

Clifton Primary School

Behaviour & Discipline Policy (Rewards and Sanctions)

Aim

At Clifton School it is our aim that every member of the school family feels valued, respected and safe. We aim to ensure everybody is treated fairly and well.

We are a caring community whose ethos is built on trust and respect for all. The behaviour policy is designed to positively support these aims and to ensure we all work positively together.

Principles

Good behaviour is an essential pre-requisite for effective teaching and learning to take place. At Clifton, we believe that pupils and staff have the right to work in an environment that is safe, friendly, peaceful and fair. Good behaviour must be carefully developed and supported. High self-esteem promotes good behaviour, effective learning and positive relationships. The best results, in terms of promoting good behaviour arise from acknowledging potential, rewarding success and giving praise for effort and achievement, rather than focusing on shortcomings and failure. Through the example of the adults who care for them at school, and through well planned and stimulating learning opportunities, we believe that children will respond positively to learning challenges and develop self discipline. It is also the responsibility of parents and carers to share with the school in helping their children to behave well.

Objectives

We encourage good behaviour by providing:

- positive encouragement and praise for good behaviour
- promote a calm environment where all feel happy, safe and secure
- stimulating, differentiated and well planned lessons
- a broad and balanced curriculum
- a school community where every individual feels valued and respected
- a fair and consistent approach to behaviour throughout the school

Whole School Strategies

Expectations (displayed in school)

As a staff/school we aspire to always act as role models for and promote:

The 5Rs (Resourcefulness, Relationships, Resilience, Reflectiveness, Risk Taking)

Praise and use praise

Act with understanding and empathy

Develop relationships across the school - take an interest in everyone

Act fairly

Respect everyone

Have agreed high expectations

Ensure routines are present and consistently applied

Always have a can do - positive - mind set

All act as positive role models for others

Be happy! Have a sense of humour

Clifton
Behaviour Policy, Rewards and Sanctions
Agreed

These strategies work towards supporting a positive approach to good behaviour, and the reporting of unacceptable behaviour.

Use of 'Circle Time' to discuss issues and themes from P4C, SEAL teaching, and to learn coping strategies.

All classes display and follow the 'Clifton Promises,' L.E.A.D standards and regularly promote good behaviour and deal with inappropriate behaviour using the Clifton 'ladder.' And the behaviour card system.

Wonder Worker assemblies to highlight good learning behaviours and appreciation of others achievements.

HT/DHT/Ast HT Award will be given out each week at the Wonder Workers assembly for a child who has been seen to go over and above or who has made significant personal improvement.

Thought boxes' in classrooms where concerns can be raised anonymously.

Merits are earned for good behaviour, good work, being caring etc. and are given out by all members of staff (a maximum of 3 at any time).

Blue uniform and behaviour agreement for Y6 children

LEAD award for those (often KS2) children who demonstrate the L.E.A.D characteristics

If a child constantly disrupts other learning they may be sent to a different classroom and placed in a quiet area of the unit.

1C	2I
1/2L	2I - 3/4F
2I	5/6N - 3/4F
3/4F	3/4T - 3/4 O
3/4T	3/4 O - 3/4F
3/4O	3/4F - 3/4T
5N	6SL/PL - 6S
5P	6SL/PL - 6S
6S	6SL/PL - 5N
6SL	5P

Children should never be left unattended outside classrooms.

Learning Behaviours

At Clifton staff will use the language of the 5 Rs (Resourcefulness, Relationships, Resilience, Reflectiveness, Risk Taking) whenever the needs arises. If a child is demonstrating determination we will state they are showing good resilience.

If a child were to fall out with another we would discuss relationships and expectations.

The 5 R's form the basis of any awards / merits given including Wonder Workers

Merit Cards / Reception

Each child (Y1 upwards) has their own merit card - stored on the class teacher's desk in a plastic container. When the child is observed behaving in a positive way or going above and beyond (e.g. holding doors open for others) they are rewarded with a merit. The merits may also be given for kindness, extra effort in their work (never reward outcomes - always effort) or any part of school life. The rewards are reported (by the child) to the teacher each day and marked on the child's individual behaviour card.

It has been agreed that staff will never give more than 3 Merits at any time.

