CLAYGATE PRIMARY SCHOOL

Behaviour & written statement of principles policy

Approved by governing body	October 2026
Next Review Date	October 2027

Aims

The aims of our behaviour policy are to:

- Improve the achievement of children
- Ensure that pupil and staff enjoyment of school is high
- Increase the amount of time all children spend learning
- Ensure our children feel safe and happy at school
- Ensure that there are shared expectations and consistency in our approach to behaviour management

Statement of Principles

- We have very high expectations of behaviour at Claygate Primary School. Responsible behaviour is a prerequisite for children to be successful learners
- We believe good behaviour flourishes in a positive environment. We create a positive environment in many ways – through setting a positive example, by building trusting relationships with children, by getting to know children individually, by frequent praise and positive attention and by having appropriate reward systems
- We believe that all children can behave responsibly and be successful learners in school. We recognise that there will be a small number of children who need particular support and an individual plan to help them develop responsible behaviour in school
- We employ a consistent approach to encouraging responsible behaviour across the school. The staff and adults in school agree to implement this behaviour policy all of the time
- We believe that behaviour is a choice made by the children. We believe that children are responsible for the impact of their behaviour and for resolving the impact of those choices, whether on themselves, other children or the adults in school.
- Truth and honesty are expected of children if they have made a poor choice. Honesty and an admission of responsibility avoids time wasting, establishes integrity and enables rapid restoration/apology
- We believe that ensuring good behaviour must not be coercive, which includes threats, intimidation or shouting. Any disciplinary action should never be meant to embarrass, humiliate or physically harm any student
- We recognise that effective teaching is the most important factor in minimising disruptive or poor behaviour in the classroom. We aim to teach in a way that engages and interests all children
- The classroom environment and classroom climate give clear messages to the children about the extent to which they are their efforts are valued. Displays develop self-esteem by demonstrating the value of every individual's contribution, providing a welcoming environment.

We have a set of shared values which have been agreed by the whole school community. These form the basis of our school rules. The rules have been written with the children and are revisited frequently so that the children are clear about what each rule looks like in practice.

School Values

We strive to be **safe and healthy**.

We show **courage** in our learning and our choices.

We try hard to **achieve** our best.

We **respect** each other and adults.

We are proud of our school and **respect** it.

We are **responsible**, honest and polite.

We are **friendly** and care for each other.

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.
In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

Definitions

Misbehaviour is defined as not following the school rules which are displayed in every classroom.

Bullying

The school does not tolerate bullying, disability prejudice, racist, sexist or homophobic attitudes of any kind. If we discover that an act of bullying, racism or intimidation has taken place, we act immediately in order to stop any further occurrences of such behaviour and these incidents are recorded. Racist and bullying incidents are monitored half termly by the Leadership Team. All classrooms and public areas show clear visual messages and rules relating to these behaviours and we regularly revisit the anti-bullying theme in our teaching and learning throughout the year both via the classroom and through other means such as assemblies. (See Anti Bullying Policy 2022). In addition, the Claygate values are displayed in each classroom and in the main corridor areas. These values are referred to weekly through assemblies and through our 'Tweak of the Week' system.

Roles and responsibilities

Children's Responsibilities:

- To work to the best of their abilities, and allow others to do the same.
- To treat others with respect.
- To obey the instructions of the school staff.
- To take care of property and the environment in and out of school.
- To co-operate with other children and adults.

Staff Responsibilities:

- To treat all children fairly and with respect.
- To raise children's self-esteem and develop their full potential.
- To provide a challenging and interesting and relevant curriculum.
- To create a safe and pleasant environment, physically and emotionally.
- To use rules and sanctions clearly and consistently.
- To be a good role model.
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.
- To recognise that each is an individual and unique, and
- To be aware of their additional needs.
- To offer a framework for social education.

Parents' Responsibilities:

- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To show an interest in all that their child does in school.
- To foster good relationships with the school.
- To support the school in the implementation of this policy.
- To be aware of the school rules and expectations.
- To offer a framework for social education.

