



Mission Statement
For with God nothing is impossible

BEHAVIOUR IN SCHOOLS PROCEDURE

Effective Date 4.3.2026

Review Date: March Annually

Review Date	Signed Executive Head Teacher	Signed Chair of LGC
4.3.2026	<i>de m Badger</i>	

Persons Responsible for Policy:	Executive Headteacher
Approval Date	19.3.2026

“Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children’s dignity and their rights. Richer countries must help poor countries achieve this”

In God’s family, there are no outsiders as we nurture one another, accepting our rich diversity, whilst fostering a love of learning. Our Christian Values enable us to flourish together as we love selflessly, have eternal hope and walk in faith.

1. Rationale for the Procedure

- 1.1. Clutton School will lay the foundations for a life-long learning journey which provides our pupils with the tools to achieve happy, fulfilling and successful lives.
 - 1.2. Clutton is a caring, Christian family, which encourages, values and celebrates the views and actions of children, underpins the promotion of positive relationships within a happy and safe environment.
 - 1.3. Clutton school is committed to creating an environment where good 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, encourage others to do the same and learn to forgive.
 - 1.4. Clutton believes that pupils and staff have the right to learn and teach in an environment that is safe, friendly, peaceful, fair and forgiving.
 - 1.5. Clutton school prioritises children’s happiness and well-being as a fundamental part of their education experience. This procedure is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.
 - 1.6. This procedure supports the schools’ communities in aiming to allow everyone to work together in an effective and considerate way and believe that a positive school climate will enhance teaching and learning. A positive school climate will foster cooperation, willingness and responsibility thus building a sense of family. The school family is held together through communication skills, which are taught during conflict moments and in the classroom through active learning lessons.
 - 1.7. Clutton school recognises that each individual child is at a different stage of social learning. Only through a consistent approach to supporting their behaviour will they be able to achieve an environment in which pupils can learn and develop as caring and responsible people.
 - 1.8. All members of our school community are expected to: **Be Respectful, Be Kind and Be Safe.**
 - 1.9. Our school believes that:
 - 1.9.1. Behaviour can change and every pupil can be successful;
 - 1.9.2. Positive, targeted praise is more likely to change behaviour;
 - 1.9.3. Reinforcing good behaviour helps pupils feel good about themselves;
 - 1.9.4. An effective reward system and celebrating success helps to further increase pupil’s self-esteem enabling them to achieve even more;
 - 1.9.5. Understanding each pupil’s needs and their individual circumstances helps us to act in the fairest way possible for that pupil at that moment;
 - 1.9.6. When all adults change, everything changes;
 - 1.9.7. School is a place where there is a focus on good character, as seen in the Christian values of love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, forgiveness, trust, tolerance, respect and self-control;
 - 1.9.8. Clutton is a place where the Christian message is both celebrated and lived out in our day-to-day interactions with one another.
 - 1.10. Clutton’s objective is to:
 - 1.10.1. Provide a safe, comfortable and caring environment where optimum learning takes place;
 - 1.10.2. Provide clear guidance for children, staff and parents of expected behaviour;
 - 1.10.3. Use a consistent and calm approach;
 - 1.10.4. Ensure **all** adults take responsibility for managing behaviour and follow up incidents;
 - 1.10.5. Ensure **all** adults use consistent language to promote positive behaviour;
 - 1.10.6. Use restorative approaches.
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2. Purpose of the Behaviour for Learning Procedure

