

# CLOCKHOUSE PRIMARY SCHOOL



## Behaviour and Discipline Policy

(to be read in conjunction with the Anti-Bullying Policy)

### Mission Statement

**Our School - A family and a home for everyone**

**Working and Learning together to be the best that we can be**

### Our Vision

We are not just a school, we are home!

We lay the foundations for each individual's future and for dreams to be fulfilled - whatever they may be.

No two bricks are the same but are accepted for their uniqueness and are placed in their own special way to meet their needs.

The cement bonds us together as a family to keep us strong, stable and safe.

We are all safe and happy under one roof, we are protected from the elements and prepared to weather every storm.

The key to success unlocks the door to future achievements unseen before.

The windows show us the reflections of our future self as ready, respectful and responsible adults.

Collaboratively, together our home is decorated with challenge and the rooms are furnished with fun.

All around, a variety of trees grow naturally from the seed of success, with nurture and care anything is possible.

So we are not just a school, we are a home that provides a champion for all as well as timeless experiences and skills for a brighter future.

And that is why we are called Clockhouse.

Ring the bell, we're always here!

### School Aims

- To enable all children, members of the school community and the wider community to contribute to school life.
- To promote high standards and provide opportunities for all to achieve their full potential.
- To encourage a sense of self-worth and confidence empowering children to fulfil a contributing role in society.
- To create a diverse and challenging learning environment in which children are cared for and feel safe.
- To provide leadership and management which focuses on raising standards and promoting the personal development and well-being of all members of the school community.

### Introduction

At Clockhouse Primary School high expectations and standards of behaviour (in school and online) are essential in order for us to achieve our vision, of being a place where children can achieve their full potential, where friendship thrives and within which there is a partnership between teacher and child based upon trust and respect and an ethos of mutual care and consideration. The purpose of this document is to establish the principles upon which behaviour management at our school and online is based. At our school we believe that positive behaviour around the school, behaviour for learning and online is essential to ensure Learning and Teaching is effective and children are supported to grow into well rounded citizens who understand and relate to the conventions of society.

This policy aims to:

- Support every child's development as a learner by enabling them to foster an improved degree of self control through the use of the school behaviour system.
- Ensure all stakeholders have a clear understanding of the need for fairness in the treatment of children throughout the school which is based on their age and needs.

- Put in place a positive systematic approach to the management of behaviour including online behaviour in order to ensure consistency of expectation across the school and to encourage greater parental support and understanding in developing positive behaviour of all pupils.

The Behaviour Policy is consistent with the school's values as agreed by the Governing Body.

### **General Behaviour Guidelines**

We expect all children at Clockhouse Primary School, as they develop and grow, to not only learn effective working practices and manners but also to develop a moral sense of what is right and wrong. In doing so we aim to ensure that the children are appropriately prepared for life in modern Britain.

We therefore endorse the following principles:

- Children are supported and encouraged to become self-disciplined and to be responsible for their actions in order to develop their confidence and independence.
- All staff take responsibility for the behaviour of all children within the school.
- The three school rules are displayed around the school and adhered to and used by all children and adults. Wider stakeholders also know and understand the rules and use them accordingly.
- There is a fair system for rewarding and sanctioning behaviour which is used consistently across the school reflecting the age and needs of the children.
- Children are made aware of their behaviour choices and, where needed, are supported to improve their behaviour.
- Good behaviour is celebrated and inappropriate behaviour is monitored and recorded.
- Parents are informed of school expectations and are expected to support the school in the event of their child's behaviour causing concern.

Our approach to the management of behaviour is guided by our whole school Code of Conduct (see Appendix 1) in conjunction with the 5P model for behaviour management. This approach is particularly used within the Additional Resource Provision.

### **Procedures**

At Clockhouse Primary School we have a clearly defined system for the management of behaviour. Within this system are clearly defined rules, rewards and sanctions. The rules of the school are the same no matter what part of the school and encompass all behaviour including online behaviour. They are displayed around the school and shared regularly with all stakeholders. It is these rules that guide the principles of our behaviour management system.

