CLAYTON ST JOHN

C of E PRIMARY SCHOOL

Positive Behaviour Support Policy 2025/26

Review September 2026

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Vision and values

Safeguarding Statement of Intent

At Clayton St John CofE Primary 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 at Clayton St John CofE. We recognise our responsibility to safeguard all who access the school and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying. We also work to ensure that our pupils are aware of Online Safety and who to talk to if they feel vulnerable or scared.

Our school vision:

"Growing together in God's Love"

"Give thanks the Lord, for he is good;
His love endures forever."
1 Chronicles 16-34

Our vision and values are at the core of everything we do. They underpin our teaching and learning and provide an environment which prepares our pupils as confident, happy citizens.

Our School Values:



Statement of Intent

At Clayton St John CofE Primary we strive to ensure that our pupils are safeguarded against any form of harm. We ensure that our staff are trained appropriately, can identify signs of abuse and follow policy and procedures for reporting concerns, disclosures and allegations.

1. INTRODUCTION

This policy outlines the purpose, nature and support we provide for behaviour at Clayton St John C of E Primary School. Every school relies on its members of staff behaving in certain ways to achieve its purpose. A school's central purpose is concerned with children's overall well-being and their learning.

Our vision is that everyone at Clayton St John is valued, treated with respect, fulfils their potential and learns without limits, through an ambitious and inclusive curriculum.

This policy is used in conjunction with our Behaviour Policy which sets out clear expectations for pupils and staff in school: CSJ Behaviour Curriculum | Clayton St John CofE Primary School (claytonce.co.uk)

Parents need to:

· know that their children are safe at school;

· be properly informed if their child is the subject of a restrictive intervention (including the nature of the intervention); and

· know why a restrictive intervention has been used.

This policy should be read in conjunction with:

· The staff behaviour policy (sometimes called a code of conduct);

· The Safeguarding and child protection policy;

· The safeguarding response to children who go missing from education; and

· The role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies)

The Restrictive Intervention Policy

. The exclusions and suspensions policy

Policies | Clayton St John CofE Primary School (claytonce.co.uk)

2. PROSOCIAL BEHAVIOUR

At Clayton St John C of E Primary we have our 'Be Ready Values' which are linked explicitly to the children's learning:



When children display the school rules or our values, they are noticed for doing so and staff respond in the following ways:

- Thank you for… showing kindness to Sam and helping when he needed a friend.
- I noticed… Sally showing respect by looking this way, ready to listen.
- Fantastic effort for…being resilient with that tricky part of your learning when it would have been easier to give up.
- I'm proud of you…for being honest about hurting Phil and then apologising for making the wrong choice.
- I liked the way…you put up your hand when you were ready to speak.

Praise and positive reinforcement – 'catching children getting it right'

- Positive praise - flooding the positive behaviour in every classroom, 'catching the children getting it right,' for following our rules and showing our values. Praise may be given publicly and privately.
- Positive facial expressions
- Thumbs up
- Displays recognising the effort all children have put into learning
- Personalised strategies to prevent predictable behaviour
- Phone call home/at the classroom door/Text home
- See another member of staff/class
- Personalised compliments
- If an adult at school needs to talk to a child about behaviours that are not prosocial this will be done privately to avoid humiliation or giving too much 'airtime' to anti-social behaviours.

- Children learn best from being surrounded by good role models. Adults in school will always demonstrate consistent, calm adult behaviour.
- We know that 'children can't be what they can't see,' therefore, all adults at school speak respectfully to each other, to children and about children.
- We walk in the school building, listen to children when they talk to us and take time to teach children prosocial ways to behave, always linking this to our Be Ready rules e.g. Thank you for holding the door open and showing respect.
- We model to the children, often through talk, how we are feeling, how it is ok to have a wide range of feelings, and we show by example how being honest and talking through our experiences is a positive strategy.

Consistency and consistent use of scripts.

- By consistency we mean creating a culture and environment where children know that whichever adult they are talking to the same expectations for behaviour are present and the way their behaviour is managed is the same.
- Staff may have reminders of this policy through email, briefings or staff meetings.
- New staff are given this policy as part of their induction and this policy is reviewed by staff and governors annually.
- We know that by having some agreed scripts that are positively phrased and used by all staff across school, children are more likely to feel secure that the expectations for their behaviour are the same.

Routines, repetition and structure with established clear and agreed boundaries/expectations

- Having clear, predictable routines that all children are aware of will create a sense of feeling safe and prepared.
- We use visual timetables for whole classes to share what the day is going to include.
- Changes to a typical routine will be explained clearly to children. Social stories, communication with parents/carers, clear explanations, and now and next boards may be used with children.
- In order to help children to feel safe, their educational environment needs to be high in both nurture and structure.

