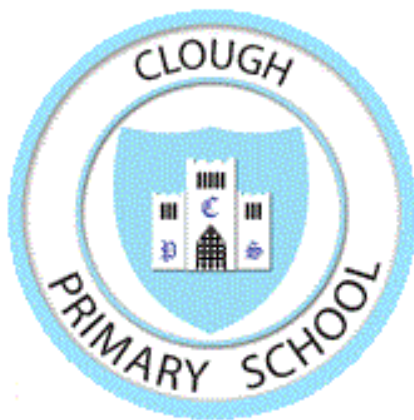


Clough Primary School



Positive Behaviour Policy

This policy was adapted: _____

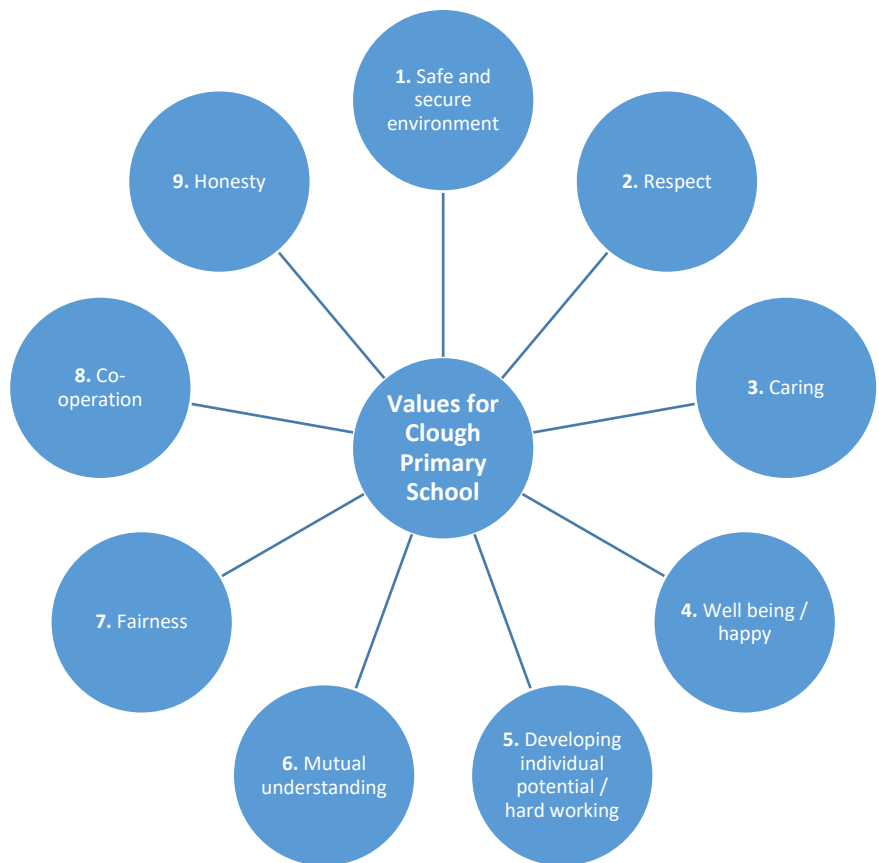
Signed: _____ Chairperson B.O.G.

Review date: June 2026

This Positive Behaviour Policy replaces our school's existing Discipline Policy and is the result of whole school consultation and input from all stakeholders. These include, all pupils, all staff, all parents/guardians and governors. Overall, we have noted that the majority of responses given to the questions in the consultation were very positive and the results of this audit have provided our school with a benchmark in which to measure future progress. A copy of the overall group responses to this audit are included as an appendix.

Values for Clough Primary and Nursery Unit School

The following core values for everyone in our school have been identified and have been confirmed by the audit. These values are the drivers for effective teaching and learning to occur within school.



Board of Governors' Written Principles

Our Board of Governors have drawn up the following written principles for Clough Primary School. These principles are seen as a benchmark that set the standard for everyone's behaviour. These will be kept under review by the Governors and are considered essential for effective teaching and learning to occur.

Everyone in Clough Primary School should...

1. feel safe and secure
2. know that they are accepted and valued and that any form of bullying behaviour is not acceptable or tolerated within Clough Primary School

3. show kindness to each member of the school community
4. be sensitive to each other's needs
5. be encouraged to reach their full potential through the consistent use of rewards and sanctions
6. show respect and consideration to others
7. be treated equally
8. work together for the good of the school
9. be encouraged to learn from their mistakes
10. be aware of those pupils who require additional support, striving to meet their needs

Mission Statement

At Clough Primary School we aim to create a calm and caring environment where everyone and specifically each child will be encouraged to fulfil their intellectual, spiritual, physical, social, aesthetic and emotional potential.

Central to the creation of this environment is everyone's commitment to the agreed moral values developing self-esteem, respect and consideration for other people, their property, culture, traditions and opinions.

We aim to establish a supportive learning environment where pupils, teachers, support staff, parents/guardians and governors work together to facilitate effective learning.

Policy outcomes for our School

The following outcomes for our Positive Behaviour Policy have been identified for Clough Primary School.

