



Claremont Primary School

A hub of educational excellence and innovation,
supporting and valuing everyone

Positive Behaviour Policy

Responsible person(s)	Hannah Oliver, Assistant Headteacher
Responsible governor	Matt Lowe, Safeguarding Governor
Responsible governor team	T&L
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At Claremont we believe and recognise that the diversity of our community is one of our greatest strengths and assets. We are committed to ensuring that our pupils are treated fairly, and we have carefully considered and analysed the impact within this policy to promote equality of opportunity for all and we will use our position of influence as a school to work with all stakeholders to eliminate discriminatory barriers and ensure that our pupils have a sense of shared, common belonging and understanding

Claremont Primary School's Vision Statement

"A hub of educational excellence and innovation, supporting and valuing everyone."

Claremont Primary School's Core Values

Autumn 1: Determination with Self-Belief

Autumn 2: Respect and Kindness

Spring: Joy in Wellbeing

Summer: Imagination through Curiosity

Code of Conduct: (*appendix 1*)

The **Claremont Code of Conduct** provides an outline of day-to-day whole school expectations.

Sanctions and rewards are discussed in more detail in *appendix 2*.

In order to be the best learner we can be, we are:

- 1. Kind**
- 2. Respectful**
- 3. Polite**

Positive Behaviour Management

Our primary goal is to ensure the wellbeing and success of all our pupils. All members of staff are responsible for the behaviour of pupils and at all times will be fair and consistent, taking in to account individual needs. All members of staff will encourage children to make good learning and behaviour choices throughout the school day, both inside and outside the classroom. All adults will challenge undesirable behaviour as soon as it is seen and will make clear that poor choices have consequences. Staff have high expectations of children's behaviour and have a variety of sanctions and rewards in place. We take less positive behaviours and bullying seriously; please see our Anti-Bullying policy to school our school ethos in full.

At Claremont, we promote positive behaviour by:

- **Consistent respect from the adults:** building positive relationships between staff and pupils.
- **Consistent language:** in all dealings with behaviour, referring back to the rules of being kind, respectful and polite, and our core values.
- **Consistent modelling of positive behaviour:** promoting the wellbeing of all and encouraging children to take responsibility for their own actions.
- **Consistent expectations:** being clear, ensuring certainty both in and outside the classroom.
- **Consistent rules:** defined, agreed and understood by all members of staff and all children.
- **Consistent positive reinforcement:** encouraging and celebrating appropriate behaviour.

In the Classroom

Staff will promote positive behaviour by ensuring that all pupils have the opportunity to succeed in their learning. Staff will actively promote a classroom ethos in which children are responsible for their own learning and the learning of others – including ensuring an appropriate level of noise and that children do not disrupt the learning of their classmates.

In addition, staff will adapt lessons and make use of technology to enable pupils to access learning in a way that suits them. Active listening will be encouraged and staff will make use of a range of strategies to engage pupils who are struggling with their behaviour. Staff will use circle time, as appropriate, to teach positive behaviour and to discuss ways to improve behaviour.

Pupil voice opportunities are encouraged through the joint setting of class rules, participation in the school council, discussions during circle time and, where teachers find it useful, strategies such as class “suggestions” boxes may be put in place.

The *Good to be Green* Behaviour policy will be displayed in every classroom and will be regularly discussed during class circle times. In addition, staff and pupils will work together to draw up an agreed set of class rules each year. This will also be displayed in the classroom.

Rewards

Rewards will focus on attitude to learning rather than attainment. They will seek to promote a ‘Growth Mindset’ and a ‘can do’ attitude towards learning. Children will be praised for effort and the learning strategies used rather than ability. Staff will focus on behaviours such as being willing to have a go, persistence, resourcefulness and resilience and will value positive behaviours, such as consideration for others, honesty and empathy.

Children may be rewarded in variety of ways:

- Positive verbal feedback
- 'Golden' time
- Being on the smiley face
- Sparkly Cards*
- House Points and/or Dojos
- Raffle tickets
- The use of a marble jar or similar for whole class behaviour might result in a treat.

*If a child is rewarded with a Sparkly Card, this will be recorded as positive behaviour on CPOMS.

Creating a Positive Learning Environment for Children

We aim to create a positive learning environment to promote good behaviour for learning as well as a calm atmosphere in class and around the school.

To do this, the adults will use positive language to reinforce good behaviour choices, with a focus on what children do well to make our school a pleasant place to learn.

At Claremont, we believe that building good relationships is key to supporting and promoting positive behaviour. We take the time to get to know the children at Claremont individually so that they feel that they are valued and respected members of our school community.