3 Merits are for exceptional achievement/effort/work (eg completing an in-depth piece of topic work over a long time)

2 Merits will be for exceptional work/effort

1 Merit will be for being on the pot of gold or showing kindness and manners to all

The card has 4 sides - a cover and 3 pages of charts (50, 100, 150 squares on the charts). When a chart is completed the child is rewarded with a 'badge (bronze silver or gold dependent on which

Clifton
Behaviour Policy, Rewards and Sanctions
Agreed

chart is completed). The badges are awarded during the Wonder Workers assembly whenever a child completes a chart. A child (usually) starts on the first chart (Bronze) and once completed starts to fill the next chart with merits. If a child starts late (e.g. after Y1) they will start on the mean level of merits for that class/cohort. Cards are kept by the staff and updated daily.

Merit cards follow the children through their school career (as do the badges!) If a child loses their badges they may pay for a replacement badge (cost £1.00).

It is anticipated that the awards for most children will be as follows:

Year 1	most children will have received the bronze merit award by the end of Y1
Year 2	most children will have received the silver merit award by the end of Y2
Year 3	most children will have received the gold merit award by the end of Y3
Year 4	most children will have received the bronze star award by the end of Y4
Year 5	most children will have received the silver star award by the end of Y5
Year 6	most children will have received the gold star award by the end of Y6

Holographic star is the final star for those who have achieved the gold star but are not yet ready for the LEAD award. The chart for this award will follow broadly the same format as the other awards - eg a grid to be completed.

LEAD: some children who demonstrate exceptional learning behaviours will receive an LEAD award. These children may have already achieved the gold star but that is not a prerequisite.

L.E.A.D

The LEAD award is an aspirational award to ensure all at Clifton strive for excellence. It is not awarded on 'ability' but on attitude to work, learning, wider school life and on relationships with the school community.

The award process involves:

Identification by staff

Interview by School council and school leadership

Notification to parents

Award ceremony

Rewards for maintaining high standards

L.E.A.D criteria

- Always go the extra mile with all my work
- Always put their maximum effort in to all their work
- Always seek to help other children and adults
- Always honest and helpful to those around them
- Always use resources carefully and keep their work and classrooms tidy
- Achieves an excellent level of attendance as well in participating in the rich variety of extra and co-curricular clubs and activities

Special Y6 uniform

All Year 6 children receive a school bought blue uniform (usual uniform is red). They receive their uniform from the outgoing Year 6 and only once they and their parents have signed an agreement to uphold the Clifton values.

If children fall short of these values on a number of occasions or if their misbehaviour is extreme they may lose their uniform until school leadership feel recompense has been made and the behavior will not be repeated.

Reception

Younger children need instant rewards for their positive learning behaviours. Therefore we have decided that teaching staff can give out stickers as soon as a child behaves well or tries hard.

These stickers are given to the child who may choose to stick them on their clothing or into a book.

Clifton
Behaviour Policy, Rewards and Sanctions
Agreed

Y1 children will start with their merit books but stickers may be the predominant form of positive reinforcement throughout their first NC year.

This practice will continue throughout the school and will be used in conjunction with merits for the older children (HT awards etc.)

Use of Clifton Chart - Record keeping

Chart

Each classroom has an agreed (school council) chart. The chart is made up of 5 images (central being the equilibrium and expected level (school logo)).

Each child will have a small card with their first name (nursery / reception / Y1) or an allocated number (data protection).

Positive behaviour is rewarded by a move 'up' the chart

Negative behaviour is monitored with a move 'down' the chart. The teachers should follow the protocol below:

1. Visual contact (or quiet reminder)
2. Verbal reminder of expectations
3. Verbal reminder and explanation of next step
4. Move child down

The above should be repeated for every stage of the chart to address negative behaviour unless the child's actions are extreme.

A child can move up or down the chart each lesson e.g. a child who has started the day badly may move toward the positive side of the chart as a reward for improved/good behavior. At either end of the chart there is a consequence:

- If a child ends the day on the highest (best) section of the chart they may be rewarded with a **sticker and/or merits**.
- If a child ends the day on the lowest (worst behaved) section of the chart the teacher will issue a green card. If they are on the storm cloud for 3/5 days + then the teacher will register it on SPTO as a yellow card and parents will be informed.

Class rewards

When a class has a whole day when no child ends up on the rain cloud (storm cloud if there are children with specific needs) they earn a small unit of time toward an in class (free choice) golden time at/toward the end of the week. Golden time should be in class, academic based activities - **NOT PLAYTIME**.

