



## **Clayton Village Primary School**

### **Positive Behaviour Policy**

**September 2025**

Clayton Village Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the school expectations of being: **'Respectful, Ready, Responsible.'**

We strongly promote the key principle that:

***"Every child has a right to learn and every teacher has a right to teach."***

#### **At CVPS we aim to:**

- Provide a safe, comfortable and caring environment where optimum learning takes place
- Provide clear guidance for children, staff and parents of expected levels of behaviour
- Use a consistent and calm approach
- Take responsibility for managing behaviour and follow-up incidents personally
- Use consistent language to promote positive behaviour and use restorative approaches instead
- Encourage children to recognise that they can and should make socially acceptable choices
- Recognise individual behavioural norms and respond appropriately
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

#### **All staff must:**

- Take time to welcome children at the start of the day
- Be at the door of their rooms at the start of each session to meet and greet
- Always pick up on children who are failing to meet expectations
- Give first attention to those children who are doing the right thing
- Encourage proud walking and a sense of pride in 'our school'
- Always redirect children by referring to the school's expectations
- Be in control of their emotions when speaking to children
- Be a visible presence around the school
- Regularly celebrate children whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/texts/notes home and certificates/stickers
- Ensure staff training needs are identified and met
- Monitor CPOMS to target and assess interventions
- Support each other in managing children with more complex or challenging behaviours

**Expectations and strategies to manage and develop excellent behaviour:**

- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion
- Deal with primary behaviour
- Always follow up behaviour incidents
- Communicate with parents/carers regularly about positive and negative behaviour

IDENTIFY the behaviour we expect

Explicitly TEACH behaviour

MODEL the behaviour we expect

PRACTISE behaviour

NOTICE excellent behaviour

CREATE conditions for excellent behaviour

We recognise that a clear structure of predictable outcomes has the best impact on behaviour. Our behaviour principles set out the expectations, relentless routines and visible consistencies that all children and staff follow. This will help us create the right culture and promote the culture that we want in our school. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

*"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat children down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour."*

Paul Dix, Pivotal  
Education

The school has 3 simple expectations '**Be Ready, Be Respectful and Be Responsible**' which can be applied to a variety of situations and are taught and modelled explicitly.

Our Expectations	Visible Consistencies	Over and Above Recognition
1. Be Ready 2. Be Respectful 3. Be Responsible	1. Daily meet and greet 2. Persistently catching children doing the right thing	1. Recognition boards 2. Stickers 3. Phone call/text home 4. Verbal praise

	3. Picking up on children who are failing to meet expectations 4. Accompanying children to the playground/exit door at the end of every day 5. Praising in public (PIP), Reminding in private (RIP) 6. Consistent language	5. Recognition ticket 6. SLT praise 7. Show work to another adults 8. Headteacher award 9. Recommendation to Headteacher
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### Extra Rewards

Each week there will be a sticker and CVPS pen or pencil presented to one selected pupil from each class for the Headteacher award. This is for outstanding achievement (this could be for academic achievement, good citizenship or extra effort) that week. This will be published on the school website. In addition, parents will receive a ping message from school informing them that their child has received the Headteacher award. On special occasions a child may be recommended to the Headteacher or SLT for continuous outstanding behaviour including learning behaviour. They will be a role model within our school who can be relied upon to set an example to other children. They will be rewarded with a special gold star which they can wear on their uniform. The lunchtime supervisors will also recognise children who have gone over and above during lunchtimes during the week and will put their name on the recognition board in the hall. Rewards are also given for attendance that is above 96% each term.

Anxiety		Defensive		Crisis	
Behaviour (Not an exhaustive list)					
Rocking, Tapping, Swinging on chair, Head on desk, Sullen, Calling out, Failure to follow instructions,	Finding it hard to cooperate, Inappropriate comments, Failure to complete work, Disrespect.	Teasing, Pushing, Arguing, Destroying work, Running indoors, Disrupting,	Use of inappropriate language, Disrespecting school equipment, Not following instructions, Leaving the classroom.	Vandalism, Physical assault, Fighting, Disrespectful to adults, Racial abuse, Personal abuse Bullying, Swearing,	Leaving the classroom or school grounds without permission.
Strategies					
Acknowledge all low level behaviours. Read the body language of the child. Consider your own body language. Use child's name to engage. Use reflective language... "I can see that... I notice... I am wondering... I imagine."		Continue to use low level strategies if appropriate. "What should you be doing now? "Name, command, thank you." Ask "what?" not "why?" Give the child 2 choices. Maintain high expectations and boundaries. Remind children of school expectations.		Change of face - a different adult may break a cycle of crisis Change of place- offering a safe alternative space for the child can also break a cycle of crisis The child will be taken back to class when safe enough to engage. Continue to use anxiety and defensive strategies.	

