



Whilst in pursuit of this we value:

Respect Friendship Forgiveness Courage Aspiration.

Behaviour Policy

At The Clinton School we value the power of relationships, attachment and the social, emotional and wellbeing of each child and within our setting. Our vision demonstrates the understanding of the need to deliver a holistic approach to the whole child and the determination to embed this within all we do at The Clinton School:

'Together we nurture, love and learn whilst aspiring for excellence.'

As a Church of England School that encourages community and living well together, the staff, pupils and parents collectively chose 5 values which underpin our vision:

- Friendship
- Forgiveness
- Respect
- Courage
- Aspiration

These, in turn, help form the basis of how we expect all stakeholders to behave and how we support children to become positive citizens of the future.

We aim to promote an environment and curriculum that develops character and in turn helps children become confident, well-motivated and hardworking pupils who enjoy school, have high self – esteem and self-worth. We endeavour to achieve this in many ways, but they most importantly include:

- being genuinely interested and concerned for all the children and staff in our school;
- recognising and praising the many positive qualities our children can show;
- holding the belief that a child's self-image, can change in a positive way through seeing and feeling their successes;
- always being willing to take the time to help the children feel better about themselves and to listen seriously to any of their concerns;

Within our school we believe in a values based approach to behaviour and believe that how we conduct ourselves demonstrates how we view our own morals and those around us. As a Christian School we believe that this is not defined by one set of rules but instead use our school values as a way of showcasing the behaviour that we expect from all within school community.



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Examples of this are listed below but the list is by no means exhaustive.

Respect:

Matthew 7:12 - Do to others as you would have them do to you

This could be demonstrated by:

- Being polite and using manners to all you meet.
- Showing kindness, nurture and love to everyone of all ages and backgrounds.
- Speaking with appropriate tone and language in any situation you find yourself in.
- Understanding and celebrating individuality and differences.

Aspiration:

Romans 12: 2 – Do not be conformed to this world, but be transformed by the renewal of your mind.

This could be demonstrated by:

- Being confident in yourself and how you hold yourself.
- Having self-belief and belief in others around you.
- Celebrating success, your own and others around you.
- To have hope for the future and talk openly about your views and feelings.
- To know your voice and when to use it.

Courage:

Joshua 1:9 – Be strong and courageous; do not be frightened or dismayed, for the Lord your God is with you wherever you go.

This could be demonstrated by:

- Speaking out when things are unjust or wrong.
- Trialling new things and stepping outside our comfort zones.
- Having a moment of silence to reframe and re-adjust when feelings become overwhelming.
- Acknowledging anxiety and supporting one another to overcome this.
- Knowing how to stay safe and when to say no.

Friendship:

1 Thessalonians 5:11 – Encourage one another and build each other up.

This could be demonstrated by:

- Treating others fairly.



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- Working and playing well with all those you come into contact with.
- Cherishing individuality and showing interest in what people say and do.
- Understanding the importance of having different opinions, listening and learning from one another.
- Supporting one another in times of trouble.
- Having open body language that invites people to want to speak with you.
- Smiling and laughing.

Forgiveness:

Colossians 3:13 - Just as the Lord has forgiven you, so you must also forgive others.

This could be demonstrated by:

- Considering what needs to be done to put things right.
- Saying sorry and showing you are sorry.
- Having moments of reflection to consider behaviours displayed by yourself or others around you.
- Considering how actions affect others and considering ways forward.
- Moving on and learning from experiences.

Within The Clinton Church of England School we celebrate behaviour that demonstrates good values and morals as we believe that this develops an ethos of nurture, love and excellence. Each class will have systems in place to celebrate the behaviours that demonstrate our school values.

We give praise in a variety of ways:

- positive, verbal feedback;
- positive, written feedback following a piece of work;
- celebrating children's work by displaying it throughout the school;
- sharing children's work with senior leaders within the school;
- children receiving stickers;
- team points;
- individual class reward systems;
- at celebration Worship members of classes across the school are awarded certificates for demonstrating the school vision and values and for showing good learning behaviours;



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- at celebration Worship pupils may be awarded break time and lunch time awards Head Teachers awards;
- at weekly celebration Worship collective team points are announced – the winning team at the end of the term then get to choose a fun activity to do together;
- all achievements both inside and outside school are celebrated in celebration worship;
- children are given opportunities to succeed through responsibility, such as being members of the ethos team, class monitors, PE shed monitors and other roles however seemingly small.

