



## BEHAVIOUR POLICY

*'The way students behave in school is strongly correlated with their eventual outcomes. When behaviour in general improves throughout a school the impact is that students achieve more academically and socially and time is reclaimed for better and more learning.'*

**Creating a Culture, 2017**

*'Do to others what you would have them do to you'*

**Matthew 7:12**

### **Clifton All Saints Academy's approach:**

Clifton All Saints Academy embody aspiration, ambition and high expectations for every member of the school community; we believe that positive behaviour is an essential condition for effective learning and teaching.

Our community places self-discipline and a real sense of justice at the core of our determination to provide opportunities where each individual can flourish and develop. Appropriate high self-esteem promotes good behaviour, effective learning and positive relationships.

We pride ourselves on working restoratively and encouraging children to take responsibility for their actions, understanding the effect of their behaviour on others and how they can make better choices in the future. We believe in ensuring relationships remain intact and that all members of the community feel valued, supported and listened to. Put simply, we believe pupils learn and thrive when they feel safe and happy in school.

Our behaviour policy is a direct reflection of our Christian ethos and vision and is underpinned by our core values. We pride ourselves on helping children develop spiritually to enable them to have a strong moral compass with a clear understanding of right and wrong. Our behaviour policy is more than rewards and sanctions; it is how we teach our children to be responsible learners who develop positive and healthy relationships. In turn this allows the children to be successful learners as their behaviour is not a barrier to learning.

### **Key Principles:**

All members of the school community will:

- Have a clear view of what is right and wrong through our Golden Rules and Values-Based Education.
- Set themselves high expectations in terms of behaviour at all times - classrooms, around school, in our outside spaces or when representing the school in any context.

- Promote self-discipline and a proper regard for authority.
- Work co-operatively showing concern for others.
- Develop a responsible and independent attitude towards work and towards their roles in our school and wider community.
- Strive to achieve their potential in terms of academic achievement but also in terms of behaviour so that they become well-rounded citizens of the future.
- Live the schools' values and demonstrate these at all times.

### **Implementation:**

This policy will be implemented in all classes at Clifton All Saints Academy, although it will be adapted by the teachers to context for children in the early years.

### **Curriculum:**

Our Values, Collective Worship, PSHE and RE curriculums underpin this policy. It is essential that children develop positive images of themselves, others, the world around them and have a clear sense of right and wrong. Our careful planning of these curriculums enables children to develop their own moral code that reflect our ethos and values and which will enable them to make positive contributions in society in the future. Quality First teaching is essential in ensuring children's needs are met; careful thought should be given to the other areas of the curriculum to ensure maximum engagement and challenge reducing the likelihood of poor behaviour in lessons.

### **Outside the classroom:**

Pupils' excellent conduct in the classroom must be displayed in and around the school, including moving to and from learning spaces, the hall, out on the playground or in outside spaces, when representing the school or when identifiable as a Clifton All Saints Academy pupil. Behaviour that does not reflect the school's values will be dealt with in line with this policy.

### **Golden Rules:**

The golden rules are explicitly linked to British Values and to Clifton All Saints Academy School's core values of respect. At all times children, parents, staff and governors will be encouraged to show:

- **Respect for others:** their feelings, opinions, cultures, limitations and the right to individuality.
- **Respect for themselves:** pride in their own achievement and that of others in the school, high standards of behaviour and dress, and the desire to produce their best work at all times.
- **Respect for the environment:** their own, the schools and other people's property and the community in which we live.

**Golden Rules must be displayed in every classroom.**

### **Class Rules:**

At the beginning of the new school year, each class will discuss and develop their own Class Rules. The class rules will be phrased as affirmations to encourage a positive ethos and to model to children which behaviour we want to see rather than that we do not. We will not use behaviour management displays where children's names are publically displayed on clouds, rainbows or by happy and sad faces or next to ticks and crosses. We know that these type of behaviour systems can be detrimental to

children's self-image, set low expectations and routinely advertise the type of behaviour we don't want to see.

**The class rules will be based upon the following principles:**

We will:

- Show respect by working sensibly in lessons and not disrupt the learning of others by distracting and annoying others.
- Be polite and think of other people's feelings as well as our own in the classroom, around school, in outside spaces, when representing the school or when identifiable as a Clifton All Saints Academy pupil.
- We will discourage any behaviour which encourages bullying, racism or any other kind of prejudice at any time.
- Never fight, hit, bite, spit or kick.
- Show consideration of personal and others safety and wellbeing by keeping classroom and cloakroom areas tidy and free from clutter which could cause injury.
- Maintain the good fabric of the building and its contents.
- Respect other people's belongings and not take or damage anything which does not belong to us.
- Learn the difference between acceptable and unacceptable behaviour.

