

Clifton Behaviour Policy, Rewards and Sanctions
Agreed

CLIFTON COMMUNITY PRIMARY SCHOOL

BEHAVIOUR POLICY



'Enjoy and Achieve Together'

Head Teacher L.M.Jones	Sign and Date	July 23
Author L.M.Jones and Pastoral team	Sign and Date	July 23

Next Review Date	July 2024
Committee Responsible	Governing Body
Document locations	Staff shared Drive – Policies

Change History

Version	Date	Change Description	Stored
1	March20	Change of staffing addressed	Staff shared / policies
2	May 2020	Annex on Covid-19 socially distancing measures	Staff shared and website
3	September 2020	Annex updated for whole school	Staff shared and website
4	June 21	Updated for house system, report cards and new tracker	Staff shared and website
5	September 21	Updates on houses and consequences	Staff shared and website
6	July 22	Update on owl points, number of points required for a certificate, Edukey, attendance rewards & COVID annex removed	Staff shared and website
7	Feb 2023	Protected characteristics	Staff shared and website
8	July 2023	Zones of regulation added	Staff shared and website

Clifton Primary School

Behaviour & Discipline Policy (Rewards and Sanctions)



Aim

At Clifton School it is our aim that every member of the school family feels valued, respected and safe. We aim to ensure everybody is treated fairly and well.

We are a caring community whose ethos is built on trust and respect for all. The behaviour policy is designed to positively support these aims and to ensure we all work positively together.

Principles

Good behaviour is an essential pre-requisite for effective teaching and learning to take place. At Clifton, we believe that pupils and staff have the right to work in an environment that is safe, friendly, peaceful and fair. Good behaviour must be carefully developed and supported. High self-esteem promotes good behaviour, effective learning and positive relationships. The best results, in terms of promoting good behaviour arise from acknowledging potential, rewarding success and giving praise for effort and achievement, rather than focusing on shortcomings and failure. Through the example of the adults who care for them at school, and through well planned and stimulating learning opportunities, we believe that children will respond positively to learning challenges and develop self-discipline. It is also the responsibility of parents and carers to share with the school in helping their children to behave well.

Objectives

We encourage good behaviour by providing;

- positive encouragement and praise for good behaviour
- promote a calm environment where all feel happy, safe and secure
- stimulating, differentiated and well planned lessons
- a broad and balanced curriculum
- a school community where every individual feels valued and respected
- a fair and consistent approach to behaviour throughout the school

Whole School Strategies to promote positive behaviours

1. As a staff/school we aspire to always act as role models and to promote:
Clifton Values – linked to individual points and collective house points
Clifton Promises – all signed by the children and class teacher
Use of Praise
Act with understanding and empathy
Develop positive relationships across the school – take an interest in everyone
Act fairly
Respect for everyone
Ensure routines are present and consistently applied
Always have a can do – positive – mind set
All act as positive role models for others
Be happy! Have a sense of humour
2. Use of 'Circle Time' to discuss issues and themes from P4C, Jigsaw teaching and to learn coping strategies.
3. All classes display and follow the 'Clifton Promises,' Clifton Values, Golden Owl standard and regularly promote good behaviour and deal with inappropriate behaviour using the Clifton Chart and 'trackit lights' system.
4. Owl points assemblies to highlight good learning behaviours and appreciation of others achievements – all of which are based on the Clifton Values.
5. When appropriate HT/DHT Award will be given out at the Golden owl assembly for a child who has been seen to go over and above or who has made significant personal improvement.
6. House Assemblies also celebrate children who have achieved Owl certificates from their house points.
7. Phase assemblies to celebrate children's achievements and the OP badges.

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8. **Whole Class rewards** - when a class has a whole day when no child ends up on the rain cloud (storm cloud if there are children with specific needs) they earn a small unit of time as an extra playtime: 10 mins maximum.

9. **Rewards for attendance:**

Each week the class in each phase with the best attendance wins their owl. They are rewarded with an extra playtime on the Monday of the following week. (No more than ten mins).

