

Clipston Endowed VC Primary School



Be Kind ~ Be Your Best ~ Be Happy

Behaviour & Discipline Policy

Adopted by the Governing Body: March 2026

Proposed Review: Spring 2027

Signed

Mrs Sarah McElroy: Chair of Governors

Do to others, as you would have them do to you – Luke 6:13

Clipston Primary School's Vision, Mission, Ethos and Aims

Our Vision

Every Child Matters to God

Our Mission

Be Kind ~ Be Your Best ~ Be Happy

Ethos

Recognising its historic foundation, Clipston Primary School seeks to serve its community by providing a rounded, connected and coherent education of the highest quality.

We endeavour to preserve and develop our distinct religious character in accordance with the principles of the Church of England.

The school lives out its Christian virtues – Thankfulness, Kindness, Justice, Love, Forgiveness, Responsibility and Courage – and all those essential human values, which are common to good, kind and tolerant people of all faiths and none, through the experiences it offers to all its pupils.

Aims

The school's aim, through its Christian ethos, is the creation of a safe, happy learning environment, which supports all children on their journey towards becoming:

- Successful engaged learners, who enjoy learning, who are knowledgeable and skilled, and who make progress and achieve their best;
- Confident, articulate individuals who can lead safe, healthy and fulfilling lives in the communities in which they live now and in the future;
- Responsible, happy citizens of the world who have the capacity to make positive contributions to society.

“Do to others as you would have them do unto you” Luke 6:31

To achieve these aims, staff and governors will work in partnership with parents, carers and the local community for the benefit of all our pupils.

The Behaviour & Discipline Policy

Policy Principles

This policy has been written using the Department for Education's guidance to Head teachers "Behaviour and Discipline in Schools" and acknowledges the school's legal duties under the Equality Act 2010, in respect of pupils with Special Educational Needs (SEN).

We believe that children flourish, grow and develop pride in themselves in an atmosphere of praise and encouragement. In order to achieve this, certain standards must be fully understood and maintained. These standards are our school rules. We actively seek to apply these standards and strive to uphold them at all times. The school rules are adopted by the school community of children, parents, teachers and governors. These rules are displayed in prominent positions around the school to promote positive behaviour.

Our School Rules

We have four school rules which we expect every member of the school to follow:

1. Treat others as you would like to be treated.

2. Be Kind: use kind hands, kind feet and kind words
3. Try to do your best and stay positive
4. Follow instructions first time

The powerful influence of home and school, working in partnership, will support our children in becoming happy, fulfilled and successful members of society and contributory citizens of the world, as outlined in our school motto: **Be Kind ~ Be Your Best ~ Be Happy.**

Expectations

Staff will always:

- Provide a consistent approach across the whole school.
- Model appropriate behaviour.
- Promote honesty and courtesy by example.
- Provide a caring and effective learning environment.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Show appreciation of the efforts and contributions of all within the school.
- Ensure fair treatment of each individual, regardless of age, gender, race, ability and disability.
- Follow the agreed behaviour policy and support each other in doing so.

Children will be encouraged to:

- Follow the school rules
- Follow our school values

We expect parents will:

- Work in partnership with the school so children receive consistent messages about how to behave both at home and at school.
- Support and encourage their child's learning.
- Inform the class teacher should any concerns arise about behaviour.

The Headteacher will:

- Implement the school behaviour policy consistently throughout the school.
- Ensure the health, safety and welfare of all children in the school.
- Celebrate examples of exemplary behaviour with the whole school.
- Support the staff in implementing the behaviour policy.
- Keep records of all reports of incidents of serious misconduct, with action taken.
- Deal with serious, unacceptable behaviour.
- Share an analysis of behaviour with Governors so that they can measure the impact of the policy across school.

The Governing Body will:

- Reviewing and approve the Behaviour Policy
- Monitor the policy's effectiveness
- Hold the headteacher to account for its implementation

The benefits of good behaviour

It is important that both children and adults know and understand what is expected of them in school.