Record keeping - CARD system

There are three different coloured cards that can be given out at any time: GREEN, YELLOW and RED. These should verbally be given to children when appropriate and the behaviour logged on the tracking system. Green cards are meant to be given out for low level unwanted behaviour, yellow for medium level unwanted behaviour and red for high level unwanted behaviour.

Cards can be used as in the table below:

GREEN CARDS	YELLOW CARDS	RED CARDS
Are logged and dealt with by the class teacher:	Are logged by class teacher dealt with by the KS lead and / or Assistant Headteacher:	Are mainly logged by staff members and are dealt with by Assistant Headteacher / Deputy Headteacher and Head teacher
Being on the storm cloud in at the end of the day.	Being on the storm cloud at the end of the day for 3/5 days	Being on the storm cloud at the end of the day for a week (5/5)

Clifton
Behaviour Policy, Rewards and Sanctions
Agreed

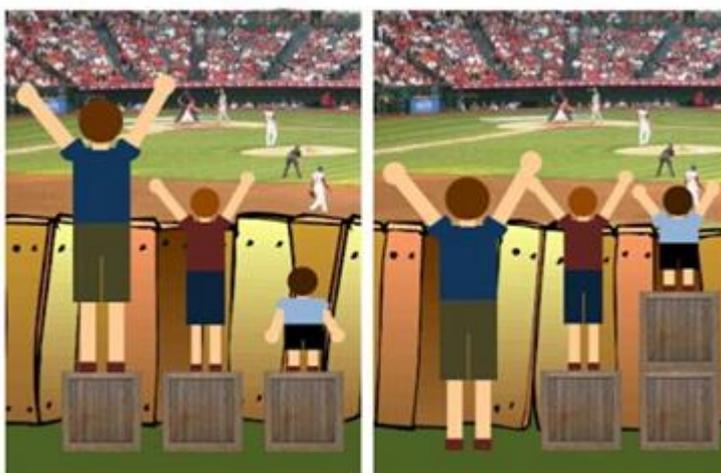
<p>G1: <u>Being unkind:</u></p> <ul style="list-style-type: none"> • Being unkind to another child - so that child is upset. • Name calling / making fun of / excluding from games • Repeated inappropriate / dangerous play e.g. fighting games / rough play once they have been warned. 	<p>Y1: <u>Being unkind:</u></p> <ul style="list-style-type: none"> • Repeatedly being deliberately hurtful - verbal or physically • Threatening behaviour towards another e.g. threatening carry out action slater in the day/ pushing shoving. 	<p>R1: <u>Being unkind::</u></p> <ul style="list-style-type: none"> • Bullying - maliciously targeting the same person several times. • Physically fighting • Intentionally throwing an potentially dangerous object at someone • Cyber bullying: Both inside and outside school • Any incident of unacceptable behaviour towards race / gender / sexual orientation/ disability etc
<p>G2: <u>Not following school or class rules:</u> Examples</p> <ul style="list-style-type: none"> • Caught persistently infringing agreed behaviours e.g. running down the corridor • Continuously shouting out. • Swearing • Persistently disrupting the class e.g. getting out of chair all the time. • Negative responses to staff instruction/question e.g. shrugging/sighing/hand or body gestures indicating displeasure. 	<p>Y2: <u>Not following school / class rules.</u> Examples:</p> <ul style="list-style-type: none"> • Misbehaving on school trips or visits • Repeated dangerous play after warnings and green cards (x2) • Throwing food / objects. • Swearing or spitting at someone • Incidents outside of school which causes complaint • Abusive/disrespectful toward a member of staff/adult • Refusing to complete work within their capabilities. 	<p>R2: <u>Not following school / class rules.</u> Examples:</p> <ul style="list-style-type: none"> • Refusal to accept punishment or own actions • Serious incidents outside of school bringing it into disrepute. • Hitting or being physically aggressive towards a member of staff.
<p>G3: <u>Honesty:</u></p> <ul style="list-style-type: none"> • Not owning up • Blaming others 	<p>Y3: <u>Honesty:</u></p> <ul style="list-style-type: none"> • Withholding the truth • Making up stories about others. 	<p>R3: <u>Honesty:</u></p> <ul style="list-style-type: none"> • Maliciously or deliberately lying for gain or to hurt others. • Stealing property.
<p>G4: <u>Responsibility:</u></p> <ul style="list-style-type: none"> • Distracting yourself and others • Continuously wearing uniform incorrectly • Persistently not being equipped for the school day e.g. PE kit/reading books/homework. • Failure to maintain data and personal security e.g. giving passwords to others, using someone else's password 	<p>Y4: <u>Responsibility:</u></p> <ul style="list-style-type: none"> • Deliberately causing damage. • Blocking sinks or toilets deliberately. • Continuing to fail to protect own data / personal security by sharing passwords. • Deliberately sharing someone else's passwords • Continuing to share your own personal security and passwords. 	<p>R4: <u>Responsibility:</u></p> <ul style="list-style-type: none"> • Deliberately vandalising property • Deliberately hacking into someone else's account or sending images etc without consent from appropriate adult.
<p>Consequences</p> <ul style="list-style-type: none"> • Loss of a playtime. • Warning that parents will be told if behaviour continues. 	<p>Consequences</p> <ul style="list-style-type: none"> • Loss of playtimes • Restricted playtime - indoors • Contact with parents 	<p>Consequences</p> <ul style="list-style-type: none"> • Loss of playtimes • Exclusion to another class • Parents involved.