Each half term children with attendance of 98% or above will be given a non-uniform day. They will have a letter sent home informing the parent which day in the last week of term it will be. Children with 100% attendance will have a special lunch with the head teacher and the Pastoral Team

10. Year 6 children receive a school bought blue uniform (usual uniform is red). They receive their uniform once they and their parents have signed an agreement to uphold the Clifton values.

If children fall short of these values on a number of occasions or if their misbehaviour is extreme they may lose their uniform until school leadership feel recompense has been made and the behavior will not be repeated.

11. Golden Owl award for those (often UKS2) children who demonstrate/embody the Clifton Values

12. **The House System (see below for more detail)**

At the start of their time at Clifton each child (and staff members) will be placed into a house. They will usually remain in that house for their time at Clifton. The names for the house was discussed with the school council who were involved in making that decision. Children will then represent their house in a variety of ways from sporting to spelling competitions, from Art to dance – so the talents and abilities of all our children can shine!

New Nursery and New Reception children will be allocated a house once inducted into the school and have settled.

Each child can earn owl points for themselves and their house which will be stored on the schools new trackit lights system. Individual certificates and badges can be earned through the collection of an identified number of owl points (see below). These points will also be added to the total for the child's house.

OP's are awarded for being on the pot of gold / the sunshine and the rainbow (3-1 respectively). Further OP's can be earned for going beyond this in class or for demonstrating the Clifton Values around school.

It has been agreed that staff will never give more than 3 OP's at any time. However the HT can reward up to 5 OP and the DHT up to 4.

There is the opportunity to earn 4HP for the 'Outstanding achievement award' e.g. for creating a detailed model or undertaking extensive research in own time.

Rewards for the house with the winning points at the end of each term may include a non-uniform day for all members of that house or extra play time for the whole house.

OPs follow the children through their school career (as do the badges!). If a child loses their badges they may pay for a replacement badge (cost £1.00). Each year it is the aim for each child to try and achieve all seven certificates. If they fail to do so then the next years they get to try again and beat the score from the previous year.

It is anticipated that the awards for most children will be as follows at the end of each year:

Rainbow certificate –100 Owl points

Bronze certificate – 200 Owl points

Silver certificate – 300 Owl points

Gold certificate – 400 Owl points

Titanium Certificate– 500 Owl points

Platinum certificate– 600 Owl points

Diamond certificate-700 owl points

Badges- 800 points

Year 1- Bronze Badge

Year 2- Silver badge

Year 3- Gold badge

Year 4- Holographic Gold

Year 5- Holographic Titanium

Year 6- Holographic Platinum

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10. Golden Owl Award: some children who demonstrate exceptional learning behaviours and who embody the Clifton Values will receive the Golden Owl Award.

The Golden Owl Award is an aspirational award to ensure all at Clifton strive for excellence. It is not awarded on 'ability' but on attitude to work, learning, wider school life and on relationships with the school community. Children are identified by staff and senior leadership team. They are selected based on the Golden Owl Standards.

Golden Owl Standards:

- I constantly go the extra mile with all my work
- I constantly put their maximum effort in to all their work
- I constantly seek to help other children and adults
- I am always honest and helpful to those around them
- I constantly use resources carefully and keep their work and classrooms tidy
- I strive to achieve an excellent level of attendance as well in participating in the rich variety of extra and co-curricular clubs and activities.
- I embody the Clifton Values and demonstrate them daily acting as a role model to others.

Reception

Younger children need instant rewards for their positive learning behaviours. Therefore we have decided that teaching staff can give out stickers as soon as a child behaves well or tries hard. These stickers are given to the child who may choose to stick them on their clothing or into a book. Reception children will also use the Clifton Chart and be rewarded with an extra sticker if on the pot of gold at the end of the day and their OPs will be added into the system.

Y1 children will start with OPs but stickers may be the predominant form of positive reinforcement throughout their first NC year.

This practice will continue throughout the school and will be used in conjunction with OPs for the older children (HT awards etc.)