For the children:

- Children need to realise the importance of the way they behave and how it affects themselves, their peers and their teachers.
- Everyone should be able to work in a calm, quiet atmosphere, concentrating on their learning, free from disruption from others.
- Children learn to care for each other and about the importance of friendship. Older children are good role models to our younger children.
- Children learn self-respect, develop self-confidence and increase self-esteem in school.
- Children learn to try their best and what it is to feel proud of their hard work, perseverance and achievements.

For the staff:

- With expected behaviour choices from the children, staff are able to teach what they have carefully planned and thus meet the needs of all pupils.
- Lessons are then stimulating, worthwhile and free from disruption.
- Staff can spend more time with children to support their learning.

For parents:

- Parents can feel confident that the children are learning in a positive environment.
- Parents can build relationships with the school in order to work together to provide the best possible learning environment for their children.
- Parents will know that their children will receive guidance, support and encouragement to behave well.

Behaviour that we wish to encourage

We all need to have a common understanding of what good behaviour is, so that we can work together to achieve our aims. Behaviours we encourage, support and develop are:

- Honesty
- Self-discipline
- Respect for all adults, each other and property
- Appreciation of others
- Diligence in their learning
- Politeness
- Humility
- The ability to listen well to adults and peers
- The ability to express an opinion appropriately
- The ability to reconcile any differences
- Tolerance and understanding of others
- Patience
- Pride in achievement, academic and personal
- Cooperation
- A sense of calm both in the classroom and when moving around the school
- Personal tidiness
- Accept sanctions when given
- Care for the environment both inside and outside

This list is not exhaustive.

Positive behaviour strategies

The following strategies are used to promote good behaviour:

- Listen to children
- Criticise the action, not the child
- Displaying of and referring to the school rules
- Be positive role models
- Be consistent in our expectations of children
- Praise good behaviour
- Give children jobs and responsibilities
- Value children's ideas
- Reward appropriate behaviour choices with praise, stickers, class awards and house points
- Have high expectations for all areas of children's learning in school - behaviour, attitudes and academic work

Rewards

At Clipston Endowed VC Primary School, we place a strong emphasis on rewards and privileges to support the adherence to our behaviour aims. We celebrate good behaviour by using a range and variety of rewards. All children can be awarded House Points. Winners of the House Cup earn an incentive each half-term.

Other rewards may vary according to the age of the children and could include:

- Verbal praise and individual stickers
- Team points / Table stickers / Class Dojo points
- Special jobs
- Helping others in class
- Choosing special activities
- Gold Awards
- Head Teacher's Awards

Behaviour that is unacceptable in our school

We must all work actively together to discourage the behaviour that we do not wish to happen.

We separate inappropriate behaviour into two categories: misbehaviour and serious misbehaviour.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude towards work or others.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules that lead to unreasonable high-level disruption of children's right to learn
- Any form of bullying, intimidation, harassment or discrimination such as racist, sexist or homophobic behaviours (please see Anti-Bullying Policy)
- Physical violence or verbal aggression directed towards an adult or pupil
- Use of object/weapons to hurt others
- Serious/ continued bullying incidents
- Intentional vandalism leading to damage of school property and resources
- Possession of any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Consequences

When dealing with unacceptable behaviour we aim to maintain a child's self-esteem. It is the behaviour that is unacceptable never the child.

Strategies used:

- Check the child understands what is unacceptable
- Establish that the child knows that the behaviour was unacceptable and that it can affect others.
- Target strategies to avoid the same situation in the future.
- A consequence given which is related to the behaviour
- Involve parents to help reinforce any actions undertaken to deal with inappropriate behaviour

Typical consequences for misbehaviour:

- Repetition of task if not done satisfactorily
- A restorative conversation with an adult
- Reminders and warnings followed a reminder of expectations linked to our school rules
- A yellow card and the loss of some breaktime
- A conversation with a parent and class teacher

Typical consequences for serious misbehaviour:

