'Bringing out the Best in Each and Every Child'

Title		
Behaviour and Relationships Policy		
Author: Sarah Kelsey & Liam Marshall January 2025	**Date of Approval:** May 2025	**Next Review Date:** September 2026

Revision History

Issue Number	Date	Revised by	Comments
001	January 2025	Sarah Kelsey and Liam Marshall	
002	March 2025	Liam Marshall in consultation with Teaching Staff	Minor amendments to wording with the main edits to the behaviour pathway section.

Intent – The intention of this policy is to state clearly expectations about the behaviour of everyone within Clifton Primary School. It also serves to provide guidance to staff and parents on how we effectively manage children's behaviour at Clifton Primary School. This in turn ensures a positive school environment and good attitudes to learning. The policy is designed to promote strong relationships as well as positive behaviour. This policy has been developed in consultation with staff. The Governing Board in consultation with SLT has adopted this policy. The implementation of this policy is the responsibility of all staff. This policy should be read in conjunction with other relevant school policies such as the Attendance, Anti-Bullying, Health and Safety, PSHE, Safeguarding, Single Equality and Race Equality, Special Educational Needs and Teaching and Learning policies.

Equal Opportunities - At Clifton Primary School, we believe that all children are entitled to a fair and consistent Behaviour and Relationships Policy. This policy is guided by legal requirements and Government recommendations. Our Behaviour and Relationships Policy helps us to create a caring, stimulating and

secure environment in which staff and pupils can work and play safely and to encourage the involvement of parents/carers in the development of their child.

Inclusion – At Clifton Primary School, we aim to enable all children to achieve their full potential. We believe in an inclusive culture that respects people's differences and celebrates diversity. We recognise that children with additional needs may benefit from a modified behaviour procedure. In line with the Equality Act 2010 and in line with the SEN Revised Code of Practice 2014, reasonable adjustment will be made to ensure that SEND pupils are not treated less favourably because of their additional needs.

Aims and Values – At Clifton Primary School, we have high expectations with regards to the behaviour of everyone at our school. We strive to be a safe, happy and successful community where individuals are welcomed, accepted and are equally valued.

- *Positive behaviour* is concerned with identifying and promoting good behaviour within a caring atmosphere enabling children to grow, to learn and to develop with positive attitudes. It is about recognising that we all need to develop skills within ourselves; by recognising that we can make mistakes and the importance of taking responsibility for our actions. It is concerned with clear and consistent expectations and understanding that all actions have consequences, both positive and negative. Finally, it is about recognising good choices and bad choices and reinforcing expected behaviour.
- Positive behaviour is explicitly taught and modelled through our six Clifton Core Values. These core values are: reflectiveness, relationships, resilience, resourcefulness, respect, responsibility. These core values are shared and taught through assemblies, PSHE, daily communication and lessons. The children are rewarded with Core Value Stickers, House Points and can be named in the Headteacher's Golden Book, which are celebrated in our Special Assemblies.

We aim to ensure that:
- there is a safe and caring environment where children can develop a positive set of attitudes towards everyone in the life of the school and community;
- there is a supportive and friendly atmosphere to enable children to acquire a set of moral values such as honesty, sincerity, trust, mutual respect and acceptance of other religions, races and points of view;
- we recognise that each child is an individual and that we should encourage

her/him to develop her/his self-esteem, confidence and true feeling of self-worth enabling the development of independence in work and decision-making;

- we provide clear expectations of behaviour to which everyone can aspire;
- relating behaviour to choices;
- the children learn to take responsibility for the consequences of their actions;
- separating the child from the behaviour so they understand it is the behaviour/choices which need changing;
- home/school agreements are used to formalise a series of expectations of responsibilities for behaviour, to be agreed by the parents, staff and child;
- class and school council promote citizenship and the right of everyone to have their say;
- there is an understanding that we all have rights, rules and responsibilities.

Roles and Responsibilities – All members of our school community: children, staff, governors, parents and the wider community have a vital role to play in building positive relationships with each other. We believe children achieve best when there is a partnership between home and school and this applies particularly to behaviour. The Behaviour and Relationships Policy and behaviour in general will be reviewed regularly by the Senior Leadership Team, staff and Governors.

The Governing Board will:

- have responsibility for setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness;
- support and advise the Headteacher in adhering to these guidelines.