**Rewards:**

**Class Dojo**

Class Dojo is a unique online behaviour system that allows children to accrue points for demonstrating skills. Skills can include but are not limited to:

- Demonstrating the Golden Rules
- Work across the curriculum
- Being helpful around school
- Excellent manners
- Living the values

**Merits**

In class the pupils earn Dojo points for which they will receive merit certificates in our Celebration Collective Worship on a Friday:

100 dojo points = Bronze

250 dojo points = Silver

450 dojo points = Gold

600 dojo points = Platinum

**Stickers:**

All staff can use stickers at their own discretion; staff can reward children for participating well in class, working well in a group or producing some great work. Our staff need to have the freedom and creativity to develop systems that work for them and that personalise their classrooms but they must reflect the school values.

**Attendance Rewards:**

At Clifton All Saints Academy we are proud of our attendance record. Excellent and improving attendance is always rewarded Clifton All Saints Academy and these

rewards can be found in the Attendance Policy.

**Clifton All Saints Academy Values leaves:**

When children have been seen 'living the school values' they are given a 'Values Leaf' which will be displayed on the Values Tree in the hall.

Parents are also able to nominate their child with a Values leaf by completing a nomination slip at the front office.

**Star of the Week:**

One child from every class will be chosen by their class teacher to receive the Star of the Week Award in Celebration Collective Worship. Star of the Week can be given for a variety of reasons and is about recognising every child for their individual achievements. Every child can achieve the Star Award because every child is capable of shining in their own way. The Star of the Week Award does not necessarily need to reflect academic success. It may be that they have been particularly supportive of a friend or done something really kind and thoughtful.

**Headteacher's and Assistant Headteacher's Award:**

Children who have done exceptionally well will be sent to Miss Byrne or Miss Pepper to receive a Gold Headteacher's or Assistant Headteacher Award sticker, have their photo taken and will receive a certificate in Celebration Collective Worship. Children can receive a Gold Award for excellence across the curriculum; it may be for fantastic writing, brilliant art work or great reading. Gold Awards will recognise the academic excellence of each child and won't necessarily correlate to reaching the expected standards in the curriculum but rather the effort and achievement of individuals. Gold Awards can also be given for being charitable, organising a fund raising event or showing exemplary kindness, social skills and behaviour in, around or outside of school.

**Restorative Approaches:**

If we wish to improve behaviour and enable pupils to reflect on their actions and to consider how they might react differently in the future, it is imperative to take a proactive approach to behaviour management. We adopted restorative approaches rather than managing behaviour with consequences in the form of sanctions. Restorative justice is an approach to behaviour management where shared values, a caring attitude, good relationships, mutual respect and a sense of belonging are key factors. Restorative justice is about empowerment, giving everyone a voice.

Restorative Justice does NOT mean that poor behaviour is ignored, rationalised or not punished, rather that the pupils themselves are asked to think about what they did and why and how they might avoid such behaviours when faced with similar situations.

It acknowledges that conflicts and behaviours happen. Rather than seeking only to blame and dispense punishment, it repairs harm by finding acceptable ways to move forward for all parties concerned. This helps avoid conflicts by investing time in developing, maintaining and repairing relationships.

When our pupils find themselves in conflict or upset, we will ask all parties the following questions in a quiet area and at a dedicated time:

- What happened?
- What were you thinking when it happened?
- What needs to happen to put this right?
- What would you do differently next time?

We might also say to our pupils:

- What would you think if this happened to you?
- How can we put this right?
- What could you do differently next time?
- What other choice could you have made?
- How could you make sure this doesn't happen again?

### **Zones of Regulation:**

Alongside our Restorative Approaches we use Zones of Regulation. The Zones of Regulation aim to teach children how to remain regulated and manage their emotions. When children are regulated, emotionally stable and ready to learn they are in the 'green zone'. By using the Zones of Regulation children are able to detect their triggers and current states of alertness, emotions and energy. When children are able to detect that they are not in 'Green Zone' they can use the class toolbox to help them regulate their emotions and move their bodies and emotions to a state where they can learn.

#### **In every classroom there should be:**

- Zones of Regulation displayed clearly
- Class tool box displayed clearly
- Completed Class Tool Box that reflects the needs of the class
- Calm Corner
- Sensory/Breathing/Calm Resources
- Individual Toolbox for children who need it

### **Consequences:**

At Clifton All Saints Academy, we believe in natural and logical consequences as these help children learn boundaries and the cause and effect of their behaviour. We believe that children learn best when they are involved in the issuing of consequences and understand how they could choose to react differently next time. Natural consequences occur without an adult having to intervene such as getting wet when it rains after refusing to wear a coat. Logical Consequences are enforced by the adult and are always related to the behaviour.

Logical Consequences may include but are not limited to:

- Cleaning up a mess that they made
- Helping fix something that they broke
- Having resources/equipment removed which was not used appropriately
- Having to be accompanied to get belongings/line up
- Completing work that was not finished in the appropriate time

School staff may decide to issue a time out consequence at lunchtime or break time, which will be part of our restorative approach with a child. However, children will

always have the opportunity to use the toilet as well as have a snack or have their lunch. We aim to avoid time out consequences as they often seem illogical to children and are often unrelated to the unacceptable behaviour.

