



CLARE COMMUNITY
— PRIMARY SCHOOL —

Behaviour for Learning Policy

ETHOS

We expect and work towards a well-disciplined and ordered environment creating effective conditions for learning and promoting high standards in terms of behaviour. Children, staff (including volunteers, TAs and MDSAs) and parents will support each other in creating a community where all can reach their potential. We believe that pupils, staff and parents/carers at Clare Community Primary School have the right to be treated with respect and courtesy and we should be building an inclusive and tolerant environment for all. We recognise that good behaviour comes from good relationships between children and staff: mutual respect and trust, empathy and tolerance. The Clare values underpin the behaviour for learning policy.

CLARE Values

The school Values are as follows:

C – Citizenship and Community

L – Learning to Learn

A – Aiming High

R – Respecting Ourselves and Others

E – Enjoying Learning

We have linked our Behaviour Expectations (School rules) to these values. See Appendix 1.

Written statement of Behaviour Principles

This behaviour policy is underpinned by the following principles:

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards and sanctions are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that suspensions and exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The Governing Board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

The Written Statement of Behaviour Principles will be reviewed annually by the Governing Board of Clare Community Primary School.

Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

BEHAVIOUR FOR LEARNING EXPECTATIONS

Pupils will:

- **Have a positive attitude** and be engaged in their learning;
- **Respect** themselves and others, and respect their learning environment;
- **Be responsible** for their own actions, learning and belongings;
- **Be resilient**, learning from their mistakes and take pride in their achievements;
- **Have good listening** behaviour- being attentive and facing the speaker, and following instructions promptly;
- **Follow** agreed class and whole school expectations.

Parents/carers will:

- Promote a positive attitude towards learning and the school community;
- Ensure children arrive at school on time and that they attend school well in line with the attendance policy.
- Remember that we are all working together towards the same goals;
- Notify the school straight away regarding any issue concerning behaviour;
- Attend parents' evenings and support their children with any home learning
- Support the School's decisions regarding behaviour, whilst retaining their right to appeal against any decision with which they disagree;
- Treat all members of staff with respect.
- Refrain from discussing any issue on social media, instead speaking face-to-face with your child's class teacher in the first instance, in line with our open-door policy.

Staff will:

- Implement the Behaviour for Learning policy with consistency and impartiality;
- Establish a positive learning environment in their classrooms appropriate to individual needs;
- Encourage children to make sensible choices within the school;
- Give children the opportunity to change inappropriate behaviour;
- Label the behaviour but not the child;
- Use a sanction appropriate to the misdemeanour and the individual, taking into consideration the needs of children with SEND;

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- Build children's self-esteem and try and find out the reasons behind unacceptable behaviour;
- Notify parents of any patterns of unacceptable or unusual behaviour.

Responding to good behaviour and positive reinforcement

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Being sent for a head teacher's award sticker
- House points
- Class collection jars which lead to a whole class reward afternoons, such as a popular activity
- Communicating praise to parents and carers
- Certificates relating to the CLARE values, prize giving and special celebration assemblies recognising both academic and social achievements

The School uses a variety of strategies in order to ensure that all children can follow the Behaviour for Learning Expectations. Rather than the emphasis being on punishing children for disruptive behaviour, we seek to teach pupils skills to control their behaviour. We recognise that there often is a correlation between SEND and behaviour that becomes not acceptable within a whole-class situation and so we explicitly model and teach children our expectations of behaviour within a whole-class environment, how to interact with other children and adults in the dinner hall, on the playground or in different areas of the school. Our PHSE curriculum covers elements of self-regulation and staff have access to the resources 'Colour monster' and zones of regulation to supplement when required. There are also interventions such as socially speaking and drawing and talking that are used within the nurture room as well as having a fully trained ELSA to support pupils where necessary.

We also teach the children what is good listening behaviour, and how to put their points of view across in a non-aggressive and non-confrontational way. We do not assume that all children have these skills before they enter our classrooms. Please see Appendix IV for more information on this thinking. In KS1, this is done via a 5-minute catch-up before or after a lesson. In KS2, part of the class assembly is used to explicitly explore self-regulation, but the level of support children will need depends on their own strengths and weaknesses.