The Headteacher will:

- have responsibility, under the School Standards and Framework Act 1998, to implement our Behaviour and Relationships Policy consistently throughout school;
- have responsibility to report to Governors, when requested, on the effectiveness of the policy;
- have responsibility to ensure the health, safety and welfare of all children at Clifton Primary School;
- support the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in their implementation of the policy;
- keep records of all reported serious incidents of unacceptable behaviour;

- have responsibility for giving fixed-term suspensions to individual children for serious unacceptable behaviour;
- have responsibility for issuing a permanent exclusion to an individual child for repeated or very serious unacceptable behaviour.

Senior Leaders will:

- take time to welcome children and families at the beginning of the day;
- be a visible presence around school to encourage high standards of personal conduct by referring to our Clifton Core Values;
- regularly celebrate staff and learners whose efforts go above and beyond expectations;
- support staff in managing learners with more complex behavioural needs;
- ensure staff training needs are identified and targeted;
- use behaviour data from CPOMS to target and assess school wide behaviour policy and practice
- review provision for learners who fall beyond the range of written policies.

Teachers, support staff and welfare staff will:

- take time to welcome children at the beginning of the day;
- plan lessons that engage, challenge and meet the needs of all learners;
- model excellent behaviour and high standards of personal conduct;
- build positive relationships grounded in kindness, respect and courtesy;
- recognise each child is an individual, be aware of their individual needs and adapt accordingly;
- ensure expectations of behaviour are clear, explicitly taught, modelled and consistently implemented;
- use a calm approach when supporting behaviour;
- consistently refer to our Clifton Core Values in all conversations about behaviour;
- explicitly teach and model emotional regulation strategies and how to build/manage healthy relationships. This will be supported by our PSHE programme;
- recognise those learners whose efforts go above and beyond our expectations;
- record incidents of poor behaviour and more serious restorative conversations using CPOMS;
- inform parents of when a more serious restorative conversation has taken place.

Pupils will:

- through the School Council provide guidance on whole school rules and expectations with regards to behaviour and positive relationships
- respect all adults and other children in school;
- set an example to their peers, especially the older children showing the younger children expectations of behaviour and attitudes;
- work hard to achieve excellent behaviour and attitudes.
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Parents will:

- be aware of our school's expectations for behaviour and conduct;
- support staff in implementing our policy;
- foster good relationships with the school;
- work in respectful partnership with school to ensure consistency and fairness for our children.

The Home School Agreement is the basis for strong parental links. The children are asked to sign the Children's Code. This is a list of responsibilities for the children. Parents also sign our Home School Agreement, to show their agreement to support the ethos of the school and the standards of behaviour we expect. Alongside this, the school, and in particular the staff, agree to their own responsibilities.

Curriculum - At Clifton Primary School, through our curriculum, we teach the children the expectations of and for our positive behaviour. The Clifton Core Values are woven through our Clifton Curriculum and ensure that the children have clear expectations to follow. PSHE may be taught as a standalone lesson at times, following assembly themes and our themes that are planned out specifically for each class across school. Other elements of PSHE and Citizenship are cross-curricular and are embedded in all parts of the curriculum. We believe that an appropriately structured curriculum, together with effective learning, contributes to good behaviour. Our Behaviour and Relationships Policy therefore has strong links with areas of the curriculum notably PSHE and Citizenship as well as RE, where issues of self-esteem, moral and spiritual development are addressed. It also has strong links with English, particularly the area of speaking and listening.

Management of Behaviour: Rewards

At Clifton Primary School, we have high expectations of all our children. We follow our motto of **'Bringing out the best in each and every child'** in everything we do and demonstrate our very best at all times by following Clifton's Core Values.

We recognise that feeling proud and good about yourself is a significant reward in itself. Our goal is to intrinsically motivate children to succeed and conduct themselves in a considerate and respectful manner.

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to building positive relationships. Our staff understand that a quiet word of personal praise can be as effective as a larger, more public reward.

We believe in the importance of using positive language and meaningful praise to build our children's self-esteem and encourage them to be the best authentic version of themselves.

The following positive strategies are designed to make children feel like valued members of our learning community and motivated to always do their best.