### **Our School Rules:**



## Our School Rewards:

At Clockhouse Primary School we recognise that the most important aspect of any learning environment is the recognition and praise for children showing the behaviour we strive for. We acknowledge positive efforts and success by praising pupils and building mutual respect between staff and pupils and between pupils themselves. The rewards are hierarchical and are used in this order:

We are rewarded for making good choices with...

- Verbal praise**
- Positive Dojo**
- Recognition from another class**
- Recognition from another adult**
- Praise message home**
- Praise call home**

## Sanctions

At Clockhouse Primary School we believe that it is important to deal with inappropriate behaviour calmly and quickly. We believe the basis of good discipline is about the interaction of pupils and adults. The sanctions are hierarchical and are used in this order:

If we forget to make good choices we will be given...

- A Reminder**
- A Caution**
- A Last Chance - negative Dojo**
- Time Out**
- Time to Repair**

At Clockhouse Primary the giving of Sanctions are supported by the following actions:

Steps	Actions
Reminder	A reminder of the 3 simple rules. This is delivered privately wherever possible. Repeat reminders if reasonable adjustments are necessary. Remind children what we want to see.
Caution	A clear verbal caution, delivered privately (wherever possible), making the pupil aware of their behaviour and clearly outlining the consequences if they continue.
Last Chance (negative Dojo)	Speak to the child privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour.
Time Out	A short time in another classroom or at the side of the playground if playtime / lunchtime. It is time for the child to calm down, breathe, look at the situation from a different perspective and compose themselves.
Repair	This might be quick chat or it may need a more formal time (restorative).

Where necessary the school will use the Restorative Approach to Behaviour Management as part of the Repair step. A restorative conversation will be facilitated by a trained member of staff using the key questions to guide the conversation:

- What happened?
- What were you thinking about?
- What were you feeling?
- Has anyone else been upset by this?
- How are you left feeling now?
- What do you need now?

If a pupil refuses to leave the classroom once they have been asked to leave or if immediate help is required then either a Senior Member of Staff will be informed by being sent the class **HELP** square by another child.

At all times all staff use their professional judgement as to whether all stages are to be applied or whether a pupil's parent needs to be informed and their child's behaviour discussed before more formal strategies are applied.

### **Child-on-Child Abuse**

At Clockhouse Primary School we recognise that children sometimes display harmful behaviour themselves and that such incidents or allegations must be referred on for appropriate support and intervention. Such abuse is unacceptable and will not be tolerated.

To prevent child-on-child abuse and address the wider social factors that can influence behaviour, the school will educate pupils about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum and PSHE lessons. The school will also ensure that pupils are taught about safeguarding, including online safety, as part of our broad and balanced curriculum. Such content will be age and stage of development appropriate, and tackle issues such as the following:

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- Self-awareness and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment

All staff are aware that pupils of any age and sex are capable of abusing their peers and will never tolerate abuse as “banter” or “part of growing up”. All staff will be aware that child-on-child abuse can be manifested in many ways, including sexting and gender issues, such as girls being sexually touched or assaulted, and boys being subjected to hazing/initiation type of violence which aims to cause physical, emotional or psychological harm. All staff will be made aware of the heightened vulnerability of pupils with SEND, who are three times more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil's SEND and will always explore indicators further.

LGBT children can be targeted by their peers. In some cases, children who are perceived to be LGBT, whether they are or not, can be just as vulnerable to abuse as LGBT children. The school's response to boy-on-boy and girl-on-girl sexual violence and sexual harassment will be equally as robust as it is for incidents between children of the opposite sex.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers. If a child has been harmed, is in immediate danger or is at risk of harm, a referral will be made to children's social care.

### **Managing disclosures**

Victims will always be taken seriously, reassured, supported and kept safe.

Victims will never be made to feel like they are causing a problem or made to feel ashamed.

If a friend of a victim makes a report or a member of staff overhears a conversation, staff will act – they will never assume that someone else will deal with it. The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively. If staff are in any doubt, they will speak to the DSL.