Preventing Escalation

To prevent escalation an adult must show consistent, calm behaviour while using the following strategies:

Limited choice:

- [Name of child]…put the pencil in the pot or on the table
- [Name of child]…sit on the chair or on the floor
- [Name of child]…work at that table or that table

Disempowering the behaviour:

- You can listen from there
- Come and find me when you come back
- Come back into the room when you are ready

The de-escalation script

- [Name of child]… I can see you might be / are feeling annoyed/angry/upset.
- I am here to help.
- Talk and I will listen.
- Come with me and …

Emotional Recovery:

- Different children need varying lengths of "cool down" times
- Cool down can be offered in a variety of locations within the school and will be personalised depending on need

3. SUPPORTING ALL LEARNERS

If a child is displaying a difficult behaviour, e.g. Behaviour which is anti-social, but not dangerous. Difficult behaviour should be acknowledged in terms of context: 'Daniel continually shouting out is difficult within a group teaching activity.' In this situation, any of these strategies can be used:

- Ask them if they are ok. If they are not, then you can find out what is wrong (if they are able to tell you) and deal with the problem.
- Reminder – this is a quiet and clear redirecting the child to the agreed boundaries then leave take up time.
  Options are:
  I need to talk to you about our respectful rule
  You know the routine for…
  You could make this right by…
  Let's focus on what is going to happen next…

- 30 second scripts are used by staff to ensure that they can deal with difficult situations calmly and consistently without showing emotion. A 30 second script may start with:

  I noticed you are…

  It was the rule about being kind that you didn't follow when talking while I was…

  Do you remember last week when you did such a great job at….

  Thank you for listening.

  These are used to bring children back on task as quickly as possible.

- 2 minute intervention - Asking a child to 'step out' (not leave the class) and decide how to start the conversation which is all about getting back to learning. This is supportive.
  'I was wondering what was wrong'
  'I noticed you were struggling to keep our rules'
  'Safe is one of our rules, so you need to….
  'What do you need right now to help you with your learning?'
  'How can I help now?'

Restoration

We understand that each child will need time to reflect, repair, restore. It is important that after an incident there is time to reflect, repair and restore. As soon as possible after an incident, if all parties are emotionally ready, it is essential to talk with a child to safeguard their emotional wellbeing and help them reflect and progress. The purpose of reflect, repair and restore is to re-visit the experience by re-telling and exploring the story with a changed set of feelings. During the incident, the child's behaviour may be influenced by anger, frustration, disappointment etc.

These questions can be used to guide the discussion.
•What happened?
•How were you thinking / feeling and how did it make others think and feel
•Who has been affected and how?
•What can we do to put things right? These then need to be done.
•What have we learnt and how can we respond differently next time

<u>Rewarding Positive Behaviour</u>

The following rewards are used to identify and celebrate positive behaviours:

-All children can collect 'Dojos' which are collected and shared in worship each week. Individual 'Dojos' are recorded and can lead to Bronze, Silver, Gold, Headteacher, Deputy Headteacher and Governor prizes:

Dojo Awards:
Bronze= 200 Dojos
Silver = 400 Dojos
Gold = 600 Dojos
Platinum = 800 Dojos
Deputy Headteacher Award=1000 Playtime Treat
Headteacher Award= 1500 Special Lunch
Governor Award= 2000 Special Prize

- ✓ Each day the class teacher (or member of staff covering the class) chooses a Star of the Day.
- ✓ Staff can send text messages home for individual children, recognising positive behaviour.
- ✓ Each week, class teachers identify a Learning Superhero. These are pupils who have demonstrated fantastic learning behaviours all week.
- ✓ A Writer and Mathematician of the week are also chosen from each class.
- ✓ Showing a member of SLT good work or good progress in their learning
- ✓ Extra break time
- ✓ Participating in whole class rewards such as a games afternoon, movie and popcorn, climbing wall, pizza party etc.
- ✓ Stickers or stamps on their work
- ✓ Sending good work home to show parents / carers

4. UNSOCIAL BEHAVIOUR

Unsocial behaviour is when a child is not enjoying or making an effort to behave sociably in the company of others, but not to the detriment of others. Not doing as instructed, but not to the detriment of others.

Examples:

- Leaving their desk without permission
- Leaving the carpet during input/story without permission
- Refusing to complete the work set
- Refusing to get changed for PE
- Choosing to do another activity than the one the class are doing (reading/drawing on whiteboard etc.)
- Rocking on their chair
- Calling out/talking to a friend
- Not listening to instructions
- Playing/fiddling with equipment

Staff should strive to interpret unsocial behaviour as a communication of negative feelings and so should provide differentiation or support.