- **House Points** - our four Clifton house teams are: Golden Eagle, Kestrel, Kingfisher and Sandpiper - the purpose of these is to reinforce the importance of teamwork – we collate House Points on a half termly basis – there is a trophy for the winning team at the end of an academic year.
- **Golden Book** - children who have achieved well in their work or behaviour are sent to the Headteacher to receive a 'Headteacher's Award' and their name is placed in the Golden Book (Book of Pride) - these names are read out in Special Assembly every week and the children gain recognition for their efforts.
- **Special Assembly -** each week, one child from each class is awarded a Clifton Pride Certificate, which is presented in our Special Assembly on a Friday - they then attend a Tea Party on the Friday with the Headteacher.
- **Class Rewards** – each class has their own 'rewards' system – this includes individual stickers to being 'on the superstar' in KS1, 'golden time' to 'pebbles in the jar' in KS2 – half termly rewards are given when achievements are met.

Management of Behaviour: Behaviour Expectations

At Clifton Primary School we have set of expectations for all children. These are clearly visible throughout school. The staff and children work together to ensure that everyone knows the importance of following these to

create a safe and happy environment for everyone. These expectations promote good relationships and give everyone the common purpose of being ready, being respectful and being safe.

<u>Clifton School Behaviour Expectations</u>

1. We expect all children to be READY
2. We expect all children to be RESPECTFUL
3. We expect all children to be SAFE

Management of Behaviour:

At Clifton Primary School, we encourage excellent behaviour which is reflective of our school motto and values. Our approach is based upon strong healthy relationships between adults and children. The use of positive reinforcement will always be our default approach. However, if a child is not responding to these strategies, there needs to be clear, consistent and logical consequences. These are designed for children to take responsibility for their choices and understand the impact of their behaviour on others. The goal of logical consequences is to prevent children from repeating negative behaviours and help them make more constructive choices. Logical consequences need to be related to the behaviour directly and are meant to **teach**, not punish. All incidents of behaviour that fall below our high expectations are logged on CPOMS.

The following strategies are designed to support children in making the right choices.

- reminding pupils of the school and/or class expectations;
- noticing positive behaviour as it occurs and re-enforcing it;
- ignoring secondary behaviour as appropriate;
- giving effective reminders of appropriate behaviour and explanations as to why a certain type of behaviour is not appropriate;
- separating the child within the class/playground – to a separate work area within the classroom or separate area of the playground;
- separating from the class/playground – by taking to another pre-arranged adult – taking to the Headteacher;
- internal exclusions may be used to manage physical aggression towards both adults and other children or disruption to others' learning.

More examples of Logical Consequences can be found in (appendix 1).

Restorative Approaches

When an incident has occurred where a child has behaved inappropriately the school has adopted a Restorative Approach.

This will help children to take responsibility for their actions, whilst also making them aware of how their behaviour has affected other people.

The school adopts a Restorative Approach to questioning. Examples of questions can be seen below:

• What happened/what is happening?
• What were you thinking/feeling at the time?
• What do you feel/think now?
• How have you and others been affected?
• What do you need?
• What do you need to do to put it right?
• Do you feel this has been resolved?
• Have those helping to resolve it acted fairly?

Behaviour Pathway

The initial step on our pathway is universal. This includes the everyday behaviour management strategies that apply to all.

Further steps are used when the encouragement strategies and classroom behaviour systems have been exhausted and/ or poor behaviour risks being persistent.

All children are unique and at times require different approaches, guidance and support so that we can **bring out the best in each and every child.**

The actions listed are not a hierarchy or exhaustive. It is not necessary to complete them all within each stage. The child's individual circumstances will guide the action taken.

Universal Support

These apply to all children and form the core of our behaviour management strategy.

- School Behaviour Expectations – Ready, Respectful, Safe
- Trauma informed language
- Classroom sanctions
- Restorative conversations
- Informal discussion with parents/guardians
- Rewards and positive praise

Targeted Support
Where there is little or no improvement in a child's behaviour at universal support, they will be given targeted support. At this stage, parents must be informed and an individual behaviour plan will be drawn up by the class teacher.