1. We will provide a safe and secure environment for the whole school community (value 1)
2. We will develop respect, consideration and kindness for other people (value 2, 3, 4, 6, 7, 8, 9)
3. We will provide a wide range of opportunities and learning experiences appropriate to each child's ability in order to achieve their full potential (value 5)
4. We will foster an environment where pupils, teachers, support staff, parents/guardians and governors work together for the good of the school (value 8)
5. We will foster a responsible and honest attitude (value 9)

(These outcomes have been cross referenced to the school values as outlined on page one of this policy)

Methods of monitoring these policy outcomes may include one or more of the following: Circle time and questionnaires as well as monitoring of sanctions and rewards.

Rights and Responsibilities

Following extensive consultation and workshop activities with pupils, staff and governors, the following core rights and responsibilities for all stakeholders in Clough Primary School have been developed in order to promote a positive attitude to learning.

Rights	Responsibilities
1. The right to feel valued members of the school community where common courtesies and social conventions are respected.	1. The responsibility to value everyone in the school community and to respect common courtesies and social conventions.
2. The right to a pleasant, well mannered, safe and secure environment.	2. The responsibility to ensure that everyone receives their right to a pleasant, well-mannered, safe and secure environment.
3. The right to learn from our mistakes.	3. The responsibility to allow everyone to learn from their mistakes.
4. The right to create opportunities to extend their interests and abilities.	4. The responsibility to allow everyone to create opportunities to extend their interests and abilities.
5. The right to be consulted about matters that affect them and be given opportunities to express their views.	5. The responsibility to consult everyone about matters that affect them and to give them the opportunity to express their views.
6. The right to learn and be taught. Teachers have a right to teach.	6. The responsibility to allow everyone to learn and be taught and allow teachers the right to teach.
7. The right to be kept informed about day to day school routines.	7. The responsibility for staff and parents to share information that enables the smooth operation of daily school routines.

Desirable and Undesirable Behaviours

In order to establish our core rights and responsibilities the following desirable and undesirable behaviours have been agreed.

All pupils, support staff, teachers parents / guardians and governors will:	It would be unacceptable for anyone to:
1. show respect for the views, ideas and property of others.	1. to show disrespect for the views, ideas and property of others.
2. work cooperatively for the good of the school.	2. not work cooperatively for the good of the school.
3. work to the best of their ability and show initiative.	3. not to work to the best of their ability or show initiative.

Rules and Routines

The following rules and routines have been discussed and agreed with staff and pupils and are displayed within the school.

Learning Behaviours Throughout School

- Listen when someone is talking
- Follow instructions
- Come prepared, ready for work
- Stay on task
- Keep hands, feet, objects and unkind, unpleasant words to yourself
- Ask for help when it is needed
- Follow any additional classroom rules

Playground Rules

- We will play fairly and share the equipment
- We will play safely
- Everyone will contribute to a happy playground. We will be kind to each other and include everyone
- We will use the equipment properly and tidy it away when we have finished
- We will listen to others
- We will tell the truth and have good manners
- We will line up properly when playtime is over

Agreed Rewards

The following rewards and sanctions have been discussed with staff and pupils and a hierarchy has been agreed.

- The children will be praised for keeping all the rules.
- Each class will have their own reward system.
- A pupil of the week certificate will be given out at the end of each week.

Agreed Sanctions

Mild

1. A verbal warning is given.
2. The child is given a time out for five minutes and this is brought to the Principal's (Mr Hutchinson's) attention.
3. The child will stay inside and miss one play session.

Moderate

4. The Principal will inform the parent / guardian and the child will stay inside for a longer period. This will be decided after discussion between the Principal and the parent / guardian, however, this period will not exceed five days.
5. The child will have an extended time inside. This will be determined following discussion between the Principal and the parent / guardian.

Severe (Where undesirable behaviour exists throughout school)

6. The school reserves the right to suspend a child in line with the E.A. Suspension and Expulsion Policy.
7. The school reserves the right to expel a child in line with the E.A. Suspension and Expulsion Policy.

Roles and Responsibilities

- It is the role of the principal to coordinate the day to day running of the policy and to provide an annual review of its effectiveness to the Board of Governors.
- It is the role of the Board of Governors to ensure that the policy is implemented.
- Every member of staff has the responsibility to provide a safe and secure environment for everyone.
- Parents have the responsibility to actively promote the teaching and learning in school by encouraging positive behaviour from their child.
- From time to time we may have vulnerable children within school whose behaviour significantly impacts on the teaching and learning for themselves and others. In conjunction with our S.E.N.C.O. (Mr Hutchinson) we will seek to address their needs and manage their behaviour through the Code of Practice.

If necessary outside advice and services may be employed such as:

- Educational Psychology
- Guidance Behaviour Support (EANI)
- Multi Agency Support Teams **R.I.S.E.**

Resourcing

From time to time following consultation, additional play equipment will be purchased for the pupils to use at playtime / Golden Time.

Rewards for the 'Dip Box' will also be purchased.

A copy of the playground rules and a class records chart will be displayed at the back entrance hall.

Ongoing Training

Whole staff training will be highlighted in our School Development Plan. All members of staff and governors will have access to courses when available.

Monitoring and Review

An annual report on the effectiveness of our policy and how our outcomes have been achieved will be made to the Board of Governors.

Records of playground sanctions and rewards, together with pupil and staff attendance records will be kept. These will be reviewed and evaluated by the principal.

To establish the effectiveness of this policy the views of the teaching staff and supervisory staff will be sought.

All stakeholders within school will have an opportunity to provide their opinion on Positive Behaviour. This will be done through a questionnaire which will be administered on a three-year cycle. These outcomes will be bench marked according to the results given by all stakeholders in the previous questionnaire.