To do this, the staff at Claremont may:

- Greet children on the front door with a smile as they enter the school
- Use calm and clear voices when addressing the children
- Give first attention to those children displaying good behaviour
- Recognise on-going good behaviour through a consistent reward system

To do this, the staff at Claremont will:

- Never humiliate children for those displaying poor behaviour choices
- Deal with poor behaviour swiftly and discreetly
- Plan effectively for the individual needs of the children
- Keep classrooms tidy and well-resourced
- Around the school, always deal with behaviour, whether positive or negative, rather than walking past

Consequences

Behaviour that does not meet with the expectations set out in the behaviour policy and the class rules will be discussed in terms of the choices that the child has made and the consequences attached to that choice.

All classes will display and use the *Good to be Green* behaviour chart and children will start each day on green. Consequences for specific behaviour are displayed in the whole school summary that can be seen in Appendix 2. The rules and consequences are differentiated with regard to the age of the children but the overall ethos and policy must be consistent.

Blanket class punishments are not acceptable at Claremont.

If a situation arises where a child is given a red card, this will be recorded on CPOMS. This helps record, monitor and manage the overall behaviour across the school. The child will be spoken to by a member of the pastoral team.

Monitoring

Class teachers are responsible for the monitoring of behaviour and the use of rewards and consequences in their classroom. The Behaviour for Learning Policy is reviewed by the Assistant Headteacher (Pastoral) every year. Staff are kept updated with regard to amendments to the policy through in-house training.

Beyond the Classroom

All staff should be familiar with the *Good to be Green* behaviour policy and it should be consistently applied by members of staff. The school will ensure that all staff are updated on any changes to the behaviour policy and will provide any training as necessary.

Communication between staff is key, particularly between Midday Meals Supervisors and class teachers where issues have arisen at lunch time.

Persistent behaviour Issues

If specific behaviour issues persist, further consequences might arise in discussion with class teacher and the Pastoral Team. This might include:

- Time out in another class
- Exclusion from the playground if the problems arise there.

If persistent poor behaviour has warranted the issue of repeated red cards within a short period (3 or more within a one-to-two-week period) and/or a true case of bullying has been identified following an investigation, then the incidents will be escalated to a member of the senior leadership team (SLT) who will instigate the creation of an individual 'Check-In' Card.

The Check-In card will be personalised to support our positive approach to identifying how behaviours can be improved rather than what they may not have been doing well.

The member of SLT supporting a particular child will depend on specific needs, and behaviours presented. The Check-In process will be for two weeks during which time there will be discussions and targets set. There will be 3 to 4 check-in times during the school day with the member of SLT; these will be appropriate to the child, learning and break times when issues have taken place.

No further red cards can be given during this; some restrictions may be in place to further support.

Parents will be informed and should acknowledge that, if they are contacted, it will be as a result of persistent misbehaviour which will have been recorded. A copy of the targets set will be sent home.

Full and proactive engagement by the child will be expected.

Parents will be asked to attend a meeting if there is no improvement to discuss next steps.

Use of Reasonable Force

The guidance in this section is taken from the DfE "Use of reasonable force" (July 2013)

All members of a school staff have legal powers to use reasonable force. Reasonable force can be used to prevent pupils harming themselves or others, damaging property or causing disorder. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
 - Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
 - Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others; and
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

Power to Search Pupils Without Consent

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”: knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

The school will inform parents where there has been a serious incident involving the use of force and the incident will be recorded. Any complaints about the use of force will be investigated as indicated in the DfE guidance.

Promoting Anti-Racist Practices (including Racist Incident Reporting)

It is essential that our children do not show confusion and have misinformation which may result in opinions about other cultures becoming stereotyped. It is a significant part of our school culture to not leave underlying attitudes unchallenged, or to avoid educating children about these issues.

We expect all children to find school a safe and welcoming place where they are able to achieve success, irrespective of their nationality, faith or ethnic background. It is not possible to achieve this if any of its members face prejudice or hostility. Therefore, we need to have in place an anti-racism culture which helps ensure equality of opportunity of education for all children. By having such a culture, we give a clear message to everyone in the school community that racism will not be tolerated.

Finally, it is a legal requirement to “eliminate unlawful racial discrimination and promote equality of opportunity, and good relations.....” Sec 71 Race Relations Act 197d)

Principles

The School is an anti-racist establishment and is committed to:

- addressing racism;
- ensuring action to support victims of racism;
- ensuring existing school policies address inappropriate behaviour around racism and other discriminatory practices;
- recording and reporting racist incidents.

Practice

School Values:

Claremont Primary School Values promote the celebration of each person as an individual. Determination with Self- Belief; Respect and Kindness; Joy in Wellbeing; and Imagination through curiosity.

Curriculum:

Claremont promotes positive representations of all people, faiths and cultures, during our environment, assemblies, texts and contextual planning for learning."