Governors responsibilities:

- The Pupils, parents and partnership committee is responsible for reviewing and approving the written statement of behaviour principles
- The Pupils, parents and partnership committee will also review this behaviour policy in conjunction with the head teacher and monitor the policy's effectiveness.

Reward Systems

Good behaviour flourishes in a positive environment. We create a positive environment in many ways. Our emphasis is on reinforcing positive behaviour. Praise is used to encourage good behaviour as well as good work. The most common reward is praise, informal and formal, public and private, to individuals and groups.

Class/year group systems:

- House points for following the CPS Values
- 'Values' heart stickers for children in EYFS who display the Claygate Values
- Accelerated reader: rewards for completing quizzes, including 'Millionaire's Club'

Wider Systems

- Teachers send children to the Headteacher, Deputy Headteacher or another senior member of staff with pieces of work for praise for which they receive a sticker
- A weekly Values Assembly where the CPS values and British values are focused on and promoted to children
- Values Certificates (given out at weekly Celebration Assembly)
- The Claygate Charter which is awarded on completion of our enrichment program
- 'Smart Student' awards for wearing our CPS uniform with pride

Sanctions

Sanctions range from expressions of disapproval, through withdrawal of privileges, to referral to the Deputy Headteacher or Head Teacher, informing parents, internal exclusion and, in the last resort, exclusion (following the LEA guidelines). Most instances of poor behaviour are relatively minor and can be dealt with through the use of clearly outlined sanctions.

- It must be clear why the sanction is being applied
- It must be clear what changes in behaviour are required to avoid future sanctions
- It should be the behaviour rather than the person that is criticised
- Group punishments should generally be avoided, however in some cases where there is a general dissatisfaction with a significant number of children and where individuals are not clearly identifiable, it may be appropriate to, for example, ask a whole class to practice lining up at break time to reinforce expectations
- Physical punishments are never used, nor any that are likely cause any form of physical distress e.g. standing for long enough to cause discomfort. If a child needs to wait in one place as a sanction, a chair should be provided.
- Children must never be left unattended e.g. outside classrooms, or in a classroom at break/lunchtime without an adult present

'Time out' offers respite for the child, the class and the teacher. It should involve an opportunity to calm down and avoid a deteriorating situation. It might also involve some reflective or review activity as appropriate.

There are also age-related approaches to sanctions throughout the school, which are all linked to the Claygate Primary School Values. These values are clearly displayed in every classroom and around the school. They are used for the majority of children, although there will be exceptions as some children will have their own individual behaviour plans. These are created together with the Inclusion Lead, Class teacher and Parents to ensure a shared understanding of the aims of the plan.

Involvement of the Children

Children are given increasing responsibility for regulating and managing behaviour as they progress through the school. Through the following range of activities, we encourage children to assume leadership responsibilities in the school through

- SMART School Council (whole class approach to school council): Y1 – Y6 weekly
- House captains and Prefects
- Year 6 leadership Team
- Sport's Crew
- Ambassadors
- Reading Buddies

Behaviour management

Children follow the examples and attitudes of adults and others around them. In order for our Behaviour Policy to be effective, we feel it is necessary for all adults, including staff, parents, governors, visitors and older children should always present themselves as positive role models. In all interactions, adults model the behaviour they expect pupils to display towards them and to each other. We encourage parents to continue to share with us the responsibility for promoting positive attitudes. When concerns arise, parents should immediately report any problems to us so that these can be dealt with effectively.
All staff are available to discuss any concerns that parents have about their child. This can be done through appointments or informally after school.

We, the staff, take pride in our commitment to quality teaching and to raising children's achievements through the recognition and valuing of the individual child's needs. We ensure that children have the opportunity to be listened to and are given the chance to correct their behaviour if they have made mistakes.

Our emphasis is on rewards to reinforce good behaviour. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The most frequent reward is praise, informal and formal, public and private, to individuals and groups.