Developing Learning Behaviours – Promoting positive behaviour

At Clifton staff will use the language of the Clifton Values whenever the needs arises. If a child is demonstrating determination, we will state they are showing good resilience. If a child were to fall out with another we would discuss relationships and expectations. Staff have high expectations for good learning behaviours and children are reminded that their actions have consequences. At Clifton we have many reward systems in place to enable and support the children to make the right choices. We also have other systems in place to support them choosing the right options. For example, If a child constantly disrupts other learning they will be sent to the Phase Lead to be spoken to. The child may then be placed in a quiet area of the phase to get on with their work, or take time to reflect (if lunch/break time). However, children will never be left unattended outside classrooms.



Use of the Clifton Chart

Each classroom has an agreed (school council) chart. The chart is made up of 5 images (central being the equilibrium and expected level (school logo)). Each child will have a small card with their first name (nursery / reception / Y1) or an allocated number (data protection).

Positive behaviour is rewarded by a move 'up' the chart

Negative behaviour is monitored with a move 'down' the chart. The teachers should follow the protocol below:

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1. Visual contact (or quiet reminder)
2. Amber - Verbal reminder of expectations
3. Move child down

The above should be repeated for every stage of the chart to address negative behaviour unless the child's actions are extreme.

A child can move up or down the chart each lesson e.g. a child who has started the day badly may move toward the positive side of the chart as a reward for improved/good behaviour. At either end of the chart there is a consequence:

Reception: Clifton chart rewards and consequences

REWARD

- If a child ends the day on the highest (best) section of the chart they may be rewarded with a **sticker**.

CONSEQUENCE

- If a child ends the day on the rain cloud an amber card is given. If the child ends the day on the storm cloud the phase lead will issue a yellow card and alongside the class teacher speak to the parent. If the behaviours escalate the phase lead will speak with the SLT and discuss the possibility of issuing a red card. Details of the behaviours need to be logged.

KS1 /LKS1/ UKS2: Clifton chart rewards and consequences

REWARD

- If a child is on the rainbow / sunshine / pot of gold at the end of the day they will receive points accordingly, i.e. pot of gold = 3 OPs, sunshine = 2OPs and rainbow = 1 OP. This will be logged daily over the half term. In the last week of every half term there will be a 'Rewards Afternoon' where the children can choose an activity to attend and participate in.
- The number of OPs will be added up and first ten children from each class (numbers may vary as per class /KS number) with the highest points will choose their activity first. The next ten highest will choose second and the last ten will choose third. They will then spend the afternoon enjoying their reward. Each session will be led by the teacher and be a fun but educational experience. The tally then restarts for the next term.

CONSEQUENCES

- If a child ends the day on the lowest (worst behaved) section of the chart the teacher will log this behaviour as a yellow card on the system. Consequences as listed on the card chart will ensure. While taking some playtime off a child is appropriate – a whole break time may not be conducive to either the child or the teacher/class next session.

Report Card/ Behaviour Chart

For children in KS1 and Reception/Nursery it is sometimes appropriate to create a personalized behaviour chart. This allows a child to see their behaviour and regulate it more. Phase Leads, along with the class teacher, should discuss this with the child so they understand the expectations. Parents should also be involved.

For KS2 there may still be use for the behaviour chart but for some children a more appropriate means of monitoring and encouraging behaviours is through the use of the report card. Children are set 1 -3 targets and must ensure they meet them. Every day they report to the phase lead / DHT or HT depending on the circumstance and if they have met their targets they are praised, and if they have not they lose some break time / privileges etc.

Parents will be informed of this and should be in agreement with the targets set.

Year 6 children also have the consequence of having their blue jumper taken off them.

Record keeping – CARD system

There are three different coloured cards that can be given out at any time: AMBER, YELLOW and RED. These should verbally be given to children when appropriate and the behaviour logged on Trackit lights. Amber cards are meant to be given out for low level unwanted behaviour, yellow for medium level unwanted behaviour and red for high level unwanted behaviour.