The strategies used to support pupils at the targeted level of support include, but are not limited to the following:

- Opportunity for individual behaviour chart/ sticker chart
- Individualised rewards
- Time limited lunch/ break time rota
- Regular parental updates
- Supervised toilet visits
- Individual place in the classroom
- Discussion with SENDCo
- Discussion with the Key Stage Leader

Personalised Support
Where there is little or no improvement in a child's behaviour at the targeted level of support, personalised support will be provided. At this stage, there will be a meeting with the child, the parents, the class teacher and a senior leader. At this stage, an individual behaviour plan will be drawn up by a member of the senior leadership team, alongside the class teacher.

The strategies used to support pupils at the personalised level of support include, but are not limited to the following:

• Regular monitoring by a senior leader, such as daily check in
• Continued restorative sessions
• Missed playtimes, spent with a senior leader
• Time out of class with a senior leader
• Time out of class and off the playground with a senior leader in order to reintegrate successfully.
• External specialist advice may be sought i.e. Educational Psychologist or Stepping Stones Short Stay School.

Serious Unacceptable Behaviour
Some instances of behaviour are such that the involvement of a senior leader is required without the natural progression from universal support through to personalised support. In the following instances, intervention by a Senior Leader

will **always** be sought. In these cases, the parents of the perpetrator and the victim in the incident will **always** be informed.

Violent aggressive or intimidating act: Where the act endangers the safety of others or is committed with excessive force. *Please note this does not include age-appropriate physical contact e.g. pushing in the line.*

Persistent Refusal to follow an instruction that places them and/ or others in danger

Bullying or Harrassment: Acts that are persistent and intentional or conscious abuse or misuse of power, malicious or insulting behaviour towards an individual or group (see Anti bullying policy for wider definitions)

Vandalism: a significant act of intentional damage or defacing of school property

Theft: the act of taking another's property with the intent to permanently deprive them of what is theirs

Verbal abuse towards others: child or adult e.g. intended personally towards another

Discriminatory language: racist, homophobic, misogynistic, anti-transgender language or language that mocks the different abilities or appearances of another individual or group.

Management of Behaviour: Detention
Whilst Clifton Primary School does not use a formal system of detention, in following through with the logical consequences pupils may well miss all or part of a playtime or some lunchtime play. Parental consent is not required in these circumstances, but staff will act reasonably given consideration for time to eat, drink and use the toilet. Detentions out of school hours are not used.

Management of Behaviour: Suspensions and Exclusions
It may be necessary for the Headteacher, to suspend for a fixed-term, or permanently exclude a child from Clifton Primary School. Although we believe that this should only be carried out if all other sanctions have failed. The Headteacher will consider the circumstances, evidence available and the need to balance the best interests of the pupil against those of the whole school community.

A suspension or exclusion might occur, for example, in cases of extreme or repeated abuse towards a member of staff and/or another child or persistent disruptive behaviour that does not allow children to learn or teachers to teach.

Other behaviours which may result in a Fixed-Term or Permanent Exclusion include but are not limited to the following:

- Bullying or Harassment
- Vandalism
- Theft
- Discriminatory Language

After fixed-term suspensions from Clifton Primary School, a meeting is held where clear behaviour expectations are shared with both the child and their parents/carers. On some occasions a behaviour contract may be used to support the child in school.

A child who may be in danger of being excluded will already have been identified by the school and will most likely have their own Individual Behaviour Plan.

At Clifton Primary School we will endeavour to set and mark work for any suspended pupils during the first five days of any suspension.

Parents have the right to make representations to the Governing Board about an exclusion and the Governing Board must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a Governing Board upholds a permanent exclusion parents have the right to appeal the decision to an independent review panel.

Management of Behaviour: Consequences concerning behaviour outside the school gate
The same principles and consequences that are outlined for the encouragement of good behaviour in school will be applied to behaviour outside school when a child is:
- taking part in any school organised or school related activity (e.g. school trips, sports matches);
- travelling to and from school;
- when the child is wearing school uniform;
- behaviour that could have repercussions for the orderly running of school;

- behaviour which could pose a threat to another pupil or member of the public or could adversely affect the reputation of the school.

