Physically violent behaviour (fights and physical attacks on staff / children)
- Deliberately racist, homophobic or sexist behaviour
- Inappropriate touching

- Bullying (i.e. repeated and persistent threatening, intimidating or harming behaviour – physical, emotional, verbal, cyber)
- Refusal to follow safety instructions which results in immediate danger to self / others.
- Bringing prohibited and dangerous items into school, e.g. weapons, drugs and alcohol
- Extremely dangerous play

### **Reflection:**

Children given yellow cards will have a 5 minute 'reflection' time with their teacher during the next break time. Children given red cards will spend 15 minutes self-reflecting and, if necessary, completing unfinished learning tasks. These are recorded in the class behaviour log.

### **In the playground:**

If a 'yellow' card is given, a 5 minute time out will be given.

In the event of a 'red' card being given during break or lunch time an immediate 15 minute 'time out' will be given. If the incident happens at the end of a break or lunch time, the child's class teacher will be informed and this will be carried over to the next break time.

Any red cards given outside of the classroom are reported to class teachers (and, if necessary, logged on the '**Individual Behaviour Log' form – see Appendix 6)**

A playground incident text message is sent home by the school office to inform parents. If a situation has been dealt with by a member of SLT they may follow up with a phone call to inform parents about what has happened and any sanctions which have been given.

Midday supervisors log behaviour issues which are monitored by SLT. Where children are persistently struggling to make sensible behaviour choices during playtimes, parents will be contacted in order to follow this up.

### **Reporting Sanctions to Parents:**

When a red card is given to a pupil, the reason for the sanction should be clearly explained to the child and the incident recorded on the class and individual behaviour logs. Class logs should be given to the School Office at the end of each day so that a text can be sent home to parents. A text will be sent to the child's parents giving a brief summary of the reason for the sanction, and asking them to contact their child's teacher to discuss the incident. Texts are not sent home for yellow cards however, if the class teacher has a concern that undesirable behaviours or changes to learning attitude are changing or escalating parents/carers will be contacted.

### **Managing the regularity of red cards:**

If a child starts receiving red cards on a regular basis, the class teacher will begin to log behaviour on an individual behaviour log to try to identify a pattern and find solutions for this. A member of the SLT will be informed that this has become necessary. The class teacher will arrange a meeting with the child's parents to discuss possible reasons for these behavioural changes as well as agree a shared action plan to address these concerns. This will be reviewed on a regular basis. If the behaviour continues beyond this meeting a member of SLT will become involved.

## **Specific arrangements used within EYFS**

### **Reception**

Reception Class follow a similar system to the rest of the school; however it is adjusted slightly to make it more age appropriate for this group of children. The system used is supported by 'a Reception Behaviour Chart' and works as follows:

- At the start of each day all the children start on green.
- A reminder is given to a child if they are not following the school rules or classroom charter.

- If the child's behaviour continues or is more serious in nature, (see yellow card information outlined above) their name will be moved to yellow and they will have a reflection time for approximately 5 minutes in the classroom. They will then have a discussion with their teacher about their behaviour. After this, the child moves their card back to green for a fresh start.
- If the child's behaviour continues to deteriorate or escalate (see red card information outlined above) their name will be moved to red and they will have a reflection time for approximately 10 minutes. Depending on the specific incident, this will either take place in the classroom or in the head or deputy heads office. At the end of the day the class teacher will also speak with the child's parent / carer.
- If a child starts receiving red cards on a regular basis, the class teacher or a member of the SLT will convene a meeting with the child's parents to discuss possible reasons for these changes as well as agree a shared action plan to address these concerns. This will be reviewed on a regular basis.
- If a child commits a physical assault, name calls, makes a racial comment or is completely disrespectful, they will get an immediate red card and reflection time.

Please note, in Reception class, "time-out" will be given immediately after any incident - Reception children will not receive lunchtime 'reflection times' or detentions.