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Amber Cards Logged on 'trackit lights' by class teacher or any member of staff	YELLOW CARDS Are logged by class teacher dealt with by the KS lead.	RED CARDS Are mainly logged by staff members and are dealt with by Deputy Headteacher and Head teacher with Phase lead
Being on the storm cloud in at the end of the day.	Being on the storm cloud at the end of the day for 3/5 days	Being on the storm cloud at the end of the day for a week (5/5)
<u>Being unkind:</u> <ul style="list-style-type: none"> Being unkind to another child – so that child is upset. Name calling / making fun of / excluding from games Repeated inappropriate / dangerous play e.g. fighting games / rough play once they have been warned. 	<u>Being unkind:</u> <ul style="list-style-type: none"> Repeatedly being deliberately hurtful – verbal or physically Threatening behaviour towards another e.g. threatening carry out action later in the day/ pushing shoving. 	<u>Being unkind::</u> <ul style="list-style-type: none"> Bullying – maliciously targeting the same person several times. Physically fighting Intentionally throwing an potentially dangerous object at someone Cyber bullying: Both inside and outside school Any incident of unacceptable behaviour towards race / gender / sexual orientation/ disability etc
<u>Not following school or class rules:</u> Examples <ul style="list-style-type: none"> Caught persistently infringing agreed behaviours e.g. running down the corridor Continuously shouting out. Swearing Persistently disrupting the class e.g. getting out of chair all the time. Negative responses to staff instruction/question e.g. shrugging/sighing/hand or body gestures indicating displeasure. 	<u>Not following school / class rules.</u> Examples: <ul style="list-style-type: none"> Misbehaving on school trips or visits Repeated dangerous play after warnings and green cards (x2) Throwing food / objects. Swearing or spitting at someone Incidents outside of school which causes complaint Abusive/disrespectful toward a member of staff/adult Refusing to complete work within their capabilities. 	<u>Not following school / class rules.</u> Examples: <ul style="list-style-type: none"> Refusal to accept punishment or own actions Serious incidents outside of school bringing it into disrepute. Hitting or being physically aggressive towards a member of staff.
<u>Honesty:</u> <ul style="list-style-type: none"> Not owning up Blaming others 	<u>Honesty:</u> <ul style="list-style-type: none"> Withholding the truth Making up stories about others. 	<u>Honesty:</u> <ul style="list-style-type: none"> Maliciously or deliberately lying for gain or to hurt others. Stealing property.
<u>Responsibility:</u> <ul style="list-style-type: none"> Distracting yourself and others Continuously wearing uniform incorrectly Persistently not being equipped for the school day e.g. PE kit/reading books/homework. Failure to maintain data and personal security e.g. giving passwords to others, using someone else's password 	<u>Responsibility:</u> <ul style="list-style-type: none"> Deliberately causing damage. Blocking sinks or toilets deliberately. Continuing to fail to protect own data / personal security by sharing passwords. Deliberately sharing someone else's passwords Continuing to share your own personal security and passwords. 	<u>Responsibility:</u> <ul style="list-style-type: none"> Deliberately vandalising property Deliberately hacking into someone else's account or sending images etc without consent from appropriate adult.
Consequences Loss of playtime: Loss of playtime is seen as a last resort. Where possible a child should be allowed out for some of every playtime unless there is an agreed procedure in place e.g. game playing/restorative justice. Play times (or part of) may be lost if the child needs to finish work that they have failed to complete due to poor behaviour. Where a child is failing to cope on the playground then alternative provisions may be found e.g. playing top trump cards, games or accessing TTR. Where a group of children are failing (or have failed) to make the correct decisions then the children will be asked to carry out some team building or restorative justice practices. A consequence may be a child is allowed to go out to play but will carry out a task that will benefit all – litter picking/ refereeing football matches / helping staff. The child may be placed on report for a short period of time. Year 6 may lose blue jumper.		

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Child might be directed to the Lunchtime Reflection Club

Parents

Parents are expected to support the school decision. If their child has acted inappropriately school expects parents to support the school.

Suspension

Suspension is a last resort. A child may be suspended for repeated minor behaviours e.g. disrupting learning, or for severe misdemeanors e.g. hurting others willfully (either verbally or physically). In all cases parents will be made aware of their child's suspension and will receive a letter outlining their responsibilities and next steps. suspensions will be carried out in line with local authority guidance.

