



**CLARENDON PRIMARY SCHOOL**

*Together we shine*



# Relationships & Behaviour Policy

Reviewed:	Sum 23
Agreed (FGB):	Sum 23
Next Review Due:	Sum 25

Headteacher:  
V Chatterjee

## **Relationships & Behaviour Policy**

Our Clarendon School Values of: *challenge, love of learning, aspiration, resilience, enjoyment, nurturing, determination, optimism, nobody left behind, sharing, vision, acceptance, leadership, uniqueness, everyone and success* are embedded in everyday life at Clarendon Primary School. We believe our children possess unique gifts and qualities, and as such they have the right to succeed, recognise their own greatness, and develop who they are in a respectful and caring environment.

### **Purpose:**

We provide a bespoke and inclusive curriculum, whereby children are active learners and fully engaged in their learning; this can be seen through the excellent behaviour of our children. Positive, respectful behaviour is an expectation with all people and in all places, not only during the school day but beyond in the wider community and whilst online. Everyone within the school community has the right to be treated with dignity and kindness.

We aim to provide a caring, nurturing and supportive school atmosphere where children, teachers, parents and adults can work together for the mutual benefit of all. Our inclusive approach is underpinned by Emotion Coaching Strategies that values children's feelings whilst guiding their behaviours.

We aim to encourage each child to learn self-regulation, based on a positive self-image and a respect for and a sensitivity to the needs of others.

We recognise that everybody has Mental Health and pride ourselves on responding swiftly to the needs of our children. Looking after our children's Mental Health and Wellbeing is integral to a successful education.

We are proud to be recognised as a Rights Respecting School whereby children's rights are woven into every element of school life.

### **Our Ethos:**

High standards of behaviour are reinforced regularly by all staff. Staff understand that behind every behaviour is a feeling and will coach children through their emotions when problems arise. We know that connecting and empathising with children in this way helps the child to regulate their emotions. This ultimately builds stronger relationships across school, whereby children become more tolerant and successful with their problem solving over time.

The children are given a clear understanding of the standards of behaviour we expect of them and the consequences of not abiding by them. The same standards of behaviour are expected by all adults who work in the school.

There are fair and consistent application of sanctions when expectations are not met. All staff are responsible for all the children, not just with those in their own care.

Any physical aggressions will not be tolerated because every child has a right to be safe in school. Any instances of this will be dealt with by senior leaders and parents will be informed.

We recognise that children's behaviour is positively influenced by other aspects of school life: robust systems, personalised provision for children with additional needs, effective planning, a tidy and ordered school environment, high teacher expectations and firm boundaries, an insistence on attendance and punctuality & ordered movement of children around school.

All stakeholders are made aware of the school's Relationships & Behaviour Policy in order to promote a supportive team approach for the mutual benefit of the school and community.

### **We want our children:**

- To be happy and feel confident in school
- To be emotionally literate
- To be respectful and kind

### **Role of adults**

One of the most powerful influences on a child's behaviour is a positive adult role model. Staff have been trained to skilfully unpick a child's feelings whilst coaching them to understand their own emotions. Staff recognise that emotions are an opportunity to connect with a child and their job is to teach them how to handle their emotions in a healthy way.

Positive reinforcement of good behaviour is more effective than negative punishments. Although there are agreed sanctions for children who misbehave, it is encouragement of good behaviour which is far more important. Staff should praise children who behave in a polite, helpful, considerate and sensible manner. Verbal feedback on behaviour deserves a high priority around the whole school and during off-site visits; this often means prioritising time with children and 'un-picking / understanding' the root cause of the behaviour. Good behaviour and positive attitudes should be discussed in P.S.H.E. lessons (school follows the Jig-saw scheme of work), class discussions and assemblies.

### **Role of Senior Leaders**

Leaders are highly visible and engage regularly with children, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported. Leaders in school make sure that all new staff are thoroughly inducted into the school behaviour culture thus ensuring they understand our rules and routines and how best to support all children. Leaders ensure that staff are trained appropriately to meet their duties and functions within this policy.