At the beginning of each school year, the class teachers work with their new class to create a class charter that all members of the class sign. Our school vision and values are a regular theme within our Collective Worship programme and lessons. In this way, every child in the school knows the standard of behaviour that we expect. If there are incidents of poor behaviour, the class teacher may discuss these with the whole class as part of ongoing feedback to children or as part of a PSHE lesson that week.

Children are actively encouraged to talk to an adult within school if they have any concerns. The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour through a restorative approach. The **Alumnis Multi Academy Trust Anti-Bullying Policy** provides further information on this.

Removing barriers:

As a school we acknowledge that behaviour is often as a result of an unmet need. If a child is not displaying the behaviour expected within our school values, it is important to consider some key aspects:

- Is the child stressed? Can I remove or reduce their stress triggers?
- Is there a skills deficit? How can I support with this?
- Is there an unmet need? What can I do to help?

There are some key actions an adult might take when considering these questions:

- Remind the child of the expected behaviour.
- Ask the child to move to another space and support them in doing so.
- Provide time with an adult to calm, regulate and consider next steps forward – this could be during lesson time or break and lunch time. During this time a reflection sheet may be completed.



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We believe it is important to involve parents as soon as possible when a child's behaviour gives cause for concern. This may involve setting individual behaviour charts as an emphasis on positive achievements as this provides a platform from which further success can be made. Persistent inappropriate behaviour or significant incident(s) of inappropriate behaviour could result in:

- Meeting between teacher and / or parent(s).
- A meeting with a member of the Senior Leadership Team/SEND/CO/Behaviour Support as appropriate.
- Creation of an Individual Behaviour Plan.
- Internal or external exclusion.

Significant incidents could include:

Leaving class without permission; being rude and disrespectful to adults; being disrespectful to school or other children's property; swearing; threatening behaviour; being deliberately or persistently unkind to others; fighting and/or deliberately hurting other children and repeatedly not following instructions.

The Violent Crime Reduction Act 2006 effective from September 2007, gives schools powers to screen or search pupils for weapons. At The Clinton Church of England School it is extremely unlikely that pupils would conceal weapons and therefore staff have not received training in weapons disarmament. Staff will not be requested to undertake searches. As the power to search should only be used where it is judged to be safe, if the school decides that a search may be necessary then the police would be called.

Break times and lunch times:

We aim to make our playgrounds a stimulating area as this provides opportunities for creative play and lessens the likelihood of children becoming overwhelmed.

We expect the same behaviour at lunchtime as we do during learning time and the children are aware of this. Our staff, in their lunchtime role, are encouraged to join in and play games with the children in order to promote a playful atmosphere and model our school values.

Approach to offsite behaviour of pupils.

As a school we use our curriculum and values to consider how we should behave within society and take every step, alongside parents, to ensure that pupils understand the need to



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behave appropriately outside of school. However, there may be occasions when the behaviour of pupils outside of school needs to be addressed within school. Within this we would consider:

- the severity of the misbehaviour;
- the extent to which the reputation of the school has been affected;
- related to this, whether the pupil(s) in question were wearing school uniform or were otherwise readily identifiable as members of the school;
- the extent to which the behaviour in question would 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 the staff);
- whether the misbehaviour in question was on the way to or from school, outside the school gates or otherwise in close proximity to the school;
- whether the misbehaviour was whilst the pupil was on work experience, taking part in a further education course as part of a school programme or participating in a sports event with another school

Our approach to malicious accusations against staff.

When there has been an allegation of abuse against staff within school we will follow the statutory guidance provided by the department of education and a quick resolution will be a clear priority for all those involved.

Where pupils are found to have made malicious allegations against staff they are likely to have breached school behaviour policies. The Clinton Church of England School would therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

Children with Special needs and vulnerable groups:

Children with Special needs are supported within the school through Independent Education Plans, Behaviour Plans and support from SENDCO. It may be deemed necessary for some children to have 1:1 support or group work from a member of staff to help with any behaviour challenges they may be facing at the time. Outside agencies may also be contacted at times to offer extra support.



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Most teachers and some teaching assistants and meal time assistants have been trained in Passive intervention and prevention strategies which are sometimes spoken about within individual behaviour plans (See appendix 1).