We will use the Curriculum to teach tolerance and opportunities across all subjects to support pupils in valuing cultural diversity and understanding. We are committed to improving cultural awareness across the curriculum and to maximising opportunities both within and outside the classroom to promote greater understanding. We want to lead pupils towards becoming confident and positive contributors to their community and effective users of its services and facilities, according to their maturity.

More specifically, there are regular opportunities available through Personal, Social and Health Education (PSHE) and Relationships and Health Education (RHE) to prepare pupils to meet their responsibilities as citizens in a multi-cultural society. Within this context the school will continue to teach pupils the difference between right and wrong and the need to respect one another as well as themselves. We will seek to promote racial harmony, prepare pupils for living in a diverse and increasingly inter-dependant society and specifically to address racism, sexism and other forms of discrimination.

The RE curriculum is also key in enabling pupils to gain insights into the origins and practices of their own cultures, and into those of the wider community. Various trips over different year groups allow first-hand experience of different cultures and beliefs. All members of staff are expected to respect the rights of others and to respect those with different beliefs: expressing a personal view in an unprofessional way would be considered inappropriate.

Racist Incident Reporting:

All incidents which appear to have racist connotations should be reported to the Headteacher or Designated Safeguarding Lead at the earliest opportunity. A record will be made of each instance on our safeguarding reporting tool: CPOMs.

An immediate investigation will be carried out and the victim reassured and listened to. It is the responsibility of the Headteacher to inform the Chair of Governors.

All parents will be informed, and appropriate consequences awarded. These may differ according to the incident and age of the child. Curiosity must be encouraged and the balance investigated appropriately.

The Role of Parents:

The behaviour policy, including Claremont's vision statement and school rules, is outlined to parents via the school website. The success of the school's behaviour policy is dependent on the whole community. We ask parents and carers to support us in the implementation of our behaviour policy and to understand that we have in mind the best interests of your child(ren). We ask for your cooperation and understanding with not immediately challenging a decision by staff who have raised a behaviour concern or imposed a sanction. However, if parents really feel that a decision needs further discussion, please contact your child's teacher in the first instance.

Safer Digital Behaviours:

We recognise the risks to pupils associated with being online, particularly in the event of online learning and accessing shared platforms for homework.

Parents and carers are recommended to:

- Check security and parental control/privacy settings on all devices.
- Set up passwords/codes if available on computers/devices.
- Check for regular updates to devices or apps. Using the latest version can immediately help improve security.
- Think about physical privacy when appearing live online, e.g. appropriate adult supervision of children at home, appropriate clothing, appropriate background, distractions like noise and interruptions, what other people nearby can hear.
- Report harmful activity to the website, platform or app, a trusted adult and the Designated Safeguarding Lead. Report Harmful Content to Safer Internet UK if not satisfied with the result of a report to a service provider.
- Stay physically and mentally healthy online by taking regular breaks and appropriately managing screen time.
- Reiterate behaviour expectations and ways to handle and report problems, especially encouraging children to speak to a trusted adult if they come across content online that makes them uncomfortable.
- Remind children that Teams is not a social media platform, it is a place for online learning and the Claremont Positive Behaviour Policy and Code of Conduct still apply. Children should be kind, respect and polite towards each other and members of staff at all times.

This policy runs alongside the **Acceptable Use Policy** and **Child Protection Policy**.

Appendix 1 - The Claremont Code of Conduct

In order to be the best learner we can be, we are:

1. Kind
2. Respectful
3. Polite

In class

- We arrive promptly at the beginning of the school day.
- We take pride in our appearance by wearing the correct school uniform and by bringing in the correct PE kit.
- We are kind and respectful at all times to every individual in the school.
- We show respect for all people, property and places.

Outside of class

- At the end of break and lunch time we sit, or stand, silently without distracting or talking to anyone.
- We walk quietly back into the building then we walk silently back to our classrooms.
- We go in to assembly in silence and sit quietly.
- We walk quietly and calmly around the school, going up and down the correct side of the stairs.
- In the dinner hall, we are sensible and respectful at all times.

At all times

- We treat school property with respect and we do not touch property that is not ours.
- We respect others' right to learn and will not disrupt their learning.
- We take responsibility for our own actions and words.
- We are honest and truthful when speaking to one another.

Appendix 2 – Rewards and Sanctions

Every day, every child starts the day on a positive note with a green card displayed on their name. If, during the course of the school day, a child has gone 'above and beyond' with their attitude and/or behaviour, they will be given a privilege/sparkly card. If the child has to be warned of inappropriate behaviour or has broken the school rules an appropriate sanction will be given.

These sanctions and rewards are applicable to all children and will be used consistently by all members of staff.