Whilst we understand that the word 'detention' can be very emotive and comes with many negative connotations, the law states that schools have the power to issue detentions when they deem it appropriate. The headteacher and governing board have made a strategic decision in the best interest of our pupils to only issue an after-school detention or detention outside of the normal school day for extreme or persistent breaches of the behaviour policy.

### **Intervention:**

Children who consistently struggle to manage their behaviour and whose behaviour is considered a concern by staff and parents/carers will be placed on the Special Educational Needs (SEND) monitoring register under the 'Social, Emotional and Mental Health' category. These children will receive intensive input co-ordinated by either the Headteacher or Assistant Headteacher and SENDCO. They will enter the Assess, Plan, Do, Review Cycle. We will work to support the child and the family and access outside agency support such as Jigsaw where appropriate.

### **Incidents of Bullying**

The procedures for dealing with both the bully and the victim, are detailed in the Anti-bullying policy. Bullying is taken seriously and parents are informed as deemed appropriate.

### **Incidents of Racism**

The procedures for dealing with both the offender and the victim, are detailed in the Racist Incidents policy. Racism is taken seriously and parents are informed as deemed appropriate.

### **Fixed Term Suspension and Permanent Exclusion:**

It is in every child's best interest to remain in and benefit from full time education. Suspension, whether fixed term or permanent, will only be used as a last resort. Suspension will only be used when it is felt that the school can no longer provide a safe environment for the child or others. The Headteacher will follow the guidelines provided by the Local Authority when a decision to suspend or permanently exclude has been made. In all cases, the governor responsible for behaviour and the local authority will be informed. Please be aware that as soon as a child is suspended by the school, parental responsibility returns immediately to the parent/carer. If there is a significant delay in being able to collect a child who has been excluded, the school would be justified in contacting Children's Services to seek their assistance in accommodating the child until their parents are available.

### **Reasonable force:**

All school staff have the right to use positive handling to prevent a child injuring themselves or others or damaging property as set down in the DfE Statutory Guidance which can be found at (<https://www.gov.uk/government/publications/use-of-reasonable-forcein-schools>).

In extreme and rare circumstances, children whose behaviour becomes uncontrollable and presents a real danger to themselves and/or others may need to

be restrained. When a pupil has been restrained by an adult a written record of it must be logged with the Headteacher and parents/carers informed. All Clifton All Saints Academy staff have the right to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom, other learning space, anywhere in the school or when representing the school. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Force is not to be used as a sanction in any circumstances and to do so would be to commit an offence.

Reasonable force may be used for incidents including:

- Removal of disruptive children from the classroom, playground or other spaces both in and out of school where they have refused to follow an instruction to do so.
- Preventing a pupil behaving in a way that disrupts a school event or a school trip or visit.
- Preventing a pupil leaving the classroom, other school area such as the hall or playground, or other space where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Preventing a pupil from attacking a member of staff or another pupil, or to stop a fight
- Restraining a pupil at risk of harming themselves through physical outbursts.

Non-statutory advice in 'Behaviour in schools' (DFE 2023) and 'Use of reasonable force' (DFE 2013) provides clarification on the use of force to help school staff feel more confident about using this power.

### **Staff consistency:**

All staff should deal with situations in the agreed way ensuring that there is consistency throughout the whole school. Consistency is a critical success factor in ensuring behaviour standards are met throughout every classroom, in and around school, in outdoor spaces, outside of the school, when representing the school and across the school year. There is an expectation that members of staff will not ignore any situation and should model the school's values and behaviour code of conduct at all times. Restorative approaches should be adopted and used sensitively ensuring that pupil voice is at the heart of all we do.

### **Links to other policies:**

The following policies underpin and explicitly link to the Behaviour Policy; copies of these policies can be found on the school website.

- Anti-Bullying Policy
- Attendance Policy
- Equal Opportunities Policy
- Racist Incidents Policy
- Safeguarding Policy
- Staff Code of Conduct
- Special Educational Needs and Disability Policy

## **Policy Review**

The Governing Body of our school is responsible for ensuring the annual review of this policy, and for reporting back to the Local Authority.

**Signed Headteacher:**  
**(Becky Byrne)**



**Signed Chair of Trustees:**  
**(Milton Guffogg)**



**Date Policy agreed: Spring 2025**

**Committee: Full Trustee Board**

**Review Date: Spring 2026**

## **References:**

- Creating a culture; how school leaders can optimize behaviour. (Bennet, T. 2017)
- Behaviour in Schools: <https://www.gov.uk/government/publications/behaviour-in-schools>
- Learning Behaviour Principles and Practice- What works in Schools? (Steer, A. 2006)
- Below the radar; Low Level disruption in the country's classrooms. (Ofsted, 2014)
- When the adults change, everything changes. (Dix, P. 2017)
- Good Morning Mrs Foster – Behaviour Revolution. (Foster, J. 2022)
- The Inclusive Classroom. (Sobel, D. & Alston, S. 2021)