- 2.1. To provide simple, practical procedures for staff, pupils and parents/carers that:
 - 2.1.1. Foster the belief that there are no 'bad' pupils, just 'bad choices';
 - 2.1.2. Encourage pupils to recognise that they are responsible for their own actions;
 - 2.1.3. Recognise individual behavioural norms and respond appropriately;
 - 2.1.4. Promote self-esteem and self-discipline;
 - 2.1.5. Promote appropriate, positive behaviour;
 - 2.1.6. Enable everyone to thrive in a happy and safe environment.
 - 2.2. All staff shall:
 - 2.2.1. Take time to welcome pupils at the start of the day;
 - 2.2.2. Be positive role models and use consistent language;
 - 2.2.3. Take responsibility for managing behaviour and follow up incidents;
 - 2.2.4. Celebrate and praise positive behaviour;
 - 2.2.5. Be consistent and fair, treating all pupils with respect, dignity and understanding;
 - 2.2.6. Pick up on pupils who are failing to meet expectations;
 - 2.2.7. Redirect pupils by referring to and explaining why they are not being Respectful, Kind and Safe;
 - 2.2.8. Deal sensitively with pupils in distress, using the connection before correction approach, helping pupils to regulate themselves before discussing their behaviour;
 - 2.2.9. Avoid shouting at pupils except when this is necessary to avert a potentially dangerous situation;
 - 2.2.10. Remain calm and regulated;
 - 2.2.11. Avoid describing poor behaviour to another adult in front of the pupil;
 - 2.2.12. Praise in public, remind and correct in private (wherever possible);
 - 2.2.13. Be alert to signs of bullying or racial harassment and report any concerns to SLT;
 - 2.2.14. Use CPOMs to log any serious incidents, including racial harassment and bullying (see separate policies and procedures);
 - 2.2.15. Be aware of the government regulations regarding the use of force (refer to The DFE's publication 'Use of reasonable force: Advice for headteachers, staff and governing bodies' July 2013).
 - 2.3. Members of staff who manage behaviour well:
 - 2.3.1. Deliberately and persistently catch pupils doing the right thing and praise them in front of others;
 - 2.3.2. Take responsibility for managing behaviour in their classrooms and outside;
 - 2.3.3. Know their classes well and develop positive relationships with all pupils;
 - 2.3.4. Relentlessly work to build mutual respect;
 - 2.3.5. **Remain calm** and keep their emotion for when it is most appreciated by pupils;
 - 2.3.6. Demonstrate unconditional care and compassion;
 - 2.3.7. Are responsive to the pupil not reactive to the behaviour;
 - 2.3.8. Show respect to each other and model the language of dignity.
 - 2.4. The Senior Leadership Team (SLT) shall:
 - 2.4.1. Be a visible presence around the school working with the pupils to support good behaviour and model positive relationships;
 - 2.4.2. Regularly celebrate staff and pupils whose efforts go above and beyond expectations;
 - 2.4.3. Encourage use of positive praise, including noticeboards, phone calls/texts/postcards home and certificates/stickers/Dojo points
 - 2.4.4. Ensure staff training needs are identified and met;
 - 2.4.5. Support staff in managing pupils with more complex or challenging behaviours.
 - 2.5. Parents and Carers shall be expected to:
 - 2.5.1. Work respectfully alongside staff when discussing the behaviour of their child(ren);
 - 2.5.2. Keep the school informed of behaviour difficulties they may be experiencing at home;
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- 2.5.3. Inform the school of any trauma which may affect their child's performance or behaviour at school e.g. a death in the family/parental separation/family illness etc.;
- 2.5.4. Inform the school about their child's health and any absences connected with it;
- 2.5.5. Inform the school of any situations which need to be investigated as bullying (pupils do not always tell school staff);
- 2.5.6. Read, agree and sign the Home/School Agreement and return a copy to school each year;
- 2.5.7. Support the implementation of any necessary agreed behaviour programme.

3. Behaviour Strategies

- 3.1. Clutton school uses positive trauma informed behaviour strategies, promoting positive interactions and relationships and recognise good behaviour at every opportunity.
- 3.2. Forgiveness is a core Christian value which we explore and promote within our school.
 - 3.2.1. When dealing with incidents of poor behaviour between two or more pupils, they are encourage them to reflect and resolve the situation using the following language: *"I am sorry for....(describe the bad choice made) It was wrong because..... (focus on Safe/Kind/Respect). In future, I will... (describe a better reaction) Will you forgive me?"*
 - 3.2.2. This conversation will usually be verbal, between two pupils, but it may be appropriate for pupils to use this language in a 'sorry letter' or similar written reflection.
 - 3.2.3. Some pupil's behaviour is beyond normal rewards and consequences. Clutton school believes in equity for all pupils and understands that, for some pupils, following the behaviour expectations are beyond their current developmental level.
 - 3.2.4. Clutton aspires to help these pupils to break out of their choices of inappropriate behaviour. If there are concerns that a pupil needs strategies in place to support behaviour which are above and beyond teacher flexibility and differentiation, then these pupils shall have access to bespoke positive behaviour plans, which may include carefully targeted sanctions and rewards to reinforce positive behaviour.

3.3. When we are letting our lights shine:

Our Rules	Visible Consistencies	Recognition
• Be Respectful • Be Kind • Be Safe	• Daily meet and greet by SLT • Daily meet and greet in the classroom • Persistently catching children doing the right thing • Picking up on children who are failing to meet expectations • Accompanying children to the playground at the end of every day • Praising in public, Reminding in private • Consistent language	• An encouraging smile • Verbal praise • Written praise on child's work • Recognition board in the corridor • Dojo points • Executive Headteache Stickers • Certificates • Postcards home • Communication with parents/ carers – in person/ phone call/ text/ postcards home • Class Rewards • Letter of praise at the end of term from the Principal • A visit to the Principal, member of SLT or another member of staff for commendation • Celebrated on school social media

3.4. When we are still learning:

- 3.4.1. The following steps shall be followed when dealing with poor behaviour:
 - 3.4.2. **Level 1:** To be dealt with at the point of incident by the member of staff witnessing the incident, including lunchtime staff. Colleagues will offer support if appropriate. All staff should deal with incidents or potential incidents using the script below.
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- 3.4.3. Examples of level 1 behaviour: name calling, running/shouting/pushing in classrooms and corridors, discourtesy, thoughtless damage, rough play, minor class disruption, over-aggressiveness, low-level non-compliance, playground incidents of a non-violent nature.