Clifton
Behaviour Policy, Rewards and Sanctions
Agreed

		<ul style="list-style-type: none"> • Possible exclusion • Possible loss of blue jumper (y6)
<p>It is the responsibility of the class teacher to ensure that the incidents and outcomes are logged onto the SPTO. Additionally it is the responsibility of any member of staff to award a card if the behaviour has warranted it.</p> <p>Expectations</p> <p><i>If a child has receives 10 Green cards they will be seen by the class teacher / KS lead alongside their parents.</i></p> <p><i>If a child receives 5 yellow cards they will be seen by the KS lead / Assistant headteacher.</i></p> <p><i>If a child receives 1 Red card the teacher / phase lead/SLT will meet with parents</i></p>		

SEND

Children with SEN that may relate to poor behaviour should be treated differently to their peers. Staff should ensure that the children are not aware of the different treatment but more chances should be given and rewards for smaller acts of acceptable behaviour should be rewarded.



Racist, Homophobic or Prejudiced Behaviour

We refer to the Bullying Policy for the procedures in the event of any bullying incident. In line with LA policy, all incidents are reported to the LA and to the Governors. When an incident occurs, the procedures will be the same as the fast track system explained above. At all times close attention is given to ensuring that the victim feels safe and secure.

A behaviour report will be created on SPTO and parents (of both parties) will be informed of any acts of racist or other bullying behaviour.

Acceptable use policy

Any child who has broken the acceptable use agreement (sent out every year and stored centrally until the child has left the school) will be subject to the measures outlines in the behaviour chart - or - in extreme circumstances the involvement of outside agencies or /and exclusion.

Extreme behaviour

Occasionally, unfortunately, children's behavior necessitates drastic action. In the cases below parents will be notified and exclusion may be used:

- extreme violence toward a child
- violence toward staff (this may be verbal - swearing (see SEND))
- extreme damage to property or self
- risk of injury to self or others
- disruption of the usual running of the school day (see SEND)
- Racism, Homophobia

All of the above will result in a behaviour report (SPTO) and parents informed (of both the perpetrator and victim)

Clifton
Behaviour Policy, Rewards and Sanctions
Agreed

Mr. Harding (headteacher) will decide if an exclusion is necessary - in his absence the deputy, Mrs. Jones, will have the authority to make that decision.

Exclusion is seen as a last resort, and the procedures followed are in line with LA policy / DFE guidance.

Issues

If a child is struggling to behave in class and despite the best efforts of the staff and following the agreed pastoral plan is preventing others from learning or is putting them in danger then a member of the support team (SLT, SENCO, Family support worker) will be sent for by the class teacher - in most cases this will be via a child who is not at risk.

Managed Move

Clifton follows Salford's guidance on using managed move. A managed move may be used to support a child or/and to avoid permanent exclusion. As part of the process the school will liaise with IYFA team and follow their advice.