As a whole school, we offer these strategies to promote our behaviour expectations within our school community:

- A weekly celebration assembly of our core values: Community and Citizenship, Learning to Learn, Aiming High, Respect for Ourselves and Others, and Enjoying Learning, through assemblies; Gold Certificates, a mention in the Kindness book (run by the School Council) and Headteacher's certificates for excellent standards in learning and social behaviour;
- PSHE lessons explore behaviours and self regulation (Jigsaw curriculum supplemented by interventions where appropriate as well as the addition of 'The colour monster
- House Points are awarded on merit, and used in different ways by individual class teachers;

- The School Council help to maintain and regulate high standards of behaviour throughout the school, for example, by supporting their peers during lunchtime and break times, fostering positive relationships and patterns of behaviour.
- Structured and planned emotional support from adults to encourage self-esteem, self-confidence and motivation; such as acting as a personal mentor and meeting with a child on a regular basis.
- Year 6 monitors, House Captains and school councillors model good behaviour and support younger pupils in the corridors and at lunchtimes and breaktimes;
- Individual Behaviour Plans (IBP) / Pastoral Support Plans for children ;
- Specific use of outside agencies such as CISS (County Inclusion Support Service) to provide focused support for individuals;
-

Bullying

Please see the schools Anti-bullying policy

Roles and responsibilities

The Headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the CCPS Governing Body.
- Giving due consideration to the school's statement of behaviour expectations (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)
- The headteacher is responsible for:
- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils

- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information. (Website)

Record keeping

MyConcern is used to record incidents of behaviour, together with safeguarding concerns. This enables us to build a profile to better support children and their families.

Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

Sequence of Behaviour Management

C1 VERBAL WARNING	C2 1:1 TEACHER OR TA DISCUSSION	C3 REMOVAL TO ANOTHER CLASSROOM	C4 SLT INVOLVEMENT	C5 HEADTEACHER REMOVAL - Internal/FTE
A clear verbal reminder of expectations and an opportunity to make a better choice.	Time with the teacher or teaching assistant to reinforce expectations and support positive behaviour choices.	Temporary removal to another classroom to reflect and discuss behaviour with another member of staff.	Support and intervention from a member of the Senior Leadership Team.	Removal to the Headteacher for serious or repeated behaviour concerns.
Examples: Not listening Talking out of turn Shouting out Chair swinging	Examples: Persistent C1 behaviours Answering back Signs of disrespectful behaviour Damage to equipment Logged onto Dojos	Examples: Persistent C2 behaviours Unkind words Refusal Logged onto Dojos. Class teacher to discuss with parents/carers.	Examples: Persistent C3 behaviours Derogatory language Damage to equipment/property Swearing Refusal Logged onto Dojos/Bromcom + Phone call home	Examples: Persistent C4 behaviours Bullying Absconding Fighting Logged onto Dojos/Bromcom + HT phone call

Some behaviours may mean that staff escalate to a C4 or C5 immediately.

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Confiscation, screening and searching

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school

- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the a member of SLT will will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Zero tolerance to sexual harassment

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Serious sanctions

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a TA or a member of teaching staff.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with learning coaches
- Use of teaching assistants
- Short-term behaviour report cards
- Long-term behaviour plans
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil on MyConcern.

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

These pupils will be expected to follow this policy to the best of their ability, but we recognise that they will need extra support in doing this, and there may be occasions where these expectations will need to be adapted for an individual pupil's emotional and behavioural development. These will be made explicit within their School Support plan and should include strategies such as the use of Social Stories to teach understanding of the appropriate behaviour within different social situations. Whole class approaches to behaviour regulation will be inclusive and follow SEN strategies. All staff should follow the strategies and script outlined here:

PRE-EMPTIVE

- Use **social stories** to prepare child for new events/changes/transitions/to introduce desired outcomes;
- Use **visual timetable**;
- Use **Now/next** task sheets;
- Don't make issue of what haven't achieved or done- ignore low-level poor behaviour, focusing on positive;
- Identify a **safe place** where the child feels calm and relaxed;
- Prepare a **calm-down box** of resources.