Possible strategies that could be used:

- Differentiated learning space/workstation
- Fiddle toy
- Wobble cushion
- Whiteboard to write
- Timers
- Task planner
- Learning broken down
- Scaffolds
- Additional resources
- Individualised timetable
- Now and next board
- Limited choice
- Brain breaks

- Positive experience
- Class job
- Adult support/Peer support
- Learning intervention
- Small group/paired learning

5. ANTISOCIAL BEHAVIOUR

Antisocial behaviour is behaviour that causes harm to an individual, a group, to the community or to the environment. Behaviour that is likely to cause injury, harassment, alarm or distress. Behaviour that violates the rights of another person.

It is important not to group unsocial behaviour with antisocial behaviour. The child who can find no reason to join in or complete a directed task is often showing considerable restraint in not allowing how they feel to result in behaviours that are antisocial. It is important that our response to unsocial behaviour does not drive the behaviour to become antisocial.

Antisocial Behaviours	Dangerous Antisocial Behaviours
Aggressive shouting/calling out disruptively	Leaving the school building
Continued interruptions	Leaving the premises
Swearing	Spitting (directly at another)
Answering back, mimicking	Scratching
Name calling	Pinching
Lying	Hair pulling
Refusal to carry out an adult's request	Hitting
Distracting and/or disrupting others' learning	Kicking
by shouting, banging, making noises	Fighting
Throwing small equipment	Biting
Leaving the classroom without permission	Punching
Damage to property/pushing over furniture	Throwing furniture
Stealing	Physical or verbal bullying

These behaviours will be a sign of a child needing support and a child may be in a heightened, anxious state – possibly due to factors outside of school – please be aware and empathetic of this and that their behaviour is communicating a need.

Consequences – if possible must be carried out by the adult who was working with the child at the time.

The word 'consequence' should be used instead of negative language such as 'punishment' or 'sanction'.

We understand that set or 'blanket' consequences for all children is not appropriate. Staff must take into account the age, aptitude and background of the children when setting consequences for any behaviour breach. Staff must ensure an 'equitable' rather than 'equal' approach is applied. Consequences, where appropriate, should be set at the end of a restorative conversation and involve the children where deemed appropriate.

Possible consequences could include:

- Missing part of break, lunch time or any reward time (as soon as possible after the event)
- Writing a letter of apology
- Repairing any damage
- Missing part of class free time
- Spending time in another classroom
- Completing job in the classroom during break or lunch time (e.g. sharpening pencils / tidying up etc.)

If a child is not managing to display pro-social behaviours, we need to teach the behaviour we want to see.

- It could be a '**quick catch up'**
- It could be **reflect, repair and restore**
- It could be a **natural consequence** (clearing up a mess, mending something)
- You may need to teach something, practise something,

***Antisocial behaviour should not need SLT support unless it is persistent and disruptive. Dangerous Anti-social behaviour is likely to need SLT support/intervention.**

6. UNFORSEEABLE BEHAVIOUR

A child working outside our behaviour policy

If a pupil's behaviour continues to be difficult or dangerous, they are not learning from consequences and they are not following our school rules then there is a further need for a consistent response as the child is not managing to work within our behaviour policy and needs their own agreed plan. This will be agreed by the Head teacher/Deputy Head and SENDCO. A Personalised Risk Assessment may also be put into place.

This is the agreed job description for working with a child outside the whole school policy. All staff need to take responsibility for knowing the plan and the scripts which need to be used consistently across the school.
External advice and support may also be accessed e.g. educational psychologist

Different strategies may be used at Clayton St John to support children:

Children leave their class for a short time

At Clayton St John, if a child is in crisis we will be supporting that child to manage and recover. If the child is in class and unable to come out there may be occasions when the class may be taken somewhere else to learn for a short time while the child is supported to recover and move from the situation.

Children are given a positive experience

We are clear that some children come to our school needing extra help with reading, writing and maths. We also know that some children who come to school need extra support to learn the right way to behave. At any point a child may have a negative experience in their lives which affects their behaviour e.g. a bereavement. At Clayton St John, children will get the support they need to help them. We understand that negative experiences can lead to negative feelings which can lead to negative behaviour. When a child needs a positive and motivating experience we will make it part of their day or week, which leads to positive feelings which lead to positive behaviour which means a change in behaviour. This can be mistakenly seen as a 'reward.' It is not, it is part of the process that is needed for a child to behave more positively and begin to develop internal discipline.