Expectations

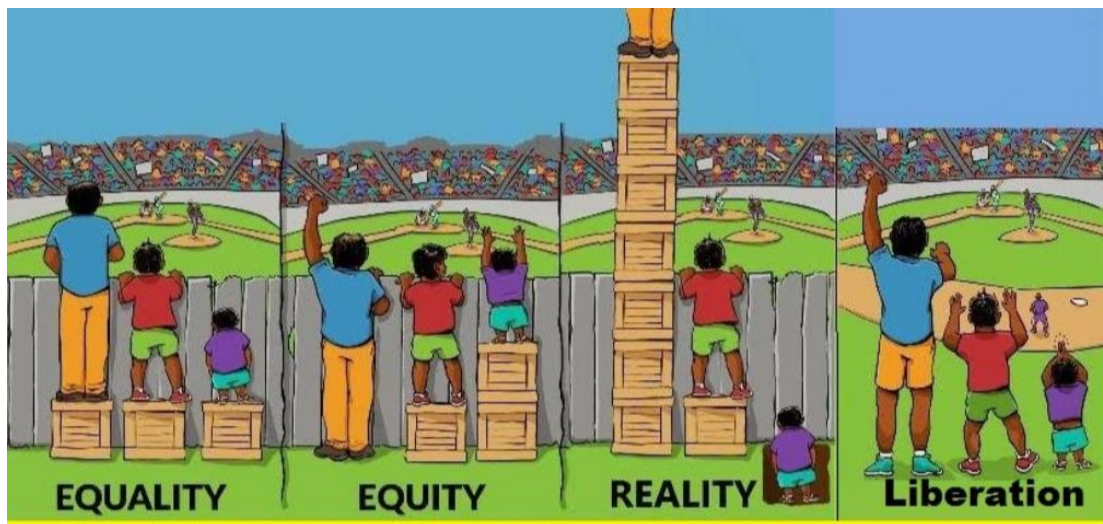
*If a child has receives **10 Amber cards** they will be seen by the class teacher / KS lead alongside their parents.*

*If a child receives 10 Yellow **cards** they will be seen by the KS lead / DHT and placed on report*

*If a child receives **1 Red card** the teacher / phase lead/SLT will meet with parents and the child will be placed on report.*

SEND

Children with SEN that may relate to poor behaviour should be treated differently to their peers. Staff should ensure that the children are not aware of the different treatment but more chances should be given and rewards for smaller acts of acceptable behaviour should be rewarded.



Restorative Justice

Restorative Approaches are based on four key features:

- **RESPECT:** for everyone by listening to other opinions and learning to value them
- **RESPONSIBILITY:** taking responsibility for your own actions
- **REPAIR:** developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated
- **RE-INTEGRATION:** working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education.

At Clifton we are going to support children who find it difficult to regulate through teaching about the Zones of Regulation. The Zones of Regulation is the original framework and curriculum (Kuyppers, 2011) that develops awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This curriculum provides us an easy way to think and talk about how we feel on the inside and sort these feelings into four coloured Zones, all of which are expected in life. Once we understand our feelings and zones, we can learn to use tools/strategies to manage our different Zones in order to meet goals like doing schoolwork or other tasks, managing big feelings, and healthy relationships with others. The simple, common language and visual structure of The Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them.



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Racist, Homophobic or Prejudiced Behaviour

We refer to the Bullying Policy for the procedures in the event of any bullying incident. In line with LA policy, all incidents are reported to the LA and to the Governors. When an incident occurs, the procedures will be the same as the fast track system explained above. At all times close attention is given to ensuring that the victim feels safe and secure.

A behaviour report will be created on Trackit lights & CPOMS and parents (of both parties) will be informed of any acts of racist or other bullying behaviour.

Protected Characteristics

In adherence to the Equality Act 2010, the staff at Clifton Primary are not only aware of the protected characteristics but accept fully that it is unlawful to discriminate against anyone on the grounds of disability, age, race, gender reassignment, pregnancy and maternity, religion or belief, sexual orientation, marriage or civil partnership or sex. Furthermore, at Clifton, it is the responsibility of all teachers to ensure that all children's protected characteristics are fully recognised and that irrespective of SEN, gender, ethnicity, sexual orientation, LGBTQ+, social circumstance and ability (including gifted and able children), ALL have access to the curriculum and make the greatest progress possible. We also ensure that where possible, materials utilised in lessons are broad and reflective of the diverse society we are a part of.