In 2023, Clarendon Primary School gained the Gold Mental Health & Wellbeing Mark, the Gold Rights Respecting School Award (UNICEF) & the Inclusion Award.

As a member of Clarendon Primary School you have a ...

### **RIGHT**

- To be proud of your achievements
- To focus on your work
- To be treated fairly and with consideration
- To express your views and know you will be listened to
- To feel happy, safe and confident
- To learn in clean and tidy surroundings
- To tell a member of staff if someone or something is making you unhappy

### **What we expect from the children**

1. To be polite to everyone and consider other peoples' feelings
2. To walk around the school calmly and safely
3. To take a positive role in all classroom activities and to try as hard as they can
4. To value and care for each other, the school and all equipment
5. To be responsible for giving a good impression of themselves and the school both within and outside the school

### **We will not tolerate:**

- Bullying (including racism and homophobia) whether verbal, cyber, physical or emotional
- Fighting or deliberately hurting others, including adults (physical assault)
- Swearing or bad language
- Serious acts of vandalism

### **Bullying**

Bullying (including cyber-bullying) and racial comments (including online) are not tolerated and all children are encouraged to report this to a member of staff if they are aware this is happening in or out of school to themselves or others. There will be serious consequences for anyone found to be involved with bullying. (*See separate Anti-Bullying Policy for further details*).

### **School Behaviour System – House Points**

Each child belongs to one of four house point teams and we ensure all siblings are allocated to the same team. We have based our house names on four explorers: Columbus (Red); Shackleton (Yellow); Drake (Blue); Polo (Green). All staff have a bank of tokens and they award these for various positive reasons including good behaviour. At the end of each week, classes count their tokens and celebrate the winning team in class. These tokens are then collected across the school. At the end of each half term, the children in the winning house are rewarded with a special treat such as a movie, disco, bouncy castle etc. Children are also recognised for being kind. Kindness lanyards are awarded to children who are seen being kind to others and going above and beyond; these are worn around school and staff acknowledge the recognition of the children's efforts.

### **Class Behaviour System - It's Good to be Green and Great to be Gold**

The children are in control of their own actions & behaviours. The children have a constant reminder of their behaviour through the 'Good to be Green & Great to be Gold' Behaviour charts. All children start the day on Green and are given a Warning or Consequence Card should they demonstrate one of the behaviours listed in the table below. The children who are consistently on Green are rewarded at the end of the term by being 'Great to be Gold' & these children have an experience, either in or out of school, which recognises their achievement of consistently good behaviour.

In the Early Years Foundation Stage, the children all start the day on 'sunshine' and hopefully remain there until the end of the day because they have maintained consistently good behaviour. Children who remain on sunshine will enter a daily prize draw to win a lucky dip in the box. If they have demonstrated any of the negative behaviours as listed in the table below, they may have to move their photo to the 'cloud'. Should the behaviour be more serious or continue, then they would advance to the 'rainstorm' and have reflection time appropriate to their age, away from the activities and other children. A conversation would also be held with parents at the end of the day or if more serious, a phone call made home earlier.

### **Keeping Classrooms Safe - Physical Intervention**

Under very exceptional circumstances, physical intervention may be required to manage a child's unsafe behaviour or aggression where their behaviour is physically endangering themselves, other children, adults or causing serious damage to property. Physical intervention should not, however be considered in isolation. Staff will take steps to avoid the need to physically intervene by de-escalating the situation through Emotion Coaching. Should a child's behaviour require regular physical intervention, school will ensure that the necessary staff have accessed the necessary training and an individual risk assessment will be completed for the child.

The Leadership Team and Learning Mentor have all received recognised 'Positive Handling' training and so, these staff are qualified to safely handle children for the safety of themselves and others, should the need arise. No other member of staff will be involved with handling a child unless it is in an emergency response whereby the child or others are at immediate risk of harm.