Celebration of behaviour

Intrinsic rewards to good behaviour (better learning, the value of the subject itself) should be prioritised in order to avoid 'reward fatigue' with children becoming desensitised to benefits. If a child is rewarded with a privilege/sparkly card, this will be recorded as positive behaviour on CPOMS.

“Good to be Green”

Level 1:

- 2 x verbal warning

Level 2:

- **Yellow card:**
 - For anything not kind, not respectful or not polite.
 - 5 minutes off break with class teacher:
 - If given in the afternoon
 - EYFS/KS1: 5 minutes off afternoon play/PDR
 - KS2: 5 minutes in parallel class
 - Once a child is on yellow they can earn their way back to green.

Level 3:

- **Red card:**
 - 10 minutes off break with class teacher:
 - If given in the afternoon
 - EYFS/KS1: 10 minutes off afternoon play/PDR
 - KS2: 10 minutes in parallel class
 - Reported by email to phase leader.
 - Logged on CPOMS and parents emailed.
 - Once a child is on red, they cannot go back to green but will start afresh on green the next day.

If cards are given during break times (by any member of staff other than the class teacher), it must be communicated to the class teacher as soon as possible.

Staff members must consistently and relentlessly praise the behaviour they want to see.

All children must be given ‘take up time’ between each step: it is not possible to accelerate through each step.

Children will be expected to take full responsibility for their actions. There can be no excuse for violence, aggression or disrespect.

Where appropriate, children will be encouraged to apologise to their victim.

For children who are persistently on red, an appropriate strategy will be put in place (such as a behaviour plan) following discussions with the parents, class teacher and Senior Leadership.

There may be incidents that are so extreme that it is appropriate to refer the children immediately to the Senior Leadership team where an Internal Exclusion, Fixed Term Exclusion or Permanent Exclusion may be considered. Each case will be considered on an individual basis following the DfE guidance <https://www.gov.uk/government/publications/school-exclusion>.

1st Warning

“I saw/heard you choose to...

I’m giving you a verbal warning.

You now have the chance to make better choices.

Thank you.”

2nd Warning

“I saw/heard you choose to...

This is now your second warning. Next time it will be a yellow card.

Think very carefully about the choices you are making. You are in charge of your behaviour and I know you can make better choices.

Thank you.”

Yellow card

Children privately spoken to by the adult giving the sanction, not in front of other children.

Class teacher informed at the earliest opportunity.

Red card

Children privately spoken to by the adult giving the sanction, not in front of other children.

Class teacher informed at the earliest opportunity.

Phase leader/Senior Leadership informed at the earliest opportunity.

Sanction Examples:

These are examples of when verbal warnings, yellow and red cards may be given. This list is not exhaustive and teachers will use their best judgement in using these sanctions.

Level 1: verbal warnings	Possible sanctions
<p>Examples include:</p> <p>Out of seat Rocking on chairs Calling out Pushing/shoving in line Not listening/paying attention</p>	<ul style="list-style-type: none"> • Informal, silent gestures: eye contact, a 'look'. • Moving child to a different seat. • Positive praise of nearby children exemplifying good behaviour. • Private reminder to the child. • Cooling off outside the classroom / in another class.
Level 2: yellow card	
<p>Examples include:</p> <p>Consistent distractions/disruption/interruptions Inappropriate physical contact Persistent rough play Interferes with others' property Not paying attention to warnings Minor deliberate damage Not following instructions Answering back Threatening behaviour Insulting/name calling</p>	<ul style="list-style-type: none"> • Yellow card is given after two verbal warnings, for anything not kind, not respectful or not polite. • Card will be given to the children privately, not in front of other children • Child will have 5 minutes off their next break time, in which they will discuss the situation with the class teacher • The child can (and should) earn their way back to green. • Cooling off outside the classroom / in another class.
Level 3: red card	
<p>Examples include:</p> <p>Physical or violent behaviour, causing injury Serious damage to property Bullying both physical and verbal, including cyber (online, mobile phones etc.) Racist incidents</p>	<ul style="list-style-type: none"> • Red card is given following a yellow card OR for a situation deemed so extreme it is necessary to escalate it. • Card will be given to the children privately, not in front of other children • Child will have 10 minutes off their next break time, in which they will discuss the situation with the class teacher • Pastoral leader will be emailed by class teacher • Class teacher will log incident on CPOMS • Parents emailed/phone call. • Senior Leadership will be alerted if necessary.

Appendix 3- Check-In Card



Check-In Card

Start date of Check-in period:		Name of child:		
End date of Check-in period:		Name of SLT:		
Targets:				
1.				
2.				
Day	Check in Time & Adult initial	Check in Time & Adult initial	Check in Time & Adult initial	Comments
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Well <u>done,</u> , you have been successful and no longer need to check in.				
Date:				
Comment:				