Acceptable use policy

Any child who has broken the acceptable use agreement (sent out every year and stored centrally until the child has left the school) will be subject to the measures outlined in the behaviour chart – or – in extreme circumstances the involvement of outside agencies or /and exclusion.

Extreme behaviour

On rare occasions children's behavior may necessitate drastic action. In the cases below parents will be notified and exclusion may be used:

- extreme violence toward a child
- violence toward staff (this may be verbal – swearing (see SEND))
- extreme damage to property or self
- risk of injury to self or others
- disruption of the usual running of the school day (see SEND))
- Racism, Homophobia

All of the above will result in a behaviour report and parents informed (of both the perpetrator and victim)

Mrs. Jones (head teacher) will decide if a suspension is necessary – in her absence the deputy, Mrs. McIlveen, will have the authority to make that decision.

Suspension is seen as a last resort, and the procedures followed are in line with LA policy / DFE guidance.

Issues

If a child is struggling to behave in class and despite the best efforts of the staff and following the agreed pastoral plan is preventing others from learning or is putting them in danger then a member of the support team (SLT, SENCO, Family support worker) will be sent for by the class teacher – in most cases this will be via a child who is not at risk.

Managed Move

Clifton follows Salford's guidance on using managed move. A managed move may be used to support a child or/and to avoid permanent exclusion. As part of the process the school will liaise with IYFA team and follow their advice.

The Clifton Promises:

There are 6 rules – one general, expectations in specific areas of behaviour, as follows:

- I constantly go the extra mile with all my work
- I constantly put their maximum effort in to all their work
- I constantly seek to help other children and adults
- I am always honest and helpful to those around them
- I constantly use resources carefully and keep their work and classrooms tidy
- I strive to achieve an excellent level of attendance as well in participating in the rich variety of extra and co-curricular clubs and activities.
- I embody the Clifton Values and demonstrate them daily acting as a role model to others.

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Guidance

These promises are clear and observable. They are precise, and define the behaviour required in a positive way wherever possible ('do', not 'don't'). The promises are shared with the children so they have ownership of them and understand the expectations of behaviour.

Each room will have a visual display of its promises and all the children and staff will sign up agreeing to them at the beginning of the year. The promises apply throughout the whole of the school day.

Our promises are evaluated annually; an effective discipline policy is one which is responsive to changing needs. We seek to ensure that the promises do not violate a child's best interest and facilitate the learning process.

School will act upon issues outside school brought to our attention or affecting the behaviour/children's outcomes in school.

The Clifton Values

At Clifton HP are awarded to children who are seen to demonstrate the ethos and right attitude in the school.

Grit / Perseverance / Not giving up / Teamwork / Independence / Learning from mistakes / Courage / Growth Mindset / Creative / Great contribution / Enthusiastic Learner / Kindness / Kind words or actions / Being Helpful / Being Honest / Positive attitude / Being Responsible / Trustworthy / Respectful / Cooperation / Thoughtfulness / Integrity / Commitment / Ambitious / Following instructions / Good manners / Sat quietly / Good listening / Making good choices / Consistent positive behaviour / Self-control.

This is by no means an exhaustive list. Think about the 'spirit' of the values, not the 'letter'.

Role of all staff

All teachers have access to the school trackit light system (CPOMS or other provider) where incidents are recorded in a factual manner. These provide a record of any event and any direct quotes from the incident. No opinions will be recorded. All teachers & staff have a collective responsibility to enforce this policy throughout the school. Teacher may be required to provide an IBP (individual behaviour plan) for some pupils whose needs are not fully met by the guidelines in this policy.

If parents are met the class teacher fills in a 'Record of meeting' with the parent, recording it on CPOMS

Team Teach

All staff have been team teach trained and follow the training – namely to try and diffuse issues and only use physical restraint if there is a risk to individuals or property. If team teach is used at any time in school, parents must be informed, the action recorded on CPOMS and the team teach record book completed. The team teach record book is stored in a secure place in the FSW office.