Review Meetings

If a Personalised Risk Assessment is in place, there will be regular review meetings with parents to highlight the success of the plan and make any necessary changes for further success. These reviews will continue until the child has had enough success to manage without a plan in place. A review meeting can also be used for a child without a plan to focus on the positives and work on the areas needed. These are led by the SENCO or a member of the senior leadership team. If further steps need to be taken, due to a lack of progress being seen from a plan, then these can follow:

7. Mobile Phones and Smart Watches

In the interest of Safeguarding, children in years 5 and 6 may bring a mobile phone to school, however this will be switched off and collected by a member of staff and placed in a box, away from reach, until the end of the day.

The use/wearing of Smart Watches are not permitted at any time.

The behaviour policy will be followed if this rule is not followed, and mobile phones/smart watches may be confiscated.

8. COMMUNICATING AND RECORDING WITHIN SCHOOL

We record some incidents using an online tool called CPOMS. Any physical incident, verbal aggression, racial discrimination, bullying, homophobic, gender discrimination, sexual violence/harassment is recorded on CPOMS with a clear consequence for the behaviour. All persistent unsocial and antisocial behaviour is recorded and shared with parents and carers.

9. COMMUNICATION WITH PARENTS AND CARERS

We work closely with parents to enable them to engage with school to support their child, as we know that successful joint working between the home and school leads to much better outcomes for our children. Through protective and educational consequences, we aim to teach children to manage their own feelings and learn from their mistakes. It is our aim that they will develop strategies to enable them to self-regulate. Parents will be informed of concerns early on by the class teacher and incidents of unsocial or antisocial behaviours will be communicated to parents. We ask families to openly communicate behaviours or events from home so that we can offer support to their child in the most informed and effective way

10. EXCLUSION AND SUSPENSION

If a child continually and seriously violates the rules resulting in dangerous behaviour, showing no signs of change and all supportive measures have been tried without success, the headteacher in extreme situations, may decide that fixed term or permanent exclusion is appropriate.

Please see our exclusions and Suspension Policy- Policies | Clayton St John CofE Primary School (claytonce.co.uk)

Sexual violence / harassment, discrimination, racial abuse, bullying

In the event of an incident which involves sexual violence or sexual harassment, discrimination, racial or gender abuse or bullying we will follow our policy to apply the right consequence for this serious behaviour. Please see the Antibullying policy and Racial discrimination policy for more details.

Behaviour Outside School and Online

In the event of poor behaviour or bullying which occurs off school premises or online and is witnessed by staff or reported to school will be fully investigated where possible. School will work with parents and carers and offer advice and support where necessary. School may also issue a sanction to children such as children in UKS2 not being able to walk home without an adult, or an apology letter may be need to be written. The sanction and outcome very much depend upon the incident reported, and will be determined by the Head Teacher.

Child-on-child abuse

At Clayton St John C of E Primary School we are clear that sexual violence and sexual harassment are never acceptable. We will not tolerate this behaviour online or offline under any circumstances, and pupils whose behaviour fall below the school's expectations will be sanctioned.

School staff will never condone or normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. It is our policy that staff will challenge all inappropriate language and behaviour between pupils or towards other members of the school community.
If we have concerns regarding sexual violence and sexual harassment, we will follow the general safeguarding principles set out in Keeping Children Safe in Education (KCSIE).
We will take all reports of sexual violence and sexual harassment or child-on-child abuse seriously. Those affected will be reassured that they will be supported, kept safe and are being taken seriously, regardless of when the incident(s) took place.
In instances where child-on child abuse is found to have taken place, the school will take disciplinary action in line with this behaviour policy.
The school's designated safeguarding lead (or deputy) will lead the school's initial response. Each incident will be considered on a case-by-case basis. Referrals will be made and support services engaged as appropriate.

Any bullying behaviour will be dealt with in accordance with Anti-Bullying Policy.

Confiscation of Prohibited Items

We reserve the right to screen and search our pupils where we have reason to believe the safety of others is at risk. The Headteacher and/or Deputy Headteacher (along with staff that they authorise) have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item. Prohibited items are defined in the Education Act 1996.
Prohibited items are:

- knives or other potential weapons;
- alcohol;
- illegal substances/drugs;
- stolen items;

- tobacco and cigarette papers;
- fireworks;
- pornographic images;
- any other articles that they suspect have been or are likely to be used to commit an offence, cause personal injury or damage to property.

If anyone at the school has reasonable grounds for suspecting the pupil is in possession of a prohibited item, headteachers and members of school staff authorised by the headteacher may search the pupil without their agreement. Any search by a member of staff for a prohibited item and all searches conducted by police officers should be recorded in the school's safeguarding reporting system. This is irrespective of whether an item is found