### **Partnership with Parents**

A strong partnership between home and school is of real benefit to children. We aim to share good news and achievements as well as any concerns or details of any behaviour incidents in a timely manner. This may be through a meeting, postcard or a telephone call. We may use these methods to discuss children's behaviour or work. Individual children may have targets which we would ask parents to share regularly with their children so that we can work together to ensure the very best behaviour outcomes for every child. The Learning Mentor ensures families, who are in need of help and advice with their child's behaviour, receive an appropriate programme of support, training and resources. This support includes annual Emotion Coaching classes and Mindfulness sessions. Some parents maybe signposted to other agencies for further help.

### **A Graduated Response for Sanctions**

In most cases staff should try and deal with misbehaviour by themselves, as constant referral to someone else undermines their own authority and leaves no other sanction for more serious misdemeanours.

Depending on the degree and persistence of misbehaviour, the system of referral after the class teacher is to:

- 1<sup>st</sup> Learning Mentor / Assistant Head
- 2<sup>nd</sup> Deputy Head
- 3<sup>rd</sup> Headteacher

Any incidents should be logged onto CPOMS in a timely manner, ensuring the Learning Mentor and Deputy Head for Inclusion are notified and tagged as a minimum. This will be actioned as appropriate.

For persistent Level 2 traits of behaviour, the Learning Mentor or Deputy Head for Inclusion would meet with the parent/carer to discuss the issues and an Individual Behaviour Plan (IBP) would be discussed. In some cases, an Early Help Assessment would be considered as well as the involvement of Aspire Behaviour Support Service.

In the event of very serious incident or persistently poor behaviour, the suspension & exclusion procedure would be initiated (see appendix).

It must be clear to all why the sanction is being applied and how it can be avoided in the future. It should be the behaviour rather than the person that is being punished.

	<b>Type of behaviour (these may be age related)</b>	<b>Consequences</b>
Level 1 (in class) AMBER Warning Card	Not on task; Disrupting another child/chatting; Distraction, interruption; Answering back; Not taking instruction; Telling lies/getting others into trouble; Verbal abuse e.g. name calling; Minor bad language; Unsafe movement around the classroom/school/playground; Unsafe behaviour; Careless damage; Destruction of property (first occurrence); Playtime incident (first occurrence); Bringing inappropriate or banned equipment; Minor vandalism;	<b>Child will be issued with a warning card and...</b> <ul style="list-style-type: none"> <li>• Redirected to another activity or place</li> <li>• Talk with child</li> <li>• Reminded about school expectations /consequences</li> <li>• Reported to Learning Mentor and logged on CPOMS</li> </ul>
RED Consequence Card	Persistence of level 1	<ul style="list-style-type: none"> <li>• Individual session with the Learning Mentor</li> <li>• Writing letters of apology</li> <li>• Loss of playtimes</li> <li>• Informal talk with parent by class teacher (after school / by telephone)</li> <li>• Withdrawal of privileges such as class jobs</li> <li>• Being sent to work in another class/space for the rest of the session</li> </ul>
Level 2 Automatic Red Consequence Card	Persistent refusal to work; Deliberately disturbing the whole class; Defiance; Deliberate destruction of another child's piece of work; Stealing/intent to steal; Direct verbal abuse/racial abuse; Threatening behaviour; Isolated acts of violence, kicking, hitting, thumping etc; Bullying, persistent name calling;	<ul style="list-style-type: none"> <li>• Take work to complete with Learning Mentor</li> <li>• Involvement of Assistant Head</li> <li>• Targeted Intervention over time with Learning Mentor</li> <li>• Not allowed to go on school trips (however for curriculum related trips/activities a risk assessment will be undertaken to assess suitability of child participating, for example one to one support may be required)</li> <li>• Phone call home from Learning Mentor</li> <li>• Loss of playtime sessions</li> </ul>

