



Behaviour Expectations Policy

Policy Dated:	March 2025
Adopted by Local Governing Body	March 2025
Date of Next Review:	March 2027
Reason for Review/Revision:	Due for review
Publication Scheme	Trust & School websites
Version	02
Lead	SLT

1. Legal Framework

- Education Act 2011
- Equality Act 2010
- Children and Families Act 2014
- DfE (2013) 'Use of reasonable force' and updates 2025
- DfE (2015) 'Special Educational Needs and Disability Code of Practice; 0- 25 years'
- DfE (2018) 'Mental Health and Behaviour in Schools'
- DfE (2022) 'Searching, Screening and Confiscation'
- DfE (2021) 'Sexual Violence and Sexual Harassment between Children in School and Colleges'
- DfE (2024) 'Behaviour in Schools'
- DfE (2024) 'Keeping Children Safe in Education 2024'
- DfE (2024) 'Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement'

2. Aims and Expectations

It is a core aim of Clavering Primary School that every member of the school community feels valued and respected and that everyone is treated fairly. Our values and beliefs are built on mutual trust and respect for all. As such, our behaviour expectations policy is designed to support all members of the school so we can live and work together in a supportive manner. As a school, we aim to promote an environment where everyone feels happy, safe and secure.

The aim of the policy is not to reinforce rules but is a means of promoting good, positive relationships so that we can work together with the common goal of helping everyone to learn.

Positive behaviour at Clavering Primary School is an expectation but we will still reward good behaviour as we believe that it develops an ethos of kindness and co-operation. Our policy is designed to promote good behaviour as opposed to merely deterring anti-social, poor behaviour.

This policy enables all staff to work towards exceptional behaviour and attitudes through defined high expectations for children's behaviour and conduct that are commonly understood, are applied consistently and fairly, and are rights respecting.

Our policy promotes adherence to our Clavering Family Values, which permeate all aspects of our school curriculum. As a school, we firmly believe that if children follow the values (which were agreed by all stakeholders) then it aids a positive transition to secondary school and prepares for a successful adult life.

3. Positive Behaviour Rewards

We praise and reward positive behaviour in the following ways:

- Verbal congratulations to children;
- ClassDojo points (based on agreed, set categories and points allocated);
- Weekly Star of the Week nomination and certificate (Reception to Year 6);
- Rights Respecting Award (nominations by children within class);
- Termly and annual reward for winning house;
- Stickers placed in books or given to the child;
- Phone call home to parent/carer from class teacher or member of the leadership team.
- Certificate for demonstrating a Clavering Family Value and photo displayed on display board.

4. Behaviour Consequences

If poor behaviour occurs during classroom learning time, the following tiered approach will be employed:

- Tier 1: behaviour reminder about Clavering positive behaviour expectations.
- Tier 2: second reminder about Clavering positive behaviour expectations and explanation of the next tier.
- Tier 3: moved to an alternative seat for the remainder of the lesson.
- Tier 4: complete work in behaviour partner's classroom. Class teacher to notify parents at the end of the school day. Details to be recorded on CPOMS by the class teacher if the behaviour occurs more than once in a half term.
- Tier 5: Mrs Black or Mr Hall requested for support. Work to be completed in their office. Class teacher to notify parents at the end of the school day. Details to be recorded on CPOMS by the class teacher.

As a school we recognise that blanket punishments are not an effective way of dealing with poor behaviour. We define blanket punishments as those which are applied to a group of children or whole class as a means to addressing poor behaviour of an individual child or minority group of children. An example of a blanket punishment would be the whole class missing all or part of playtime due to the poor behaviour of one or two individuals.

If the poor behaviour occurs during playtimes or lunchtimes, the following tiered approach will be employed:

- Tier A: behaviour reminder about Clavering expectations;
- Tier B: second reminder about Clavering positive behaviour expectations and explanation of next tier.
- Tier C: remainder of playtime/lunchtime to be spent beside an adult. If less than five minutes of playtime/lunchtime is remaining, then this will carry over to the next playtime/lunchtime. Child must still have access to two minutes of playtime or five minutes of lunchtime before coming back indoors. Class teacher to be informed if a child reaches Tier C. Class teacher to notify parents at the end of the school day if a child reaches Tier C more than once in a week. Details would then need to also be added onto CPOMS by the class teacher.
- Tier D: A responsible child is sent to request support from a member of the Senior Leadership Team. Remainder of playtime/lunchtime spent with the member of the Senior

Leadership Team. Class teacher to notify parents at the end of the school day. Details would then need to also be added onto CPOMS.