<p>Use empathy "I understand this is hard for you.... That must be really difficult."</p> <p>Match effect – use a low tone of voice.</p> <p>Consider sensory regulation (deep pressure).</p> <p>Remind children of the natural consequence to their behaviour.</p> <p>Ensure strong routines are in place</p>	<p>Use a sensory break for the whole class.</p> <p>Staff should use positive recognition to encourage and create a positive culture.</p> <p>Give time and space.</p> <p>Remember that children don't behave for systems; they communicate with people who connect, people who care.</p>	<p>Support and closely supervise.</p> <p>All crises should be followed up with a restorative conversation with class staff/SLT/pastoral.</p> <p>Logical consequence (see below). Class reset.</p> <p>Restorative conversation.</p> <p>Think reflection not reprimand.</p>
Aim		
<p>The purpose of these strategies is to ensure the child feels listened to, heard and understood.</p> <p>We need to make the child feel safe enough to use their words.</p>	<p>The purpose of these strategies are to allow children time and space to self regulate.</p> <p>We need to make the child feel safe enough to use their words.</p>	<p>The priority in a crisis is to maintain safety and calm the situation.</p> <p>Crisis situations may involve the removal of stressors.</p>

### Follow up-repair and restore

- What happened? (Neutral, dispassionate language.)
- What were you feeling at the time?
- What have you felt since?
- How did this make people feel?
- Who has been affected? What should we do to put things right? How can we do things differently?

**As we will not address secondary behaviour, it may be appropriate to make a note of them and follow up in the restorative conversation.**

We use **logical consequences** - Putting right what has gone wrong = Clean up, repair damage, restore relationships, complete work (to their standard, in their own time if necessary and without time being 'owed'), restorative conversations. Logical consequences will only work when the child is ready.

\*Remember it's not the severity of the consequence, it's the certainty that this follow up will take place that is important.

### Language around Behaviour

At Clayton Village Primary School, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child.

Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/ group.

### **Signs of Unrest**

The adult must remain calm but firm and speak to the child in a calm and firm manner.

If a child is showing signs of unrest eg: refusal to complete work, refusal to follow instructions, refusal to take time out, leaving the classroom without permission, refusal to comply with adult's requests, frequent temper tantrums or episodes of anger, excessive arguing with adults, actively disregarding school rules, actively defying requests from adults.

Adults can help children manage this behaviour by:

Using the pathway guidance see appendix A

Using the Shelter provision see appendix B

The child will be there to repair, restore and return to learn.

### **Unsafe behaviours**

There will be some behaviours that are a threat to the emotional or physical safety of others and beyond any steps. If this occurs, there are no warnings or reminders. The pupil will be asked to come with an appropriate adult to a quieter place eg SLT office, shelter where there is no audience.

Sometimes children cannot return to learning within the target time; in fact, it would be harmful to do so.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe.

This will only be used as a last resort.

### **Catching up on Missed Work**

If a child needs to catch up or pay back time lost in learning, then the additional work must be completed at break, lunchtime or that evening at home. The child understands that there are natural consequences for not completing work and the responsibility for making up time is left with the child, not the adult.

### **Achievement card**

#### **What is an Achievement Card?**

An 'Achievement Card' will be issued if we feel that a child's behaviour is becoming persistent. This may be low level behaviour but an achievement card may support the child in turning their behaviour around to becoming more positive. The school is committed to working in partnership with parents to promote positive behaviour and address any behavioural difficulties quickly.

An achievement card is a positive way for your child to turn their behaviour around and for your child's teacher to give you feedback about your child's positive behaviour in school each day. Once you know how your child has behaved in school, you will be able to speak to your child at home about improvements they have made and positive choices. This should then encourage positive behaviour in school.

The cards will improve parent-teacher communication by involving both teachers and parents, and they are effective with encouraging the child to make better behaviour choices.

#### **How to use the Achievement Card?**

The daily card will be sent home every day with your child. The card will include the achievements and positive choices the child has made that day; this may be social and academic. The card is personal to meet the needs of your child.

### **What Happens when the Achievement Card comes Home?**

As soon as your child comes home, you should look at the card with your child, discuss the positive achievements first and the reasons for them. You can provide praise and positive recognition for your child and also discuss a plan to continue with these achievements the next day and remind the child of the plan before they leave for school.

It is expected that parents complete and sign in the parent comment box each day to show they have spoken to the child about their achievements. This will be checked by the class teacher the next day.