PERSONALISED

- Develop a bespoke routine for your child, building in '**chill time**' at beginning of morning;
- Join in with whole-class lessons/routines where possible;
- Provide Nurture Room adult with targets and expectations for tasks;
- Teachers' planning should reflect the child's School support plan: a child working significantly below chronological age should have *separate planning* linking to PKS objectives if necessary; children working no more than a year behind should be marked on whole-class planning with *access arrangements* explained;



SEND BEHAVIOUR- A CLEAR STRATEGY AND SCRIPT

ENCOURAGE SELF-REGULATION

- Use **Colour Monster/Zones of Regulation** resources to enable children to describe their current state 'I can see that you are happy now because...'
- **Display pictures** to link these emotions to the child;
- Encourage children to start linking emotions and behaviour.

IF BEHAVIOUR ESCALATES:

- Try to distract;
- If the child loses control, encourage them to go to their 'safe place' to calm down. Follow at a distance and do not confront; Give them time to calm down, remind them of strategies to do this;
- Record this behaviour;
- Use a social story to unpick triggers;
- Reflect on triggers to inform future provision.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Approaches to helping to remove triggers for poor behaviour

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues
- Training for staff in understanding conditions such as autism

Use of separation spaces (sensory zones or rooms) where pupils can regulate their emotions

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have undiagnosed SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Reintegration meetings
- Daily or weekly contact with the SLT
- A behaviour plan/chart with personalised behaviour goals

Monitoring behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, Trustees and other stakeholders (via anonymous surveys)

The data will be analysed regularly by SLT.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

Suspension and exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information

Suspensions means that a pupil is removed from normal lessons and prevented from mixing with other members of the school community. suspensions may be conducted internally or externally depending on the severity of an incident. Suspensions can vary in length according to the nature of the breach of policy and will take into account the age of the pupil.

During an internal exclusion, the child will be withdrawn from their class group and supervised by a member of staff while they complete work set by the class teacher.

A final decision will be made by the Headteacher as to whether external suspension is an appropriate course of action, after discussion with the Leadership team, and a thorough investigation with all involved (see next section). The Chair of Governors will be informed of any suspensions.

External fixed term suspensions and permanent exclusions will be conducted in accordance with this Policy and statutory guidelines.

After an external exclusion, a reinstatement meeting will be conducted by the Headteacher or a member of the School Leadership Team with the pupil and his or her parents or carers. The pupil's class teacher may be present.

Exclusions

These are a last resort, and should only be used for serious or persistent breaches of the behaviour policy or where the pupil remaining in the school will impact the safety and well being of pupils or staff or where their behaviour is significantly impacting the education of others.

Investigations regarding breaches of the Behaviour for Learning Policy

Before any decision on external exclusion is reached, a thorough investigation should take place.

1. Investigations will be conducted under the guidance of the Headteacher or Deputy Headteacher. All those involved in the incident should write a statement. Statements should also be gathered from witnesses where appropriate.
2. Once an investigation has taken place, documentation should then be passed to the Headteacher who will make the final decision about the most appropriate action for the pupil(s) involved, and parents will be informed of this decision.

Aggression and violence

1. Aggressive or violent behaviour is unacceptable and will not be tolerated at Clare Community Primary School. Staff will make a professional judgement as to whether behaviour breaches this guideline. An incident does not need to result in physical harm for it to instigate serious sanctions. Incidents will be investigated and, where necessary, the pupil may be internally or externally excluded, depending on the severity of the incident and age of the pupil.
2. Where there is violence, or where there is an attack by a pupil on another, then external exclusion may be used, depending on the context and age of the pupil. Persistent offenders may face permanent exclusion. In extreme cases the pupil may face permanent exclusion for a first offence.
3. Verbal abuse or verbal or physical threats against staff will be investigated and will result in a fixed term internal or external exclusion. Depending on the severity of the situation, verbal or physical threats against staff may result in permanent exclusion.
4. Physical violence towards staff will result in fixed term exclusion and may result in permanent exclusion, depending on the severity of the incident and age of the pupil.

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Defiance of staff

1. Defiance of staff will not be tolerated.
2. Defiance could lead to either an internal or external exclusion from school. Continued defiance may result in a longer period of exclusion.
3. In extreme cases, such as repeated defiance of the Headteacher, pupils could face permanent exclusion.

Swearing

1. Whilst swearing is regarded as verbal abuse and is unacceptable, we recognise that younger children may experiment with language without malicious intent.

The following sanctions apply:

- a. Swearing overheard in conversation with another pupil; the member of staff will provide a consequence and ensure that the pupil is aware that their language was inappropriate;
 - b. Swearing directly at a member of staff or child: the situation will be investigated according to the policy guidelines. Swearing at a member of staff will result in an internal exclusion;
2. Second and/or subsequent offences will attract a longer period of internal exclusion.