If any further action is required the HT (DHT in her absence) will consider:

- Child being placed on report
- Fixed term exclusion
- Parents requested to sign a contract
- Involve other agencies
- Permanent exclusion

Role of the Special Needs Co-ordinator

The SENDco will work alongside teachers to support the writing and implementation of IBPs where necessary. The DHT / SENDco will monitor behaviour of children in and around school, and staff will use her for advice. The SENDco will also liaise with parents and outside agencies on issues arising from behaviour. The learning mentors and the family support worker will also input to any strategies that might enable a child to access learning further.

The SENDco/DHT / Learning Mentors will work together in the pastoral hub for the best outcomes for all children.

An annual review will be held at the start of each year for all staff to reassess procedures across the school.

Teachers will use edukey to write plans for children. These will be assessed regularly and used as a working document. These plans are to be shared with parents and other staff member to ensure the children have a clear message and clear targets.

Linked to our SEN and inclusion policies children with IBPs may have personalised rewards and sanctions in place that are meaningful, realistic and achievable.

Role of the Governors

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Governors will review the behaviour policy annually and liaise with the Headteacher and/or the SENDco.

This policy is reviewed annually. If parents wish to comment on the policy, they are asked to do so through their child's class teacher, the Headteacher or the special needs coordinator.

The policy is available on the school's website

<http://cliftonprimary.com/>

This policy has been reviewed and amended
Review

Summer 23
Summer 24

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Clifton Primary's House System

At Clifton Primary there are four houses: Barn owl / Tawny Owl/ Snowy Owl and Eagle Owl. Each house is made up of the different staff members and children.

The children will be sorted into the different houses by the phase leads. This will be their house usually for the duration of their time with us at Clifton.

Each house will have a staff member lead and a vice lead. There will also be two house captains chosen from the year 6 for each house.

Their roles include:

- Bring their houses to house assembly quietly and sensibly
- Be an example of exemplary behaviour and attitude
- Help in dinner halls
- Help organise reward days inc food and drink.
- Organise house competitions
- Peer buddy for younger house members

All positive learning behaviours will be rewarded by Owl points which will go towards individual badges and certificates. At the end of each term the house with the most positive OWL points will win a reward.

Each house has its own motto and aspirational traits for the children in the house to develop. It is intended that the house or 'owl' points are awarded for a range of different activities to enable all children to shine. Each term there will be two different competition run for the houses. Some will be larger whole school events others may be within a year group or phase. Owl points will be awarded to the winners and will contribute to the overall score of the house.

Barn Owl	Tawny Owl	Snowy Owl	Eagle Owl
Stealthy learning hunters!	Our learning is soar-some!	Where learning takes flight!	We are talon-ted learners!
Characteristics: Grit Humour Passion Helpful Open to learning Honest	Characteristics: Witty Perseverance Kind Takes on new ideas Trustworthy Enthusiastic	Characteristics: Responsible Resilient Growth mindset Eager Funny Honourable	Characteristics: Candid Ambitious Great contributor Determination Amusing Respectful

Competition ideas:

Clifton's Got Talent / Chess / Spelling Bee / TTR/Countdown maths / Debating / Domino Rally / Iron Man/Wonder woman - fitness bootcamp / Orienteering / Scrabble / Young Writers / Sports - tennis, football, rounders, badminton, netball, hockey, rugby etc / Dance off/choreography / Reading challenge / Poetry Slam/dodge ball
Masterchef/bake off / Christmas card design/Summer fair could become houses raising monies?

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Half Termly Awards: Winning house

Captains/vice captains help choose award for their house

1. Watch a film in hall with popcorn and drink
2. Crafts/games afternoon
3. Outdoor play afternoon
4. Non-uniform day

This list is not exhaustive

Annual Award: Winning house

Trip out

Local sports centre- liaise with them to use the hall/swimming pool?

Picnic/party on the field



The Clifton Promises:

There are 6 rules – one general, expectations in specific areas of behaviour, as follows:

We will treat everyone with respect, the way we would want to be treated.

We will be reflective in our thoughts, our words and our actions.

We will accept that our actions have consequences both positively and negatively.

We will always try our best and not give up, achieving our potential.

We will use school equipment & property carefully.

We will be mindful of the environment and try not to be wasteful.