Criteria for rule setting

Each class will have its own set of rules - a 'Behaviour Agreement' - based upon a common theme of expected behaviours:

There are six rules - one general, five related to expectations in specific areas of behaviour, as follows:

- At Clifton we will treat everyone with respect, the way we would want to be treated.
- We will always try our best, in school and at home, to help us succeed
- Treat property with respect and look after our environment.
- Speak politely and listen to everyone with respect.
- Accept the consequences of our actions.
- Always behave thoughtfully to each other.
- "DON'T BE SNAPPY CLIFTON IS HAPPY"

Guidance

- Rules are clear and observable. They are precise, and define the behaviour required in a positive way wherever possible ('do', not 'don't').
- Rules are negotiated with the children, so that all involved feel some ownership and are comfortable with the expectations of behaviour.
- Rules are discussed and taught as seriously as any academic issue.
- The headteacher must agree to the rules of each class.
- Parents are to be informed of the rules. This will be in the newsletter.
- Each room will have a visual display of its rules.
- Rules apply throughout the whole of the school day.
- Rules are evaluated annually; an effective discipline policy is one which is responsive to changing needs.
- Rules must not violate a student's best interest.
- Rules facilitate the learning process.
- School will act upon issues outside school brought to our attention or effecting the behaviour/children's outcomes in school.

Role of all staff

All teachers have access to SPTO where incidents are recorded in a factual manner. These provide a record of any event and any direct quotes from the incident. No opinions will be recorded. All teachers & staff have a collective responsibility to enforce this policy throughout the school. Teacher may be required to provide an IBP (individual behaviour plan) for some pupils whose needs are not fully met by the guidelines in this policy.

If parents are met the class teacher fills in a 'Record of meeting' with the parent, recording it on SPTO.

Clifton
Behaviour Policy, Rewards and Sanctions
Agreed

Team Teach

All staff have been team teach trained and follow the training - namely to try and diffuse issues and only use physical restraint if there is a risk to individuals or property. If team teach is used at any time in school, parents must be informed, the action recorded on CPOMS and the team teach record book completed. The team teach record book is stored in a secure place in the FSW office.

If any further action is required the HT (DHT in his absence) will consider:

- Child being placed on report
- Fixed term exclusion
- Parents requested to sign a contract
- Involve other agencies
- Permanent exclusion

Role of the Special Needs Co-ordinator

The SENCO will work alongside teachers to write and implement IBPs where necessary. The SENCO will monitor behaviour of children in and around school, and staff will use her/him for advice. The SENCO will also liaise with parents and outside agencies on issues arising from behaviour. An annual review will be held at the start of each year for all staff to reassess procedures across the school.

[Linked to our SEN and inclusion policies children with IBPs may have personalised rewards and sanctions in place that are meaningful, realistic and achievable.](#)

Role of the Governors

Governors will review the behaviour policy annually and liaise with the Headteacher and/or the SENCO.

This policy is reviewed annually. If parents wish to comment on the policy, they are asked to do so through their child's class teacher, the Headteacher or the special needs coordinator.

The policy is available on the school's website
<http://cliftonprimary.com/>

This policy has been reviewed and amended
Review

Autumn 18
Autumn 19

Clifton
Behaviour Policy, Rewards and Sanctions
Agreed

Appendix 1

How can we help improve good behaviour?

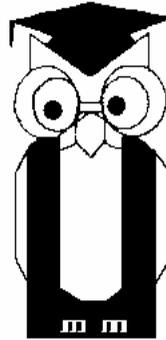
Tips from Bill Rogers/ Lemov / Course / for whole staff response:

- From lining up in the morning to leaving at home time - you all set the tone - in and out of the classroom.
- Certainty is more important than severity. (consequences)
- Consistent application of expectations is paramount - no matter the day/ thechild / yourself.
- Use the promises as prompts.
- Give early warnings. Do not negotiate e.g. 'If I get it done now can I go out?' .
- Avoid setting yourself up for failure - 'You're banned from football for the rest of the year' - gives you no room for manoeuvre.
- Use non-verbal queues more - so learning is not interrupted.
- Where possible discuss any issues at break times - not during lesson. Or say we will discuss it next break - now is learning time.
- Use 'thank-you' not 'please' when giving instructions.
- Focus on the **primary** behaviour not the secondary.
- Choose the 'easier' child when in two are in conflict.
- Never speak over the children
- Always explain your reasons through the process of restorative justice - enables the child to move on and helps avoid parental complaints!
- Use the systems in place - SLT lose impact if called on for all issues and teacher is undermined.