Damage to the school fabric or furniture

1. If the damage is accidental, there will be no charge. If the damage is the result of silly behaviour, parents/carers will be informed and the cost of repair/replacement will be shared between those involved.
2. Deliberate or malicious damage will result in the full cost of replacement or repair and, depending on the incident, further sanctions including internal or external exclusion may result. Serious offences may result in permanent exclusion.

Dangerous items and substances

1. Pupils are not allowed to bring dangerous items into school. This includes items that could constitute a weapon or substances such as cigarettes/e-cigarettes, aerosols or anything which could be deemed illegal or dangerous. Pupils who do so will be internally or externally excluded for a fixed period, depending on the nature of the offence. Very serious offences may result in permanent exclusion.
2. The police will be informed in all cases where a dangerous weapon or substances deemed as illegal are brought onto the school site.

Theft

1. Theft will attract either internal or external exclusion depending on the severity of the offence. Persistent or very serious offences may lead to permanent exclusion. In addition, the cost of those items that have been stolen will be recovered from the pupil involved.
2. The police will be informed when appropriate.

Setting off the fire alarm without threat of fire

1. Setting off the fire alarm or damaging fire protection equipment is a criminal offence that puts the health and safety of pupils and staff at risk. Any pupil who intentionally sets off the fire alarm will be internally excluded for one day.
2. However, second and/or subsequent offences will attract a longer period of exclusion. In the case of persistent offenders permanent exclusion may be considered.

Behaviour on school trips and public transport

Pupils on school trips, visits and on buses are representing Clare Community Primary School. Pupils are expected to follow the Behaviour for Learning Policy. Pupils and staff will also be expected to adhere to the rules and expectations of the establishment of they are visiting.

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Where a pupil's conduct does not fit into any of the areas stated previously but disturbs the learning environment, puts pupils or staff at risk, or affects Clare Community Primary School in any detrimental way, internal or external suspension will be considered. Depending on the severity of the incident pupils could face permanent exclusion.

Individual Behaviour Plans (IBP)

1. When a teacher finds a pupil is struggling to comply with 'The Behaviour for Learning Policy' and deems it appropriate, the pupil may be given an IBP. These should be written by teachers with the involvement of the SENCO or the Deputy Head and need to be shared with parents.
2. A master list of IBPs will be kept in the Headteacher's Office and teachers need to ensure that it is kept updated.

Pupil Support Plan

1. Pupils who are internally excluded on a number of occasions, or externally excluded, as a result of poor behaviour will be placed on a Pastoral Support Programme. This will be drawn up in partnership with parents/carers and the pupil and entail fortnightly meetings between families and staff throughout the monitoring period. If behaviour continues to deteriorate further action will be taken, utilising the support of outside agencies. There would be the possibility of further fixed term exclusions, for longer periods of time.

Record keeping and contact

1. Each teacher should keep an informal Behaviour Log for reference prior to contacting parents, and in preparation for Parents' evenings.
2. MDAs on lunch duty will feed back to a member of staff or SLT regarding behaviour issues. For minor issues this may be at the end of the lunch session.
3. Detailed records of all formal contact with pupils and parents must be recorded. These records are vital in terms of providing evidence for further action and support. In the case of high-level incidents of the kind noted in Figure 2, a formal behaviour log of incidents will be kept by the Leadership Team; this Behaviour Log needs to be kept updated by and will be regularly reviewed by the Head Teacher so that trends can be noted.

Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the governing body of Clare Community Primary School at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

Appendix I Our CLARE Values Behaviour Expectations

C – Citizenship and Community

Follow agreed classroom rules

Be Kind

Talk to adults and other children politely



L – Learning to learn

Learn from my mistakes & take pride in my achievements

Put my hand up in class and wait my turn to say something or answer a question



A – Aiming High

Try my best at all times

Do my best to follow what the teacher says



R – Respecting Ourselves and Others

Have respect for ourselves and others, and respect the learning environment

Keep my hands and feet to myself

Be polite



E – Enjoying Learning

Have a positive attitude and be engaged in my learning

Be mindful of others around me so that they can enjoy learning too



Ratified by Governing Body	CCPS LGB
Date	February 2026