Where an incident has occurred or specific risks are identified, the details will be added to a safeguarding or behaviour record for the children concerned and an investigation conducted by the DSL/Headteacher.

A risk assessment will be undertaken by the DSL in order to minimise the risk of further harm and to ensure the safety of all staff and pupils.

The DSL will be informed of any allegations of abuse against pupils with SEND. They will record the incident in writing and, working with the Inclusion Leader, decide what course of action is necessary, with the best interests of the pupil in mind at all times.

Parents or carers of the children involved will be informed as soon as it is appropriate to do so.

Support will be offered to the alleged victim, the child or young person accused and any other children involved by different adults in school (to avoid a possible conflict of interest).

A referral to any relevant outside agency will be made e.g. Police or Social Care if appropriate.

### **Confidentiality**

The school will only engage with staff and agencies required to support the victim and/or be involved in any investigation.

If a victim asks the school not to tell anyone about the disclosure, the school will not make this promise.

Even without the victim's consent, the information may still be lawfully shared if it is in the public interest and protects children from harm.

The Designated Safeguarding Lead will consider the following when making confidentiality decisions:

- Parents will be informed unless it will place the victim at greater risk.
- If a child is at risk of harm, is in immediate danger or has been harmed, a referral will be made to Social Care.
- Where a crime has been committed, reports will be passed to the police

### **Searches and Confiscation**

If a member of staff suspects that a pupil is in possession of a prohibited or potentially dangerous object the pupil may be searched. This search should be conducted by the Headteacher or another member of the school leadership team. Where possible, the search should be conducted by a member of staff who is the same gender as the pupil and with another adult (where possible of the same gender). Before any search is undertaken consent will be sought from the pupil. If consent is refused, the pupil will be asked to say why he or she has refused. If the need for a search relates to a suspicion of a "prohibited or potentially dangerous item" this can be conducted without the consent of the pupil. Parents will be advised of the circumstances relating to the need to conduct a search and of the ensuing outcome.

### **External Intervention**

It is our priority to enable every pupil to access the opportunities that are presented to them on a daily basis by supporting their personal behaviour development. As a result, if a pupil frequently reaches the higher stages of the outlined discipline hierarchy the class teacher gives consideration as to whether it is necessary to write an **Individual Plan**, which outlines clearly the strategies that will be put into place in order to improve the behaviour of the child. This is implemented in consultation with the team of adults working around the child, which will always include a member of Senior Staff. Where necessary this will include a Team Around the Child meeting to ensure all staff are clear and consistent when supporting the child.

In exceptional cases where positive attempts to address the pupils' behavioural concerns do not lead to an improvement in the situation, a meeting will be called by the member of Senior Staff. This will involve the pupil, their parents and, where available and appropriate, a member of the Behaviour Support Service or Educational Psychologist.

### **The purpose of the Early Intervention Meeting is to:**

- outline clearly the nature and extent of the child's behavioural difficulties and how it is affecting the child and their life and the life of others at the school
- try to identify the circumstances that might be causing the challenging behaviour
- agree any action that may be required by those present at the meeting to improve the child's behaviour
- agree timescale for application and review

- make clear the consequences if the child's behaviour does not improve

When all these steps have been taken, and if the pupils' behaviour has not improved, or when the offence is deemed to be highly offensive, then it may be necessary to consider:

- Internal exclusion – removal from class for a fixed period of time
- Exclusion from school for a fixed period of time
- Permanent exclusion

If the above actions are deemed to be appropriate then all procedures as outlined within National and Local Authority Exclusion Guidance will be carefully followed.

Major breaches, such as a serious assault on another pupil or member of staff, may lead to fixed term or permanent exclusion.

When a pupil is excluded for a fixed period a Reintegration Meeting will be convened before the pupil returns to school and it may be decided at this meeting that the exclusion is made permanent.

### **Physical Intervention**

The ethos of the school is that discipline and control of pupils should be based on positive personal and professional relationships between the staff and pupils. However, we also recognise that on some occasions there is a need for physical intervention as outlined within Section 93 of the Education and Inspections Act 2006 (see Appendix 2).