Strategies for taking a Constructive Approach

- Consistency is paramount – expectations are clear.
- Refer frequently to the SCARRF values and CPS rules throughout the day and in assemblies.
- Discuss specific class rules in context so they are familiar to the children and they know how to follow them.
- Ensure that all behaviours are dealt with as soon as is appropriate.
- Ensure that all children are aware and clear of exactly what is and what is not acceptable behaviour
- Ensure that all members of staff read the behaviour, safeguarding and anti-bullying policies on a yearly basis.
- Ensure that all serious incidents, and those occurring regularly, are made known to both the class teacher and parents and are recorded on CPOMS
- Always give a clear warning to give the child a chance to rectify their behaviour.
- Give a private reprimand if possible
- Always give children the opportunity to talk about/write about any incidents and to talk about their feelings.
- Use a calm, assertive tone.
- Verbally reason and explain using clear and appropriate language
- Give children time to calm down before discussing an incident and then give them more time for thought and re-evaluation of the situation.
- Make it clear that you object to the behaviour, not the child.
- Make it clear that the child has a choice – 'You have a choice, to behave appropriately', or 'You have chosen to do the wrong thing'
- Encourage children to take responsibility for their actions.
- Restructure groups or activities to provide a positive situation.
- Initiate more home/school links, e.g. a diary, if behaviour is consistently repeated.
- Children to be actively involved in rectifying the situation, if appropriate.

The School Vision and SCARRF values are highlighted regularly throughout the school day and in assemblies. House points and star of the week certificates will be awarded linked to these values.

In the EYFS, our Values are reinforced through the use of Makaton and through visuals (widget). All EYFS staff wear these cards on their lanyards to enable quick and consistent use.

Claygate School Rules are displayed around the school (in classrooms and base areas) as well as other visual displays outlining expected standards of behaviour and safety. A consistent expectation is therefore set for all Claygate pupils, parents, staff, governors and visitors. If there are incidents of anti-social behaviour, the class teacher discusses these both with individuals and with the whole class during our Jigsaw P.S.H.E. Sessions. The P.S.H.E. Curriculum promotes positive behaviour.

Play times and Lunch times

Playtime and lunchtime should be a positive experience. Teachers and lunchtime support staff work in partnership to encourage positive play and the use of lunch time equipment provided in the playgrounds. We want all children to feel safe and happy in the playground. Clear playground and wet play rules are shared with all members of the school community and the children are rewarded and sanctioned in line with the school rules and behaviour policy. In addition, lunchtime support staff are made aware of children with specific needs and strategies to support these needs. If an incident is judged not to be serious and can be resolved by the lunchtime support staff member, then the incident is reported to the class teacher at the end of lunchtime. If the incident is more serious and cannot be resolved by the lunchtime support staff member, the Class Teacher and a member of the Leadership Team are informed. The Head/Deputy will also be informed, as necessary. The lunchtime support staff team are supplied with Guidelines to ensure that consistency of approach is followed by all adults.

Suspension and Exclusion

In serious cases, parents may be sent for by the Head Teacher and the child removed from school premises. If satisfied that, on the balance of probabilities, the pupil did what he or she is alleged to have done; the Head Teacher may suspend or exclude the pupil. L.A. procedures will be followed in any cases of fixed term suspensions or permanent exclusions. The Headteacher should be confident in using suspension and exclusion where they deem it to be a lawful, reasonable and fair sanction. The use of suspension and exclusion should reflect the importance of good behaviour for the education and welfare of all pupils. In considering whether to suspend or exclude a pupil, our Headteacher will weigh up the seriousness, or persistence, of the pupil's behaviour, together with the impact of not suspending or excluding the pupil on the school as a whole and the integrity of our behaviour policy. We will make every effort to identify pupils at risk of exclusion and to put in place strategies to address problematic behaviour in a proactive way. Hence our monitoring of behaviour is rigorous and our aim to rewards and sanctions consistent across Claygate Primary School. Whilst we believe in inclusion for all, we will not adopt a blanket approach of never excluding pupils as it may undermine the school's ability to maintain discipline.

Internal Exclusion

This is an internal process within the school and is used when the objective is to remove a pupil from class, not the school site, for behaviour reasons. Internal exclusion forms part of our whole school approach to promoting positive behaviour. Children who display behaviours deemed to be unacceptable to the learning environment they are in, will be sent to a member of the Senior Leadership Team or a quieter or more public area where they are given time to reflect, discuss in a confidential environment with a member of staff, complete any unfinished work due to unacceptable behaviour and/or complete a written apology if needed. The pupil should then be ready to return to the learning environment. Internal exclusion is aimed to be the shortest time possible and it allows for the teaching and learning of the majority of pupils to go uninterrupted.

