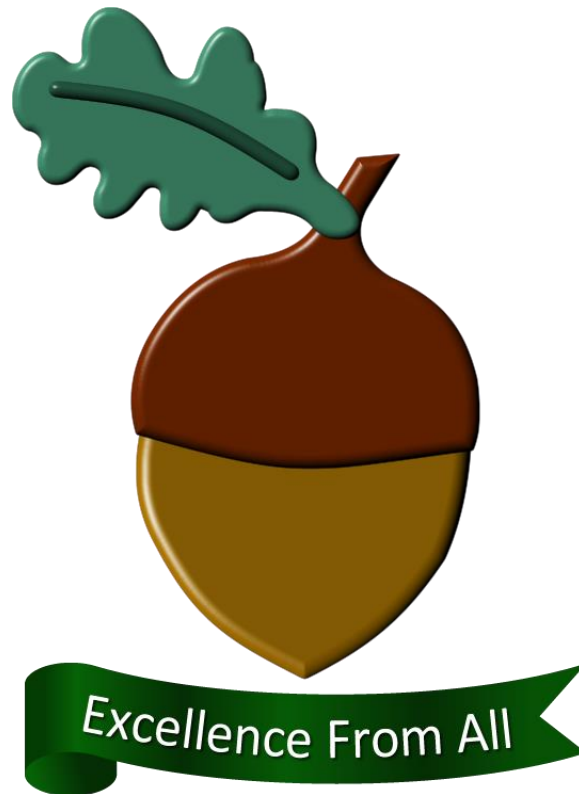


Behaviour Policy

Cliffe Woods Primary School



Approved by: LGB

Date: 12th March 2025

Last reviewed on: February 2026

Next review due by: February 2027

Behaviour Principles Summary

Cliffe Woods Primary School

At Cliffe Woods Primary School, we believe that excellent behaviour is fundamental to pupils' safety, wellbeing and academic success.

Our Behaviour Principles

- 1. High Expectations for All**
We expect impeccable behaviour from every pupil. Expectations are clear, consistently applied and rooted in our Core Values: Respect, Resilience, Integrity, Compassion and Thankfulness.
- 2. Behaviour is Taught**
Positive behaviour is explicitly taught through our curriculum, assemblies, routines and adult modelling. Behaviour is not assumed — it is developed.
- 3. Consistency Creates Safety**
All staff follow the agreed behaviour systems and language. Consistency ensures fairness and predictability for pupils.
- 4. Relational and Restorative**
We build strong relationships with pupils. When behaviour falls below expectations, restorative conversations help pupils reflect, repair and improve.
- 5. Safeguarding First**
Some behaviours may indicate unmet need, vulnerability or safeguarding concern. These are recorded and addressed appropriately.
- 6. Support and Accountability**
Pupils are supported to improve behaviour, but also held accountable. Sanctions are proportionate, fair and linked to reflection.
- 7. Inclusion and Equality**
We recognise that behaviour may be influenced by SEND, trauma or additional needs. Reasonable adjustments may be made while maintaining high expectations.
- 8. Partnership with Parents**
Strong home-school partnerships support positive behaviour development.
- 9. Data-Informed Leadership**
Behaviour data is reviewed termly to identify patterns, trends and areas for improvement.

Our aim: Excellence From All.

Behaviour Rationale

What do we want for our pupils at Cliffe Woods Primary School?

- We want to ensure all pupils demonstrate impeccable behaviour in an

outstanding learning environment.

- We want to ensure that all pupils and staff feel safe, secure and respected.
 - We want to enable pupils to develop a sense of self-worth and respect, plus understanding of others.
 - We want pupils to make informed choices and decisions, plus take responsibility for the consequences of their actions.
 - We want pupils to develop self-discipline, independence and self-esteem.
 - We want all staff to respond flexibly to the pupils' individual needs and learning styles so that a positive learning environment is created for all involved in the school community.
 - We want to provide a consistent approach to behaviour management for pupils and staff.
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Behaviour Curriculum

At Cliffe Woods Primary School, we recognise that behaviour must be explicitly taught, modelled and practised.

Positive behaviour is developed through:

- Direct teaching in PSHE
- Assemblies linked to Core Values
- Clear classroom routines and expectations
- Staff modelling respectful interactions
- Explicit teaching of transitions, discussion norms and playground behaviour
- Opportunities for pupil voice

We believe behaviour is a curriculum in its own right and is fundamental to pupils' personal development and academic success.