Management of Behaviour: Confiscation of inappropriate items
School staff are protected against liability for damage to, or loss of, any confiscated items provided they acted lawfully and reasonably. An item which had been confiscated by a member of school staff must be kept in the school office until the end of the day when it will be returned to the parents (or in extreme cases the Police). School staff have the power to search without consent for 'prohibited items', which include:

- Knives / weapons
- Alcohol
- Stolen items
- Illegal drugs
- Cigarettes E-cigarettes (vapes)
- Pornographic images
- Any article used to or likely to be used in an offense or that could cause damage to property or personal injury

Weapons, knives, pornographic images and illegal drugs must be handed to the Police.

Management of Behaviour: Criminal Law
It is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence. If school staff feel that an offence may have been committed, they may elect to seek assistance from the Police, but any reference to the Police should only be undertaken with the agreement of the Headteacher.

Management of Behaviour: Bullying
Bullying is unacceptable at Clifton Primary School and is treated very seriously by all members of staff. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. We believe that by developing excellent relationships we are promoting a school environment where everyone is treated with respect and trust. Children are taught the difference between right and wrong. To prevent bullying and deal with any incidents of bullying, we employ a range of strategies:
- Personal, Social and Health Education lessons

- Circle Time
- Assemblies
- Monitoring areas within the school building
- Monitoring of playground/field by staff

(Also see our Anti-Bullying policy)

Management of Behaviour: Power to use reasonable force
What is reasonable force?
The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.
'Reasonable in the circumstances' means using no more force than is needed.
Schools generally use force to control pupils and to restrain them.
'Control' means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
'Restraint' means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.
Who can use reasonable force?
Any school member of staff.
The decision whether to use reasonable force is down to professional judgment of the staff member concerned and should always depend on the individual circumstance.
Reasonable force may be used in the following situations:
• To physically separate pupils found fighting
• If a disruptive pupil refuses to leave a room when instructed to do so, they may be physically removed
• To prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
• To prevent a pupil from leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
• To prevent a pupil from attacking a member of staff or another pupil
• Restrain a pupil at risk from harming themselves through physical outbursts
• To prevent pupils from hurting themselves or others

• To stop a pupil from damaging property
(See SEND policy and individual care plans)
Force is usually used either to control or restrain but never as a punishment.
School does not require consent to use reasonable force on a pupil.

Management of Behaviour: Recording and Reporting

Behaviour is monitored through the CPOM system in school. DSL's and school leaders monitor this and may highlight pupils who need further support with managing and regulating their behaviour.
Pupil Progress meetings highlight pupils that need further support / intervention for managing and regulating their behaviour or who may need SEND support, at which point a referral would be made to either the SENCO or the Learning Mentor.
Pastoral / behavioural / social support is provided in school through the Learning Mentor, external agencies if deemed appropriate. School may access external agencies such as Stepping Stones, the Coastal Collective and Early Help to support different needs for the pupil and family.
Where appropriate the Early Help process will be initiated to access further support for the family and pupil e.g. through Early Help and Well Being service or medical services (paediatrician, CAMHS, Neurodevelopmental Pathway assessment).
Time is planned into the school year for class transitions so that pupils can become familiar with their next class teacher these may also include a transition plan being put in place for key pupils which involves meeting with the parents and carers.
Clear systems are in place to induct our pupils into EYFS this includes: home visits, stay and play sessions, induction afternoons and meetings, contact (sharing or information) with nursery providers.
School works closely with key members of staff from the local high schools to plan for a smooth transition to YR7.

Management of Behaviour: School Support Systems

As a fully inclusive school, we recognise that for some children additional or different action may be necessary because of a special educational need and/or disability. This is in accordance with the SEN code of practice.
We recognise that a child with social, emotional and behaviour difficulties may require something additional or different in the same way that we would make curriculum adaptations for a child with learning needs. Where this is the case, a child will be identified on our school SEN register.
An Individual Behaviour Plan is established in consultation with the child and his/her parent. This will outline agreed targets and strategies as well as the

ways in which we will support the child. This may include referral to our Learning Mentor and/or referral to an appropriate outside agency. It may also be appropriate to help other children in school understand what they can do to support this particular pupil. Further information on the school's approach to inclusion is outlined in the Special Educational Needs Policy.

Management of Behaviour: Complaints Procedure
This section should be read in conjunction with the school's complaint procedure. A full copy is available from the school office and on the school website.

Monitoring, Evaluation and Review
The Behaviour and Relationships Policy and behaviour in general will be reviewed regularly by the Senior Leadership Team, staff and Governors.