Please see Appendix 6 for a list of examples of low level poor behaviour.

In rare instances, the class teacher or lunchtime supervisor may escalate the response to Tier 5 or Tier D. The individual learning needs of the child will be taken into consideration when missing out a particular tier. Examples of such instances where a tier may be missed would include physical aggression beyond rough play, swearing and derogatory language (this may include reference to protected characteristics).

Despite regular communication between the class teacher and parent, should a child reach Tier 4 or Tier D three times within a term, an appointment will be arranged with either Mrs Black or Mr Hall, the class teacher and the parents.

5. Pupil Support

Clavering recognises that sometimes behaviour can be the result of educational needs, mental health needs or other vulnerabilities, and will address these via an individualised graduated response.

6. Fixed Term Suspensions and Permanent Exclusions

Only the headteacher (or acting headteacher) has the authority to suspend and permanently exclude a child from school. The headteacher may suspend a child for one or more fixed periods for up to 45 days in one school year. The headteacher may also exclude a child permanently. It is also possible for the headteacher to convert a fixed term suspension into a permanent exclusion if the circumstances warrant this. The school sees a suspension and a permanent exclusion as a last resort and would actively seek to support the child and family in order to present such a decision having to be made.

If the headteacher does suspend a child, the parents will be notified immediately and provided with an explanation for the suspension. The parents will also be made aware that they have the right to appeal against the decision to the governing body. The headteacher will also notify the local authority of a fixed term suspension, completing paperwork provided by the local authority.

Following a fixed term suspension, on the day that the child is due to return to school, the headteacher will arrange for a 'reintegration' meeting to take place between the child, parents, class teacher and headteacher. The meeting is a supportive mechanism for all parties concerned to ensure that the child makes a positive start to their return to school.

7. Physical Intervention

In extreme circumstances, a child may need to be removed from a situation whereby it is deemed that they may injure themselves or others, damage school property or commit an offence. In these situations, a member of staff may be required to use reasonable force to

prevent the child from doing so. Physical intervention is viewed as a last resort and alternative interventions would always be sought before carrying out a physical intervention. Physical intervention is only carried out by a member of staff who has received appropriate training (Team Teach). If an adult is required to intervene, then a log is kept within school detailing the incident and parents are notified of the occurrence.

8. Bullying

As a school, we are not complacent in our views towards bullying and suspected cases of bullying. We are aware that bullying can occur in any school at any time but strive to work together with all stakeholders to educate our children on how to spot signs of bullying and provide strategies whereby children feel comfortable to be able to approach staff if they suspect bullying or are a victim of bullying.

For the purpose of this policy, we define bullying as:

A type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied.

For the purpose of this policy we define cyber bullying as:

The use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.

9. Roles and Responsibilities

At Clavering Primary School, all staff are responsible for ensuring that the Behaviour Expectations Policy is followed.

The governing body is responsible for ensuring that the policy is followed and does not discriminate on any grounds. The governing body will also handle any complaints regarding the implementation of the policy.

The Senior Leadership Team (including the SENDCo and Senior Mental Health Lead) are responsible for monitoring and evaluating the policy, including ensuring that reasonable adjustments are made for children with SEND and, in particular, SEMH needs.

All staff will receive appropriate training and support in ensuring the Behaviour Expectations Policy is understood and followed.

New members of staff will receive appropriate induction to ensure that they fully understand the policy so that it can be followed consistently.

Staff will receive regular updates and support in ensuring that they are able to consistently apply the Behaviour Expectations Policy. Where appropriate, staff may be supported in undertaking additional training to further enhance their understanding of the policy.

10. Prohibited Items, Searching Children and Confiscation

The headteacher and staff authorised by the headteacher have a statutory power to search children or their possessions, without consent where they have reasonable grounds for suspecting that the child may have a prohibited item on their possession. See Appendix 7 for a

list of prohibited items. Following a search, the headteacher will contact the parents/carers to advise them of the procedures which were undertaken.















11. Outside School and the Wider Community

When children are representing the school on educational visits or for sporting events, the school behaviour Expectations Policy will be followed. Outside of school, children will be taught that when in their school uniform or school sports kit, they are still representing the school and are expected to behave in a manner which holds the school in high regard.

12. Monitoring and Review

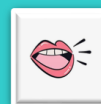
This policy will be reviewed annually by the Senior Leadership Team and the governing body. The pupil leadership team will be invited to take an active role in reviewing the policy.