- A red card and the loss of breaktime and lunchtime. This would normally be followed up by a member of the school leadership team and parents notified.
- A conversation with a parent and member of the leadership team
- Regular monitoring of child's behaviour record using CPOMs
- Behaviour monitoring charts which are kept on record and used to identify patterns
- A restorative conversation when the child is calm
- Missing breaktimes for longer periods of time
- A meeting arranged with parents and a Behaviour Action Plan drawn up and monitored.
- Removal from the class or playground for a set period of time
- Support from external agencies such as Jogo Behaviour Support (with parental permission) may be commissioned
- Removal from the class or playground with a reintegration plan
- Phased reintegration into the classroom or playground
- Suspension
- Permanent exclusion

Removal from the Classroom or Playground

Removal from the playground or classroom is a serious consequence and will only be used when all other behaviour strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal. We use removal for the following reasons:

- To maintain safety for all pupils following an unreasonably high level of disruption
- To allow the pupil to regain calm in a safe space
- To enable the pupil to be taken to a place where their learning can be continued in a managed environment.

When a child has been removed from class, they will be guided to a safe space. Work will be planned for and provided by the class teacher to ensure that the child continues to learn. The incident will be recorded using CPOMS and parents will be contacted promptly. Should a child not calm down, are unable to continue their work and continue to exhibit serious and unsafe behaviours, despite a range of strategies being attempted, school will phone parents to support with calming the child down. This will also help to restore stability for other children attending school.

Suspensions and Permanent Exclusions

For children to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and their behaviour seriously impacts the education or welfare of others in the school, the Headteacher may take the decision to exclude for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following the suspension, the pupil and parents will meet with the Headteacher to discuss the pupil's reintegration to school and the best way forward to support the child.

Permanent exclusion is seen as a very last resort after all reasonable steps to avoid exclusion have been put into place. Permanent exclusion should only occur when risk assessment indicates that to allow the pupil to remain in school would be seriously detrimental to the education or welfare of the pupil concerned or to other pupils and/or staff at the school.

A child may be suspended or permanently excluded for:

- Physical assault against a pupil or adult
- Verbal abuse/threatening behaviour against a pupil or adult
- Persistent bullying
- Racist abuse
- Sexual misconduct
- Serious damage to school property
- Persistent disruptive behaviour
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited.

All exclusions and suspensions will be completed in accordance with the latest DFE guidance for maintained school, recorded on children's school record and reported to West Northamptonshire Local Authority.

Inclusion

As a school we recognise that everyone is unique. For our school, this means responding to the different talents and needs of all our children so that they can achieve their true potential. Reasonable adaptations are made for children who struggle to make good choices. All teachers are expected to anticipate likely triggers for misbehaviour and put in place preventative support. It is also important to remember that all behaviour has meaning and that a restorative approach can help unpick the reasons for the behaviour rather than a purely punitive approach. Understanding a person's behaviour is the first step to preventing and reducing behaviour incidents. There can also be a number of reasons for children to struggle with positive engagement, and this can lead to different responses, such as freeze, fight, flight or submit. There needs to be a tailored approach to supporting children who present with challenging behaviours. Where necessary, outside agencies

may be brought in to support the child for example Early Help, play therapy, behaviour support from an advisor and counselling. When children struggle with their behaviour, we are committed to working with both the child and the parents in a variety of ways. Every child is different and unique, and we continue to find new ways to support different children in different situations. When children are struggling with challenging behaviours, it is essential for parents to work with the school and outside agencies to address it.

Our school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider this in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy.

The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies. As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will consider the specific circumstances and requirements of the pupil concerned. These may include short, planned movement breaks for a pupil with SEND who finds it difficult to sit still; seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher; training for staff in understanding conditions such as autism and use of calm spaces where pupils can regulate their emotions during a moment of sensory overload.

School Attendance and Part-time timetables

All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances there may be a need for a temporary part-time timetable to meet the individual pupil's needs, for example a part-time timetable may be considered as part of a re-integration package.

A part-time timetable will not be treated as a long-term solution. Any pastoral support programme or other agreement must have a time limit by which point the pupil is expected to attend full-time or be provided with alternative provision. The legal requirement is that a child resumes full time education by fourteenth week. This will only be considered when all other strategies have not been successful and to avoid future suspensions or permanent exclusion.