### **Reporting to Senior Leaders**

In the first instance the achievement card will be shared daily by the child, class teacher and parents. The child will be expected to discuss their achievements with the Headteacher or a senior member of staff at the end of the week. The aim of the card is that a child is supported to achieve positive goals so it meets the expectations set by the school. If the child's behaviour does not improve after an agreed timescale with parents, then a member of the Senior Leadership Team will also monitor the child's card daily.

Attendance at after school clubs, trips and events will be risk assessed on an individual basis. This may result in your child not being able to attend these or additional measures being put in place.

### **Suspension**

**Internal suspension** can be used to exclude pupils from the playground at break or lunchtime or if a pupil needs a longer 'time out' from the lesson to reflect on their behaviour. It is the decision of the SLT whether a pupil needs to be isolated, when, where and for how long. Pupils need to be sent with their work to complete and their parents are to be informed as soon as possible and no later than the end of the school day by a member of the SLT. Internal suspensions are used to ensure SLT have time to review the incident, ensure the correct provision and support is in place and allow staff appropriate time and space to complete any follow up restorative work with children involved.

In cases of extremely serious misbehaviour suspension will be considered. A decision to suspend a pupil will be taken only:

- In response to serious breaches of the school's Behaviour Policy
- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the child better
- The child being at home will have a positive impact on future behaviour
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

All suspensions will be at the discretion of the Headteacher. In the event of the Headteacher making the decision to suspend a pupil for either a fixed term, lunchtime or permanent suspension, Clayton Village Primary School will follow the procedure outlined in the document below.

*Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England September 2022*

### **Positive Behaviour Pathway Appendix A**

Due to the complex needs and vulnerabilities of individual pupils, even after using relational strategies, challenging behaviours may still occur. We also understand that for some children following our behaviour

expectations are beyond their developmental level. In the event of persistent socially and emotional behaviours where reasonable adjustments and school interventions have not yet led to sustained improvement in behaviour, the SENDCO - and where appropriate the Headteacher- will meet with parents to discuss the following pathways to success in school. Parents are required to support the school by attending a meeting to agree a pathway for effectively managing their child's needs, together. The pathway is tiered and follows a graduated response - consisting of:

- Time given to support their SEMH needs and to learn self-regulation strategies.
- A personalised timetable with regular check-ins with a key member of staff.
- Individualised De-escalation Strategies - bespoke to the individual children's needs.
- Parents have weekly check-ins with a member of the inclusion team with the child present to discuss the successes of the week.
- All serious behaviour will be logged on CPOMS and shared with parents within the same day.
- Positive Handling Plan\* - A plan that aims to reduce the use of physical intervention and in line with Team Teach practice. Staff only intervene physically to restrain pupils or to prevent injury to a pupil, or if a pupil is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of pupils and follow the Positive Handling guidelines and our Positive Handling Policy. The school will record all serious behaviour incidents and any restraints on CPOMS.
- Risk Assessment - In the event of behaviours which leave the child's personal safety compromised or which include assaults of other pupils and/or staff, a Risk Assessment will be completed. An Individual Pupil Risk Assessment (IPRA) identifies what measures can be put in place by the school to support the individual.
- In some cases, the use of a temporarily reduced timetable may be needed. This will be discussed with the parents and child and communicated to the local authority in line with guidance.

\*See Positive Handling Plan Policy.

### **Beyond the School Gate**

We expect all our children, families and staff to follow the school's expectations of: **Ready, Responsible, Respectful.**

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some way identifiable as a pupil from our school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

In the incidences above, the Headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

### **Safeguarding Allegations**

Occasionally, allegations may be made against children by others in school, which are of a safeguarding nature. These need to be referred immediately to the Designated Safeguarding Lead (The Headteacher) who will follow procedures from the Child Protection and Safeguarding Policy (September 2023).

### **Out of School Behaviour**

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good behaviour to and from school, on educational visits or during learning opportunities in other schools
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.
- The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

### **Sanctions and Disciplinary Action – Off-Site Behaviour**

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- Whether pupils were directly identifiable as being a member of our school
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).
- Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

### **Safeguarding Statement**

**At Clayton Village Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services Clayton Village Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.**

### **Equality Statement**

**We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector**



**Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.**

**Application**

This behaviour policy is for all of our school community. If it is to be effective, everyone must use it with confidence and consistency.

**Monitoring and review** This policy is monitored by the Headteacher, who reports to Trustees about the effectiveness of the policy.

It will be reviewed annually and appropriate to new legislation or to the needs of the school.

Please read in conjunction with the following Policies-

- Uniform Policy
- Safeguarding Policy
- Anti-bullying Policy
- Positive Handling Policy