The role of the class teacher.

It is the class teachers' responsibility that the school vision and values are consistently displayed and discussed in their class and across the school. The class teacher has high expectations of children coupled with respect and understanding in terms of behaviour and strives to make sure that all children work to the best of their ability. Children become less distracted with planned and creative lessons that provide challenge, motivation and aspiration.

The class teacher treats each child fairly and with dignity, respect and understanding.

If a child shows demonstrates challenging behaviour repeatedly in class, the class teacher keeps a record of this on CPOMs (Child Protection Online Management System) In the first instance the class teacher will deal with the incidents by seeking to remove the barriers. However, if the unwanted behaviour continues, the class teacher will seek help and advice from the Head Teacher or SENDCo and will inform the parents.

Class teachers liaise with the SENDCO regarding any on-going concerns and work collaboratively to create an Individual Behaviour Plan for those children that may require it. The class teacher may also contact the parent if there are immediate concerns about behaviour or a child's well-being.

The class teacher reports to parents at teacher consultations about general progress and behaviour of each child in their class.

Teaching assistants.

Our teaching assistants are valuable members of staff who are class based at key times throughout the day, assisting the class teacher in delivering learning tasks, to ensure pupils can access learning at their level. They help to ensure that our behaviour policy is consistently applied and refer to our key values when they lead groups or carry out interventions. Where children are demonstrating challenging behaviour despite applying positive strategies and removing barriers then the teaching assistant will refer to the class teacher for further support.



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The role of the Senior Leadership team.

It is the responsibility of the Head Teacher to implement the behaviour policy consistently throughout the school and set high standards of behaviour. It is also their responsibility to ensure the health and safety and welfare of all children within the school. The Head teacher will ensure that all staff and pupils understand the school's behaviour policy and support them in the implementation of it.

All serious incidents of behaviour are reported to the Head Teacher. The Head Teacher has the responsibility for giving fixed term exclusions to individual children for serious acts of misbehaviour.

For repeated or very serious acts of anti-social behaviour the Head Teacher may permanently exclude a child. Further information can be found in the **Alumnis Multi Academy Trust Exclusions Policy**.

The role of the Ethos Team.

The children's voice is of huge importance to our school.

At the beginning of each academic year children from KS1 and KS2 class are appointed as members of the Ethos Team. The team meet regularly with a teacher to discuss issues that are important to the children. Under guidance the team may focus on aspects related to the behaviour policy.

The role of parents.

It is expected that parents will support the learning of their child and cooperate with school as set out in the home school agreement which each parent signs when their child starts at The Clinton Church of England School. We endeavour to build a supportive dialogue with home and school and class teachers inform home immediately if they have concerns about a child's behaviour or wellbeing.

The school works collaboratively with parents, operating an open door policy where we actively encourage parents to come in and discuss any concerns or positives they would like share.

If a parent has any concerns about how their child has been dealt with they should in the first instance speak with the class teacher and then to the Head Teacher where appropriate.

The role of the Local Schools Committee.

It is the responsibility of the governing body to set down the guidelines on standards of behaviour and review the effectiveness of the policy. The governors will support the Head Teacher in the carrying out of the guidelines and the day to day implementation of them.



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Monitoring.

The Head Teacher monitors the effectiveness of this policy on a regular basis, reports this to the Local Schools Committee on a termly basis and, if necessary, makes recommendations for further improvements.

The school keeps a record of incidents of challenging behaviour on the Child Protection Online Management system and these are regularly monitored for patterns or trends by the Head Teacher.

The Head Teacher keeps a record of any pupil who has been excluded for a fixed term or on a permanent basis. It is the Local Schools Committee to monitor the rate of exclusions and ensure that the policy is administered fairly.

Review

The Local Schools Committee reviews this policy every 2 years. The LSC may, however, review the policy earlier than this, if the government or introduces new regulations, or if the LSC receives recommendations on how the policy might be improved.

Signed _____ Date _____

Date Approved:	08.05.19
Approving committee:	Local Schools Committee
Version:	1

Reflection sheet.



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Date: _____

Name: _____

In what way has my behaviour not been demonstrating the school vision and values?

How has my behaviour made others feel/ affected others?

What can I do to move forward?

Signed by child:

Signed by teacher:



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Signed by parent/ appropriate) : carer(if	
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