<p>Level 3</p> <p>Involvement of outside agencies via leadership team</p>	<p>Persistence of level 2;  Vandalism of school buildings/property;  Major disruption of class activity  Stealing/intent to steal (persistent);  Repeated incidences of bullying;  Violent hitting, kicking, fighting;  Aggressive violent behaviour causing deliberate injury;  Abuse/threatening behaviour towards staff/parents – including physical / verbal assault against another child or adult (inc. threatening behaviour);  Dangerous refusal to obey instruction;  Leaving school premises without consent;  Abuse against sexual orientation;  Abuse relating to disability;  Abuse relating to race;  Bullying;  Use, or threat of use, of an offensive weapon or prohibited item;</p>	<ul style="list-style-type: none"> <li>• Continue with Level 2 consequences</li> <li>• Phone call home to parents from Deputy or Head to arrange a meeting in school</li> <li>• IBP in conjunction with learning mentor/ Aspire Behaviour support Service</li> <li>• Send to Headteacher/SLT member to decide on consequence e.g. internal isolation</li> <li>• Suspension</li> <li>• Exclusion at lunchtime</li> <li>• Permanent exclusion</li> </ul>
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Links with other Policies

The policies below all relate to our expectations with regard to behaviour in school and should be read in conjunction with the Behaviour Policy:

<b>Policy</b>	<b>Why</b>
Anti-Bullying Policy	Rewards and sanctions, codes of conduct
Safeguarding Policy inc. Child on Child Abuse	Child Protection
E Safety and Acceptable Use Policy	Cyberbullying and e-safety
Equality Policy	Prejudice related crime/homophobia, race, religion and culture and SEN/disability
Security Policy	Reporting and recording
PSHE Policy	Strategies to prevent bullying
Complaints Policy	Guidelines to make a complaint if families are not happy with the school's response

This policy will be revisited every three years (**due Autumn 2026**) by the Governor's Curriculum Committee and amended if necessary.

**Clarendon Primary School**  
**Suspension & Permanent Exclusion Guidelines**

The following list of examples have been agreed by the Headteacher and governors as the main reasons for a suspension or permanent exclusion:

<b>Physical assault against another person:</b>	Violent/aggressive behaviour
<b>Threatening or harmful behaviour towards another person:</b>	Carrying an offensive weapon / object Persistent swearing Using or encouraging others to use an e-cigarette
<b>Bullying:</b>	Verbal, Physical, Homophobic, Racist, Cyber
<b>Damage:</b>	Vandalism, Arson, Graffiti
<b>Theft:</b>	Stealing school property Stealing personal property (pupil or adult)
<b>Persistent disruptive behaviour:</b>	Challenging behaviour Persistent violation of school rules

Suspensions should get successively longer over the period of a term. At the Headteacher's discretion and depending upon the severity and other circumstances surrounding the incident, suspensions & permanent exclusions may be preceded by one or two cautions and its length may start at any point on the scale below, or outside it. In most circumstances the accumulation of suspensions from one term will not carry over into a new term.

Children should be suspended from school for the remainder of the day on which the incident takes place. In addition, as a general guide, a suspension should last:

- on the first occasion of the term: 1 day
- on the second occasion of the term: 2 days
- on the third occasion of the term: 4 days
- on the fourth occasion of the term: 5 days

A suspension can also be for parts of the school day. For example, if a child's behaviour is disruptive at lunchtime, they may be suspended from the school premises for the duration of the lunchtime period. Lunchtime suspensions are counted as half a day's suspension.

Only the headteacher can suspend or permanently exclude a child on disciplinary grounds. A child may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.

When a child is suspended or permanently excluded the headteacher must notify the parents, if a child has a named Social Worker or is Looked After, the Social Worker or Virtual School Head must be notified. All suspensions & exclusions and cautions will be recorded to the Local Authority.



Physical assault against an adult should normally lead to a 5 day suspension on the first occasion.

Packs of work should be sent home for the child to complete during the first five days of a suspension. These should be standard tasks appropriate to the year group.

This policy should be read alongside the 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' document – produced by the Department for Education (Sept. 22).