Cliffe Woods Primary School Core Values

At Cliffe Woods Primary School, we expect all pupils' behaviour to be outstanding. To ensure that pupils demonstrate impeccable behaviour, our Core Values are revisited with all pupils all of the time and are the focus of our weekly celebration assemblies.

The Core Values are displayed prominently in every classroom, plus communal areas in our school, such as the school halls.

We expect all stakeholders to follow our Core Values.

Cliffe Woods Primary School Core Values:

RESPECT: At Cliffe Woods Primary School we treat everyone the way that we would like to be treated and we take pride in our school environment.

RESILIENCE: At Cliffe Woods Primary School we try our best, learn from our mistakes and never give up.

INTEGRITY: At Cliffe Woods Primary School we always tell the truth, we are responsible and make the right choices.

COMPASSION: At Cliffe Woods Primary School we are kind, caring and considerate.

THANKFULNESS: At Cliffe Woods Primary School we are grateful for what we have and the opportunities that we are given.

Cliffe Woods Primary School Community Code:

Be Determined. Be Thoughtful. Be the Best You Can Be.

Cliffe Woods Primary School Vision:

Excellence From All!

What do we expect from our staff?

- Develop positive relationships with all pupils.
- Model our Core Values and vision and use the visual displays around the school to praise pupils and correct behaviour when necessary.
- Build effective relationships with pupils, parents/carers and colleagues.
- To refer to the behaviour and not the child.
- Be consistent and fair by adopting and following our school policies.
- Have high expectations of pupils' behaviour.
- Plan interesting lessons to engage and enthuse learners.
- Use praise as a tool to develop excellent behaviour for learning.
- Treat everyone in the school community in the same way irrespective of gender, race, religion, sexuality and disability.
- To support each other in maintaining good classroom management
- Share with parents/carers' positive information as well as seek support to develop appropriate learning behaviour at school.
- Be ready to adjust and personalise approach to behaviour management for some pupils with specific needs whilst retaining high expectations.
- Hold assemblies that discuss the Core Values and promote the school vision.
- Use the language of Core Values when praising pupils or correcting their behaviour.
- We are a 'Telling School'. Children are encouraged to report incidents of misbehaviour and bullying. These behaviours indicate unhappiness and support must be given to both victims and perpetrators. No adult will ever say, "Don't tell tales." All reported incidents must be dealt with promptly.
- If there is a need to interview a child following a behavioural incident, staff are reminded that there must always be at least one adult witness present.

Supporting Pupils with SEND and Additional Needs

The school recognises that behaviour may be influenced by additional needs including:

- Special Educational Needs and Disabilities (SEND)
- Social, Emotional and Mental Health needs
- Trauma or attachment difficulties
- Adverse childhood experiences

Where behaviour is linked to an identified or emerging need, reasonable adjustments will be made in line with the Equality Act 2010.

These may include:

- Individual Behaviour Support Plans
- Risk assessments
- Adjusted sanctions
- Regulation breaks or safe spaces
- Visual supports
- Additional adult support
- External agency involvement

High expectations remain for all pupils. Adjustments ensure fairness, not lowered standards.

The school will consider whether behaviour is a form of communication and ensure underlying needs are addressed alongside consequences.

What do we expect from our pupils at Cliffe Woods Primary School?

- Be aware of the importance of mutual respect in maintaining healthy relationships in school.
- Develop an excellent understanding of our Core Values and school vision and uphold these to show impeccable behaviour at all times.
- Treat everyone in the same way irrespective of gender, race, religion sexuality and disability.
- Have the opportunity to discuss and experience rule making.
- Uphold outstanding behaviour for learning in classrooms and during assemblies.
- Understand the range of consequences that may result if Core Values are not followed.
- Have the opportunity to express their opinions through class school council meetings as a means to monitor, improve and tackle behaviour issues that impact upon their learning within the school.
- Year 6 Prefects will uphold and demonstrate the Core Values. They will be available in the playground to support any pupils with difficulties using the Core Values.
- Use the language of Core Values, plus promote our vision.

What do we expect from Parents/Carers?

As a school we firmly believe in the strength of the partnership between the home and school to support the development of positive behaviour for learning.