Appendix 1: Clavering rewards for children

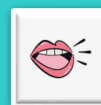
Individual Awards for Learning or Positive Behaviour					
	Class Dojo Points (aim for 10 points per week)		Stickers in book or to wear		
	Star of the Week certificate		Rights Respecting Award		
	Phone call home from class teacher		A nibble and a natter with Mrs Black and/or Mr Hall		
	Phone call or Class Dojo message from Mrs Black or Mr Hall		Raffle entry to Book Reward		
Additional Awards					
	100% Attendance Certificate and raffle entry				
Class Dojo Points Awards					
100		100 Dojo points: 'Best Seats in the House' for Feel Good Friday assembly	150		150 Dojo points: Lunchtime Sports Activity or Lunchtime Pass +1
200		200 Dojo points: 'Dojo Dip' or lunchtime board games club			
House Point Awards					
	Termly Award for house with most wins: extra playtime		Annual Award for house with most wins: reward chosen by the Pupil Leadership Team		

Appendix 2: Consequences during learning time

Tier 1:
Reminder about Clavering behaviour expectations.



Tier 2:
**Second reminder about Clavering behaviour expectations
and explanation of the next tier.**



Tier 3:
Move to an alternative seat for the remainder of the lesson.



Tier 4:
**Complete work in a different classroom.
Family to be informed that this tier has been reached by class
teacher.**

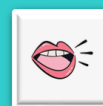


Tier 5:
**Mrs Black or Mr Hall will be sent for.
Work to then be completed in their office.
Family to be notified by class teacher that this tier has been
reached.**



Appendix 3: Consequences during playtime/lunchtime

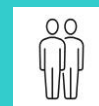
Tier A:
Reminder about Clavering behaviour expectations.



Tier B:
**Second reminder about Clavering behaviour expectations
and explanation of the next tier.**



Tier C:
**Remainder of playtime/lunchtime spent beside an adult.
Class teacher to be informed.**
**Note: if less than five minutes of playtime/lunchtime
remains, then this will be carried over to the next
playtime/lunchtime.**



Tier D:
**Mrs Black or Mr Hall will be sent for and will escort child to their
office for the remainder of the playtime/lunchtime.**
**Family to be notified by class teacher that this tier has been
reached.**



Appendix 4: Classroom Expectations

- ✓ We listen to one another without interrupting.
- ✓ We follow instructions when they are given.
- ✓ We respond positively to one another.
- ✓ We respect the classroom, school environment and other people's belongings.
- ✓ We are aware of and are respectful of other people's personal space.
- ✓ We approach all activities with resilience and determination.
- ✓ We value other people's views and opinions.

Appendix 5: Hall and Outdoor Expectations

- ✓ We remain inside the playground and field boundaries.
- ✓ We listen to adults on duty and respond with courtesy and respect.
- ✓ In the hall, we put up our hand when we need help from an adult.
- ✓ We move around school by keeping on the left hand side.
- ✓ We walk into and leave the hall quietly.
- ✓ We line up when we are asked to do so.
- ✓ We line up on the yard and wait for an adult to escort us back into school.

Appendix 6: Low level unacceptable behaviour

- Shouting out in class.
- Swinging on chairs.
- Throwing items in and around the classroom.
- Graffiti.
- Telling lies.
- Rudeness towards others.
- Refusal to complete set work or activities.
- Refusal to follow an instruction provided by a member of staff.
- Wandering around the classroom without a valid reason

Low level unacceptable behaviour may escalate to serious unacceptable behaviour depending on the repetition of the behaviour.

Appendix 7: Prohibited items

- Knives or weapons,
- Alcohol,
- Illegal drugs,
- Stolen items,
- Tobacco or electronic cigarettes,
- Fireworks,
- Pornographic images,
- An article which the member of staff reasonably suspects that it could be used to:
 - Commit an offence: or
 - Cause personal injury to a person or themselves: or
 - Damage the property of any person or themselves.

Appendix 8 and 9: Posters to be displayed in classroom regarding expectations



CLASSROOM EXPECTATIONS



We listen to one another without interrupting.



We follow instructions when they are given.



We respond positively to one another.



We respect the classroom, school environment and other people's belongings.



We are aware of and are respectful of other people's personal space.



We approach all activities with resilience and determination.



We value other people's views and opinions.



HALL AND OUTDOOR EXPECTATIONS



We remain inside the playground and field boundaries.



We listen to adults on duty and respond with courtesy and respect.



In the hall, we put up our hand when we need help from an adult.



We move around school by keeping on the left hand side.



We walk into and leave the hall quietly.



We line up when we are asked to do so.



We line up on the yard and wait for an adult to escort us back into school.