### **Nursery:**

In the nursery class children are encouraged to understand and follow 5 important rules. Although they are worded slightly different, they are similar to the rest of the school. These are:

- Remember to always do your best.
- Remember to always use 'kind hands'.
- Remember to use 'good listening' ears.
- Remember to use 'walking legs' inside the Nursery.
- Remember to always share with your friends.

Nursery also follow a similar behaviour management system to Reception; however it is adjusted to make it age appropriate for the children. The system works as follows:

- The nursery rules will be displayed in an appropriate form that is understandable to all children.
- All children will be explicitly praised for good behaviour as this helps them develop their understanding of nursery expectations and what 'good' behaviour looks like.
- Where inappropriate behaviour is displayed, a warning will be given along with a clear explanation of what was wrong.
- If their behaviour continues, there will be a second warning & another explanation.
- If the child's behaviour still continues or is of a more 'serious nature', e.g. hitting another child, they will be given a reflection time, sitting with a member of staff, for a period of time appropriate to their age and level of development. They will then have a discussion about their behaviour with the adult managing the situation. After this, the child will be given a 'fresh' start and be allowed to return to their chosen activity. (If appropriate, the child will be initially supported by the adult in order to support their reintegration.)
- When a child has been given 'reflection time', this will be shared with their parent or guardian at the end of the day / nursery session. (Parents of other children who were hurt will also be informed at the end of the day.)
- If a child receives regular reflection time, their parents will be asked to attend a meeting with the nursery teacher/practitioner and a member of the Senior Leadership Team in order to discuss how their child can be best supported.
- If a child requires extra help to develop positive behaviour, every effort will be made to provide for their needs.

Through partnership with parents and formal observations, staff will make every effort to identify reasons for these behavioural concerns as well as possible strategies to manage them. From these observations and discussions an individual behaviour modification plan may be developed, if felt necessary. Where appropriate, behaviour charts will be used to help the child reflect on their behaviour, including behaviours that are desired and positive.

## **The Haven After-School Club:**

Whilst the ASC will operate within a more relaxed and informal manner, to ensure a calm, safe and enjoyable environment for all, children we will be expected to follow the school's golden rules (see **Appendix 1**).

Within the ASC children will be rewarded in similar ways to those used in school, e.g. use of praise etc.

In the event of a child becoming disruptive or not following the rules, reminders to do so will be given. Where a child doesn't respond to these, 'time out' will be used to help them calm down, reflect and then re-join the session in a positive way.

If a child's behaviour is deemed unsafe / detrimental to either themselves or others then the ASC reserves the right to withdraw the child's place. In these cases a full explanation shall be given to the child and their parents by the Headteacher; however every effort will be made to manage these situations before this option was considered.

## Appendix 4

### Individualised Management Plans for children with complex needs

#### **Use of daily reports:**

These reports aim to help track the pupil's behaviour and see if any trends are occurring which can be addressed through intervention strategies. This report will be implemented and monitored by the class teacher, on a daily basis, and reviewed frequently.

The daily report will be signed by the parent each evening acknowledging the child's behaviour.

#### **Use of Personal Support Plans (PSPs):**

Where inappropriate behaviour continues over a longer period of time, a **Personal Support Plan (PSP)** will be implemented in consultation with the child's parents and the school Special Needs Co-ordinator. (SENCO)

A PSP is when the school, pupil, pupil's parents or carers and relevant outside agencies, e.g. Educational Psychologist and Behavioural Support, work together for a period of 16 weeks to help address the pupil's behaviour through a detailed action plan.

**Clarendon Primary School Behaviour Reflection Form**



**Name:** \_\_\_\_\_ **Class:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**What happened?**

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**What wrong choice did you make?**

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**What choice should you have made?**

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**How will we know that you are sorry?**

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**Agreed follow-up action:**

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**Staff Member:** \_\_\_\_\_ **Date:** \_\_\_\_\_