We expect parents/carers to:

- Support the school's Core Values at home.
- Inform the school, initially the class teacher, of any concerns regarding persistent aggressive behaviours.
- To support the school in the development of positive learning behaviours.
- To co-operate with the school, as set out in the home–school agreement.
- To build a supportive dialogue between the home and the school informing the school should there be any problems.
- To attend any meetings regarding their child and work with the school to resolve any issues.
- To ensure that the child has good attendance and is punctual.
- If the school has to use reasonable sanctions in response to inappropriate behaviours the parents/carers should support the actions of the school.
- If the parents/carers have any concern about the way that their child has been treated, they should initially contact the class teacher and then a Senior Leader.

Rights

Every person in the school has rights. Each teacher has the right to teach without disruption and children have the right to learn without interference. We also recognise that every member of the school community also has:

- The right to learn and help others through careful listening and turn taking.
- The right to feel safe in, and moving around the school, classroom, and playground.

- The right to express themselves, ask questions and share opinions and ideas.
- The right to be treated fairly, with equality and respect.
- The right to be listened to in a dispute and have difficulties with others settled.
- The right to work in an environment that is cared for by everyone in the school and, equipment and belongings looked after.

Consistency and Monitoring

All staff are expected to implement this policy consistently and fairly.

Senior Leaders monitor behaviour through:

- Learning walks
- CPOMs data reviews
- Pupil voice
- Parent feedback
- Behaviour trend analysis

This ensures that expectations are applied consistently across the school.

Positive Recognition

We work on the principle that for most of our children they will respond well when their efforts are recognised and rewarded. At Cliffe Woods Primary, we use a range of rewards:

Reward System	Who for?	Why?
ClassDojo	Individual Reception to Year 6	We use Class Dojos to promote positive behaviour. Once awarded, Class Dojos are never taken away.
Class Recognition Boards/Marble Jars	Individual Whole Class Reward Reception to Year 6	Children are awarded for positive behaviour seen when working as a team, such as excellent lining up and good listening during learning times. When the Recognition Board or Marble Jar is full, the children receive a positive reward as a whole class.
Celebration Assembly	Individual Reception to Year 6	A weekly assembly celebrating the achievements of all our children. Staff award a certificate to a child or children in their class who have demonstrated our school values.
Headteacher Award/Lunch	Individual	As a way of acknowledging children who go over and above the expectations, our staff nominate children to have lunch with the Headteacher or to visit the Head/Deputy Head to praise their achievements.
Positive Postcards home	Individual	As a way of acknowledging children who go over and above the expectations, our staff nominate a child from each class to receive a positive recognition postcard which is sent home.

What happens when your child does not follow our Core Values?

For most children, a gentle reminder to consider their behaviour is all that is needed. However, below is the classroom support procedure that all staff will follow when dealing with undesirable behaviour, the aim always being to consider the needs of the pupils and create a positive school environment for all children to thrive and learn.

The pupil will always be given 'take up time' between each step, which is an opportunity to reflect and correct their behaviour.

Classroom Support

- **Reminder**

Take up time

- **Warning**

Take up time

- **Step outside for 2 minutes**

Script

Lots of take up time

- **Referral to a member of the SLT**

- **Triage**

Removal from lesson is a sanction

- **Teacher's choice**

(Quick catchup, restorative conversation, imposition, or natural consequence such as tidying up after any damage they have caused)

Serious Breaches

Children who commit a serious breach of the Behaviour Policy will be triaged immediately without following the classroom support steps.

Serious breaches include (but are not limited to):

- Physical violence
- Bullying
- Prejudice-related incidents
- Sexual harassment or sexualised language
- Swearing directly at staff
- Refusal to follow adult instruction where safety is compromised

- Deliberate damage to property

These incidents will be recorded on CPOMs and parents informed on the same day.

Triage

Triage is an opportunity for pupils to reset, talk if they wish to, self-regulate and get support in a quiet space. It is a no-blame environment. The aim is for them to return to class as quickly as possible having had the chance to regulate their emotions. Triage will be supported by either members of the SLT or the Pastoral Team. Following any time out from the classroom, the class teacher will arrange time for a restorative conversation.

Restorative Conversation

The aim is to rebuild the relationship between the member of staff and the child, whilst giving the pupil time to consider the impact their behaviour has had. It is an important part of teaching children to take ownership and responsibility for their behaviour.

There are 5 questions that, depending on the age of the child, will be used as conversation prompts. These are as follows;

What happened?

What were you thinking at the time?

Who has been affected?