A person to whom this section applies may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following:

- (a) Committing any offence
  - (b) Injuring themselves or others
- or
- (c) Damaging property (including their own) or prejudicing the maintenance of good order and discipline at the school.

The staff to which this power applies as defined in section 95 of the Act are:

- (a) Any member of staff who works at the school, and
- (b) Any adult whom the Head has authorised to have control or charge of pupils in, or outside the school (eg. trips).

### **The power to discipline beyond the school gate**

The school has the legal power to support pupils to behave outside of school premises. Unacceptable behaviour which is witnessed by a member of staff or reported to the school will be addressed in line with the school's Behaviour Policy and in conjunction with parents / carers. This may include:

- Any bad behaviour when the child is:
  - taking part in any school-organised or school-related activity
  - travelling to or from school
  - wearing school uniform
  - in some other way identifiable as a pupil at the school.
- Misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school
  - poses a threat to another pupil or member of the public
  - could adversely affect the reputation of the school.

In all of these circumstances the head teacher will consider whether it is appropriate to notify the police of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the

police will be informed. In addition, school staff will consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff will follow its Safeguarding Policy.

### **Recording and Reporting Incidents**

All staff are required by the school to keep records of incidents where an investigation of the behaviour including online behaviour has been required or undertaken. The purpose of recording is to ensure that school policies and procedures are followed, to inform parents, to inform future planning as part of school improvement purposes, to prevent misunderstanding or, misinterpretation of the incident and to provide a record for future enquiry or intervention strategies. Children should not be asked to sign the written incident form.

### **The Role of Parents**

At Clockhouse Primary School, we emphasise the view that all problems and concerns regarding behaviour (including online behaviour) and discipline of children can be solved by discussion and negotiation in a calm manner. We firmly believe that the role of parents / carers is vital in supporting and reinforcing the school's behaviour and discipline policy and therefore that child's behaviour in school.

We ask that parents / carers in the first instance speak to their child's class teacher if they have any concerns regarding their child's behaviour or if they believe their child is being affected by the behaviour of another child.

Should the matter not be resolved to the child's or parents / carers satisfaction; we ask that they make arrangements to further discuss their concerns with the Headteacher or a member of the Leadership Team.

### **Monitoring and Review**

At Clockhouse Primary School we are aware of the need to review the schools Behaviour and Discipline Policy on a regular basis in order that we take account of new initiatives, revised Local Authority procedures and Government Legislation.

During the review, consideration will be given to:

- How effective the procedures outlined within the policy are in promoting positive behaviour in our school.
- The views of staff, pupils, parents, and Governors.

Policy and practice will be adapted in accordance with review findings.

*This policy has been reviewed and no individual or group are disadvantaged by the policy or process therein.*

**Date Reviewed: Autumn 2025**

**Review Date: Autumn 2026**

Signed: .....Chair of Governors      Date: .....

Signed: .....Headteacher      Date: .....

**Clockhouse Primary School  
The Clockhouse Code**

**At Clockhouse Primary School we are all always**

Ready  
Respectful  
Responsible

**Every day, all adults will**

Meet and greet children at their classroom door  
Praise in public, remind in private  
Remain positive and end the day positively

**Going Above and Beyond will be recognised on the same day by**

Going Above and Beyond Dojo  
Praise message home - Dojo / Postcards  
Praise phone call home

**We encourage positive choices by**

Giving children positive reminders  
Providing positive praise  
Making it clear why good choices are good choices

**The rewards for our choices are always**

Clear  
Fair  
Celebrated publicly

**The sanctions for our choices are always**

Clear  
Fair  
Dealt with privately

## APPENDIX 2

At Clockhouse Primary School physical intervention will only be carried out by a member of staff who has received the necessary, relevant and appropriate training in positive handling or as part of a recognised Individual Behaviour Plan. The exception is if the action is required immediately in order to prevent the pupil from seriously harming themselves or another person and there is no other appropriate member of staff nearby or when no other reasonable non-physical interventions have succeeded in distracting the pupil.