Steps	Actions
1) Redirection	Gentle encouragement in the right direction
2) Reminder	A reminder of the expectations Respectful, Kind, Safe delivered privately wherever possible. Repeat reminders x 3 if necessary. De-escalate and decelerate where reasonable and possible, and take the initiative to keep things at this stage. <i>Example:</i> <i>I notice you are You are breaking the school rule of (being respectful, kind safe). Please... Thank you.</i>
3) Caution	• A clear verbal caution delivered privately, wherever possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. • Gentle approach, personal, non-threatening, side on, eye level or lower • The poor behaviour is identified, explained and linked to the three words safe/kind respectful • Boundaries are reset • The pupil is asked to reflect on their next step • They are reminded of their previous good conduct/attitude/learning <i>Example:</i> <i>I noticed you're still...</i> <i>You are breaking the rule of...</i> <i>Do you remember when you That is what I need to see today. Think carefully about your next step/ what you will do now.</i> <i>I will talk to you for two minutes at breaktime/ after the lesson.</i> Two minutes is owed when the child reaches this step. It cannot be removed, reduced or substituted.
(4) Time Out	Time out is 5 minutes for the pupil to calm down, breathe, look at the situation from a different perspective and compose themselves. This will be undertaken in their own classroom. A safe space can be set up if needed. Pupils may be asked to take their work to another table or classroom if the behaviour is disruptive to others. Pupils are NOT to be placed in corridors under any circumstance.
(5) Follow up – repair, restore and forgive.	A restorative meeting should take place before the next lesson, during break time. Staff will take responsibility for leading Reparation meetings. If the reconciliation is unsuccessful, the teacher should call on support from SLT who will support the reparation process. <i>Examples of questions:</i> • <i>What happened?</i> • <i>What were you thinking or feeling at the time?</i> • <i>What have you thought since?</i> • <i>How did this make people feel?</i> • <i>Who has been affected?</i> • <i>How have they been affected?</i> • <i>What should we do to put things right? (Repeat the work, write an apology letter)</i> • <i>How can we do things differently in future?</i>

- 3.4.4. Consequences shall:

- 3.4.4.1. Be in proportion to the action;
 - 3.4.4.2. Not apply to a whole group for the activities of individuals;
 - 3.4.4.3. Be applied consistently by all staff;
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- 3.4.4.4. Be applied to make it clear that unacceptable behaviour affects others and is taken seriously;
 - 3.4.4.5. Seek forgiveness.
 - 3.4.5. Consequences shall include:
 - 3.4.5.1. Repeating work, where the content of work is clearly below the pupil's ability;
 - 3.4.5.2. Time working at another space;
 - 3.4.5.3. Time out during breaktime no more than 5 minutes;
 - 3.4.5.4. Withdrawal of privileges, e.g. special responsibilities, breaktime;
 - 3.4.5.5. Communication with parents;
 - 3.4.5.6. **Level 2:** Continuing poor behaviour will lead to a discussion with the Principal. Parents will be informed and expected to attend a meeting to discuss the behaviour and ways to improve.
 - 3.4.5.7. At this stage the Executive Headteacher or Senior teacher along with the class teacher and, if appropriate, SENCO shall consider the completion of an Individual Behaviour Plan (IBP), RAMP and, if appropriate, a Risk Assessment for the pupil.
 - 3.4.5.8. Parents/carers will be consulted and asked for their views and wishes. The school expects all parents and carers to engage positively with the school. Plans will be shared with other staff who may have a responsibility for, or contact with, the pupil, e.g. supply teachers, support staff and welfare staff.
 - 3.4.5.9. The Executive Headteacher or Senior teacher shall actively monitor the child's behaviour in consultation with the class teacher.
 - 3.4.5.10. Examples of level 2 behaviour: Frequent occurrences of level 1 behaviours which occur consistently and daily. A "one-off" incident of serious behaviour may also be considered as an immediate level 2 incident and will lead to a referral to the Executive Headteacher or Senior teacher. The Executive Headteacher or Senior teacher shall interview the pupil, inform parents/carers and expect them to respond positively to ensure there are no further incidents of this severity.
 - 3.4.5.11. Examples of 'one-off' incidents or serious behaviours include: theft, physical aggression in the playground or classroom, all forms of bullying, serious and intentional verbal abuse, bad language, rude gestures, racial incidents, deliberate vandalism, defiance of authority.
 - 3.4.5.12. The school does not tolerate bullying of any kind. If the school discovers or is informed that an act of bullying or intimidation has taken place, an investigation shall be commenced and action taken immediately to prevent further occurrences of such behaviour. While it is very difficult to eradicate bullying, the school shall do everything in its power to ensure that all pupils attend school free from fear.
 - 3.4.6. **Level 3:** Through monitoring, the class teacher, Executive Headteacher or Senior teacher and other relevant staff will continue to review the pupil's behaviour. If there is no evidence of improvement in behaviour, parents or carers will be invited to and expected to attend a Pastoral Support Meeting.
 - 3.4.6.1. It is expected that other agencies will be approached at this stage, e.g. Educational Psychologist, PRU, and a Pastoral Support Plan agreed including the role and responsibility of the parents/carers in helping to modify the behaviour.
 - 3.4.6.2. School staff including the class teacher, Pastoral lead, SENCO and members of outside agencies involved with the pupil shall also be invited. Further IBPs and risk assessments may be drawn up at this stage. There shall be a clear identification of success criteria, timescales and next steps.
 - 3.4.6.3. Parents/carers shall be made aware of the range of courses of action available including referral to a PRU, special school, fixed term or permanent exclusion.
 - 3.4.6.4. Fixed term or permanent exclusions may apply when the pupil is not responding to strategies or the safety of others is at risk or there is a negative impact on staff.
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3.4.7. **Level 4:** If all the above strategies fail to result in improvement in the pupil's behaviour, the Principal shall begin formally referral proceeding for alternative school provision, fixed term or permanent exclusion within the framework of statutory regulations and local authority guidelines, involving governors and directors of CDAT, if necessary.

3.4.7.1. Additional Pastoral Support meetings may be called, as appropriate, to monitor progress.

3.4.7.2. Examples Level 4 Serious Behaviours include: Serious physical/sexual peer on peer abuse intended to inflict harm, wilful and serious vandalism, pre-meditated serious theft, persistent use of foul/abusive language to intimidate others, persistent behaviour that seriously impairs the learning of others.

3.5. If the Executive Headteacher decides upon a fixed term or permanent exclusion of a pupil:

3.5.1. Parents/carers shall be informed as soon as practicable, giving reasons for the exclusion.

3.5.2. The EHT makes it clear to the parents/carers in a letter that they may appeal against the decision to the Local Governing Committee (LGC) in writing to the Chair. In the letter, the school shall inform the parents/carers how to make any such appeal.

3.5.3. The Principal shall inform the LA/CDAT and consults with the LGC about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

3.5.4. The LGC itself cannot either exclude a pupil or extend the exclusion period made by the Executive Headteacher.

3.5.5. If a parent/carer appeals against the exclusion, the appeals panel shall meet to consider the circumstances in which the pupil was excluded and any representation by parents/carers.

3.5.6. Whilst the LGC has no power to direct reinstatement, they shall consider any representations by parents/carers and may place a copy of their findings on the pupil's school record.

4. Playtimes and Lunchtimes

4.1. At play and lunchtimes, our school aims to provide a range of activities to engage pupils in positive play with their peers.

4.2. High levels of supervision during both playtime and lunchtime sessions, inside and outside., are provided.

4.3. If issues between pupils arise, the emphasis is on peaceful problem solving and peer resolution; pupils (with support initially) attempting to understand the roots of conflict and to consider how talking the situation through can lead to a resolution of the disagreement.

4.4. Once this has been achieved, it provides pupils with an increased sense of responsibility; demonstrating the independence expected throughout the school.

5. Monitoring and Review

5.1. The Executive Headteacher shall report to the Chair of Governors on the effectiveness of the procedure, if necessary making recommendations for further improvements.

5.2. The LGC shall review this procedure annually to ensure its effectiveness.

5.3. The LGC procedure at any time, if the government introduces new regulations, or if they receive recommendations on how they might be improved.

6. Record Keeping

6.1. Clutton school shall keep a variety of records of incidents of behaviour.

6.1.1. The class teacher shall record classroom incidents on CPOMs.

6.1.2. The school shall keep a record of any incidents that occur at break or lunchtimes; lunchtime supervisors shall give details of any incident which shall then be recorded on CPOMs.

6.1.3. The Executive Headteacher shall keep a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

6.2. The LGC shall monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.