Clifton
Behaviour Policy, Rewards and Sanctions
Agreed

GREEN CARDS Are logged and dealt with by the class teacher:	YELLOW CARDS Are logged by class teacher dealt with by the KS lead and / or Assistant Headteacher:	RED CARDS Are mainly logged by staff members and are dealt with by Assisstant Headteacher / Deputy Headteacher and Head teacher
Being on the storm cloud in at the end of the day.	Being on the storm cloud at the end of the day for 3/5 days	Being on the storm cloud at the end of the day for a week (5/5)
G1: Being unkind: <ul style="list-style-type: none"> Being unkind to another child - so that child is upset. Name calling / making fun of / excluding from games Repeated inappropriate / dangerous play e.g. fighting games / rough play once they have been warned. 	Y1: Being unkind: <ul style="list-style-type: none"> Repeatedly being deliberately hurtful - verbal or physically Threatening behaviour towards another e.g. threatening carry out action slater in the day/ pushing shoving. 	R1: Being unkind:: <ul style="list-style-type: none"> Bullying - maliciously targeting the same person several times. Physically fighting Intentionally throwing an potentially dangerous object at someone Cyber bullying: Both inside and outside school Any incident of unacceptable behaviour towards race / gender / sexual orientation/ disability etc
G2: Not following school or class rules: Examples <ul style="list-style-type: none"> Caught persistently infringing agreed behaviours e.g. running down the corridor Continuously shouting out. Swearing Persistently disrupting the class e.g. getting out of chair all the time. Negative responses to staff instruction/question e.g. shrugging/sighing/hand or body gestures indicating displeasure. 	Y2:Not following school / class rules. Examples: <ul style="list-style-type: none"> Misbehaving on school trips or visits Repeated dangerous play after warnings and green cards (x2) Throwing food / objects. Swearing or spitting at someone Incidents outside of school which causes complaint Abusive/disrespectful toward a member of staff/adult Refusing to complete work within their capabilities. 	R2:Not following school / class rules. Examples: <ul style="list-style-type: none"> Refusal to accept punishment or own actions Serious incidents outside of school bringing it into disrepute. Hitting or being physically aggressive towards a member of staff.
G3:Honesty: <ul style="list-style-type: none"> Not owning up Blaming others 	Y3:Honesty: <ul style="list-style-type: none"> Withholding the truth Making up stories about others. 	R3:Honesty: <ul style="list-style-type: none"> Maliciously or deliberately lying for gain or to hurt others. Stealing property.
G4:Responsibility: <ul style="list-style-type: none"> Distracting yourself and others Continuously wearing uniform incorrectly Persistently not being equipped for the school day e.g. PE kit/reading books/homework. Failure to maintain data and personal security e.g. giving passwords to others, using someone else's password 	Y4:Responsibility: <ul style="list-style-type: none"> Deliberately causing damage. Blocking sinks or toilets deliberately. Continuing to fail to protect own data / personal security by sharing passwords. Deliberately sharing someone else's passwords Continuing to share your own personal security and passwords. 	R4:Responsibility: <ul style="list-style-type: none"> Deliberately vandalising property Deliberately hacking into someone else's account or sending images etc without consent from appropriate adult.
Consequences <ul style="list-style-type: none"> Loss of a playtime. Warning that parents will be told if behaviour continues. 	Consequences <ul style="list-style-type: none"> Loss of playtimes Restricted playtime - indoors Contact with parents 	Consequences <ul style="list-style-type: none"> Loss of playtimes Exclusion to another class Parents involved. Possible exclusion Possible loss of blue jumper (y6)
<p>It is the responsibility of the class teacher to ensure that the incidents and outcomes are logged onto the SPTO. Additionally it is the responsibility of any member of staff to award a card if the behaviour has warranted it.</p> <p>Expectations If a child has receives 10 Green cards they will be seen by the class teacher / KS lead alongside their parents. If a child receives 5 yellow cards they will be seen by the KS lead / Assistant headteacher. If a child receives 1 Red card the teacher / phase lead/SLT will meet with parents</p>		

Merit chart



Clifton Primary

Merit card

Bronze

Behaviour Chart