It should be used:

- in line with Claygate Rules and guidelines
- when a potentially explosive situation can be resolved by removing the pupil to a quieter area.

All parents and carers will be contacted to discuss any internal exclusions relating to their child and any agreed actions. All internal exclusions will be documented on CPOMS.

Inclusion Statement

The promotion of positive behaviour will support inclusion as part of our school ethos and within our teaching practice, positively embracing diversity. Guidance and support is provided by the Senior Leadership Team, SENCO and L.A. We firmly believe that all the cultures in our school should be celebrated, respected and valued by all staff and pupils. We use P.S.H.E. and Circle Time activities to discuss a variety of cultural and lifestyle issues. Daily Collective Worship opportunities are carefully planned to explore a variety of faiths present in our school and wider community. At Claygate Primary School we recognise many religious festivals and we use displays, artefacts and music to enhance our understanding and respect.

All children follow the School Behaviour Policy. Where children have Special Needs, these should be given consideration and they should be treated with sensitivity.
This could include:

- More immediate positive reinforcement
- More immediate rewards.
- Liaison with class teacher/SENCO where appropriate/SEND Team.
- Immediate intervention when safety of others and/or themselves in an issue.
- Children involved in setting their own behaviour targets.
- Individual Behaviour Plans and/or communication passports.

Record Keeping

- Class teachers maintain class records for individual children for agreed school and class reward systems in order to ensure that they award certificates appropriately and that all children are recognised in Celebration Assembly over the year
- CPOMS: Any significant behaviour incidents that class teachers have investigated should be entered onto CPOMS. The entry should include date, time and a factual summary of the incident and findings
- Severe Behaviour Incident records: Bullying, racism, homophobia and other incidents are referred immediately to a member of the senior leadership team. A serious behaviour incident sheet is filled in by the member of staff and senior leadership team member as they investigate the incident, and kept in a file in the DHT office. In addition, the incident is entered onto CPOMS as above.
- Lunch behaviour Incident: If significant behaviour has occurred at lunchtime, the supervising staff are expected to investigate and keep records in the same way that class teachers do. Records should be passed at the end of lunchtime to the class teacher or senior leadership team, depending on the seriousness of the incident.
- Individual Behaviour Plans: Individual behaviour plans are typically used where specialist behaviour management strategies are being employed to support a child. The plan will have individual targets, criteria for success and the support strategies provided including the involvement of external agencies. These plans are monitored and updated regularly and shared with parents.

Working with external agencies

Where concerns about a pupil's behaviour persist or indicate a wider need, the school may work in partnership with external agencies to provide appropriate support. This may include, but is not limited to, the Local Authority STIP team, The Virtual School, Early Help services, and Children's

Services. Any involvement of external agencies will be undertaken in the best interests of the child and, where appropriate, in consultation with parents and carers.

Partnership with Parents

The support and involvement of parents is critical for the effective implementation of this behaviour policy. We work hard to build positive, open and supportive relationships with parents. Steps that we take to build these relationships with parents include:

- Teachers being accessible to parents at end of school day and by email
- Informally providing feedback on children at the end of the day
- Signing a home-school agreement
- Informing parents of any serious behaviour incidents on the day of an incident
- Keeping parents informed of patterns of poor behaviour choices
- Meeting with parents as necessary as part of the disciplinary actions for poor behaviour

EBSNA (Emotionally Based School Non-Attendance)

The school recognises that some pupils may experience Emotionally Based School Non-Attendance (EBSNA), where difficulties in attending school are linked to emotional or mental health needs. We are committed to identifying early signs of EBSNA and working proactively with pupils, families and relevant professionals to put supportive strategies in place. These may include individual support plans, reasonable adjustments, pastoral support and a graduated approach to reintegration, with the aim of promoting wellbeing, reducing anxiety and supporting regular school attendance.