What should we do to put things right?

How can we do things differently in the future?

If a pupil has missed a large part of a lesson or not completed work due to their behaviour, they will have an imposition such as completing the work at playtime, or the work will be sent home to be completed. It is the expectation that parents will support the school in ensuring this is done and returned the next day.

Repeated incidents that have resulted in the steps being used or serious breaches will be reported to parents. All behaviour incidents will be recorded on our online system CPOMs which enables us to track repeated behaviour and find ways to best support pupils. Prejudice related incidents are also recorded separately from behaviour incidents and according to the protected characteristic, (please see prejudice – related incident procedure form).

Parents may be asked to come in to school for a meeting with the class teacher and member of the SLT to discuss ways to further support their child in meeting the expectations of the school.

Reducing Suspensions

The school is committed to reducing suspensions through early intervention and proactive support.

Strategies include:

- Early parental engagement
- Pastoral and SEND support plans
- Triage and internal suspension
- Restorative approaches
- External agency involvement where appropriate

Suspension is used only when necessary and proportionate.

Exclusions Information

This is linked to the AAT Suspension and Permanent Exclusion Policy.

Exclusion from Cliffe Woods Primary School is only ever resorted to when it is the final option, as we actively seek to be inclusive. If deemed appropriate, internal exclusions will be considered by the Headteacher/Deputy Headteacher in an attempt to avoid a fixed term exclusion.

Only the Headteacher has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. (These will not be more than 15 days in any one term.) The Headteacher may also exclude a pupil permanently.

Exclusions can include break and lunchtimes too.

If the Headteacher excludes a pupil, she/he informs the parents/carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents/carers that they can, if they wish, appeal against the decision to the Local Governing Body. The school informs the parents/carers how to make any such appeal.

After a child has been excluded, the child and parents/carers are asked to attend a re-integration interview. The Headteacher informs the LA and the Local Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The Headteacher will keep records of all reported serious incidents of misbehaviour that warrant an exclusion.

The Local Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The Local Governing Body has a discipline committee. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider exclusion, they

consider the circumstances in which the pupil was excluded, consider any representation by parents/carers and the LA, and consider whether the pupil should be reinstated.

If the appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

The above detail will ensure that our approach to behaviour is consistent across the school and also gives clear guidelines to children and parents/carers on the strategies that we use. Please also see our child-friendly version of the Anti-Bullying policy.



Cliffe Woods Prejudice-Related Incident Procedure

A prejudice-related incident is any incident which is perceived to be prejudice-related by the victim or the other person.

Incidents amongst pupils

As soon as any member of staff becomes aware of a prejudice-related incident amongst pupils, which may relate to any of the following protected characteristics: sexual orientation, disability, gender reassignment, race, religion or belief and sex, they must follow the following procedure:

1. The incident should be logged by the member of staff who first becomes aware of it on a prejudice-related incident form, which can be found in the pastoral office or attached to the Anti-Bullying policy and the Behaviour policy.

2. Incidents should be ranked on the following scale:
 1. No offence was intended or taken.
 2. Hurt or distress was caused, but the offending behaviour is unlikely to be repeated.
 3. Hurt or distress was caused and the pupil(s) responsible had previously been warned that their behaviour was unacceptable.
 4. Substantial hurt or distress was caused and/or the behaviour was based on substantial hostility and prejudice and/or the behaviour may be repeated.

This form should be shared with a member of the SLT and/or safeguarding team then scanned and added to the incident record on CPOMs.

A member of the senior leadership team will investigate incidents at Level 2 or 3.

If the incident is at Level 4, it needs to be investigated immediately, the child should be taken to the Headteacher or Deputy Head straight away.

It will be decided as to whether restorative justice or another form of education or consequence is best for the perpetrator. The response will be communicated to parents and carers of both perpetrator and target.

The CPOMs/Arbor record will be updated.

All incidents are to be reported to parents/carers.

Pupils should be made aware of this procedure through PSHE lessons and class assemblies and encouraged to report all incidents, being reassured that they will be taken seriously.

Termly meetings are held by the Safeguarding team to discuss incidents and children that may require ongoing support or other interventions.

Incidents perpetrated by staff members

All incidents should be reported to a member of the leadership team immediately. The incident will be logged and investigated by the Headteacher.

Incidents of discrimination, harassment or victimisation are deemed gross misconduct and will be treated in line with the school's disciplinary procedure.