Prohibited Items in School

Items that should not be in school include:

- Any items that are potentially harmful to any member of the school community should not be brought to school. If there are any doubts about an item, students or parents/carers can check with the class teacher.

- chewing gum
- fizzy drinks including high energy drinks
- glass bottles including perfume bottles
- jewellery except for a watch and one pair of plain stud earrings worn in the earlobes
- aerosol cans including deodorants
- correction fluid such as Tippex
- permanent marker pens
- makeup
- unnecessary money
- expensive items
- Cigarettes, vapes, matches and lighters
- fireworks or "snaps" containing gunpowder
- mobile phones except for Years 5 and 6 children with permission to walk home alone and they must place the phones in the office for safe keeping during the school day. Children with type 1 diabetes may also need phones on them for medical purposes but this must be agreed by the headteacher first. For safeguarding reasons, mobile phones must not be used by children on the school premises
- any items which are illegal to possess or carry, or inappropriate for the age of the child or the school environment
- any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

This is not an exhaustive list.

Confiscation

Any prohibited items found in a pupil's possession may be confiscated. These items will be returned to the parents/carers unless it is an illegal item where advice from Global Policing or the police will be sought. We will also confiscate any item that is harmful or detrimental to school discipline.

The Use of Reasonable Force (In line with DfE advice July 2013 Use of Reasonable Force)

Our school has a duty of care to both pupils and staff and staff have a duty of care to protect pupils and to take action to prevent the cause of harm. Reasonable Force is only used when it is completely necessary to keep people safe and should be reasonable, proportionate and appropriate. When using reasonable force, the school has a legal duty to make reasonable adjustments for children with disabilities and children with SEN. School does not need parental or carer's consent. Reasonable force is needed when there is a real risk of harm towards a pupil or member of staff.

Reasonable force covers a broad range of actions and involves a degree of physical contact to control or restrain children. We define reasonable as using no more force than is needed. Examples of situation requiring reasonable force include:

- preventing a child from committing an offence
- Preventing a child from injuring themselves or others
- Preventing a child from damaging property
- Maintaining good order and discipline at the school or among pupils

When reasonable force is used our school will record what has happened in our numbered and bound book. This record will include:

- The behaviours associate with the incident
- Who witnessed the incident
- the type of techniques needed

Our school will ensure that parents/carers are informed as soon as practicable.

Behaviour outside of the School Premises

As a school we sometimes follow up behaviour and give sanctions to children for misbehaviour outside of school premises.

Sanctions will be given by school for:

- Misbehaviour on school organised or school related activities
- Misbehaviour within before or after school clubs
- When travelling to or from school
- When wearing school uniform
- When misbehaviour has repercussions for the orderly running of the school
- Serious behaviour which poses a threat to another pupil
- Misbehaviour which may adversely affect the reputation of the school

The school's response to this behaviour in terms of strategies and consequences will be in the same way as if it had happened in school.

The School Bus

We expect the children to behave properly on the bus, to ensure the safety of all on board, and we support parents in enforcing the following expectations:

- Find your seat quickly
- Remain seated until the bus reaches your stop
- Talk and behave quietly; do not disrupt the driver
- Be polite to the driver

Should a child behave inappropriately on the bus, we may liaise with the driver and Bus Company to discuss what steps need to be taken to support and improve the behaviour. A seating plan for the individual child, or all the children, may be introduced and in severe cases of misbehaviour children will not be permitted to travel on the bus for a period of time.

The Role of Governors

The Named Governor for Behaviour and Discipline may be made aware of circumstances pertaining to a particular pupil. Incidents of serious misbehaviour are recorded on CPOMs which is monitored by the Governing Body at least three times per year.

Links to other policies and procedures

This Policy should be read in conjunction with our Home-School Agreement, the Online Safety Policy and the Child On Child Abuse Policy, all of which can be found on our school website

www.clipstonprimaryschool.org