We the undersigned agree to try and keep the six Clifton Promises:

Date.....

Class signatures:

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The Clifton Values

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Amber Cards Logged on 'trackit lights' by class teacher or any member of staff	YELLOW CARDS Are logged by class teacher dealt with by the KS lead.	RED CARDS Are mainly logged by staff members and are dealt with by Deputy Headteacher and Head teacher with Phase lead
Being on the storm cloud in at the end of the day.	Being on the storm cloud at the end of the day for 3/5 days	Being on the storm cloud at the end of the day for a week (5/5)
<u>Being unkind:</u> <ul style="list-style-type: none"> Being unkind to another child – so that child is upset. Name calling / making fun of / excluding from games Repeated inappropriate / dangerous play e.g. fighting games / rough play once they have been warned. 	<u>Being unkind:</u> <ul style="list-style-type: none"> Repeatedly being deliberately hurtful – verbal or physically Threatening behaviour towards another e.g. threatening carry out action later in the day/ pushing shoving. 	<u>Being unkind::</u> <ul style="list-style-type: none"> Bullying – maliciously targeting the same person several times. Physically fighting Intentionally throwing an potentially dangerous object at someone Cyber bullying: Both inside and outside school Any incident of unacceptable behaviour towards race / gender / sexual orientation/ disability etc
<u>Not following school or class rules:</u> Examples <ul style="list-style-type: none"> Caught persistently infringing agreed behaviours e.g. running down the corridor Continuously shouting out. Swearing Persistently disrupting the class e.g. getting out of chair all the time. Negative responses to staff instruction/question e.g. shrugging/sighing/hand or body gestures indicating displeasure. 	<u>Not following school / class rules.</u> Examples: <ul style="list-style-type: none"> Misbehaving on school trips or visits Repeated dangerous play after warnings and green cards (x2) Throwing food / objects. Swearing or spitting at someone Incidents outside of school which causes complaint Abusive/disrespectful toward a member of staff/adult Refusing to complete work within their capabilities. 	<u>Not following school / class rules.</u> Examples: <ul style="list-style-type: none"> Refusal to accept punishment or own actions Serious incidents outside of school bringing it into disrepute. Hitting or being physically aggressive towards a member of staff.
<u>Honesty:</u> <ul style="list-style-type: none"> Not owning up Blaming others 	<u>Honesty:</u> <ul style="list-style-type: none"> Withholding the truth Making up stories about others. 	<u>Honesty:</u> <ul style="list-style-type: none"> Maliciously or deliberately lying for gain or to hurt others. Stealing property.
<u>Responsibility:</u> <ul style="list-style-type: none"> Distracting yourself and others Continuously wearing uniform incorrectly Persistently not being equipped for the school day e.g. PE kit/reading books/homework. Failure to maintain data and personal security e.g. giving passwords to others, using someone else's password 	<u>Responsibility:</u> <ul style="list-style-type: none"> Deliberately causing damage. Blocking sinks or toilets deliberately. Continuing to fail to protect own data / personal security by sharing passwords. Deliberately sharing someone else's passwords Continuing to share your own personal security and passwords. 	<u>Responsibility:</u> <ul style="list-style-type: none"> Deliberately vandalising property Deliberately hacking into someone else's account or sending images etc without consent from appropriate adult.
Consequences Loss of playtime: Loss of playtime is seen as a last resort. Where possible a child should be allowed out for some of every playtime unless there is an agreed procedure in place e.g. game playing/restorative justice. Play times (or part of) may be lost if the child needs to finish work that they have failed to complete due to poor behaviour. Where a child is failing to cope on the playground then alternative provisions may be found e.g. playing top trump cards, games or accessing TTR. Where a group of children are failing (or have failed) to make the correct decisions then the children will be asked to carry out some team building or restorative justice practices. A consequence may be a child is allowed to go out to play but will carry out a task that will benefit all – litter picking/ refereeing football matches / helping staff. The child may be placed on report for a short period of time. Year 6 may lose blue jumper. Child might be directed to the Lunchtime Reflection Club Parents Parents are expected to support the school decision. If their child has acted inappropriately school expects parents to support the school. Suspension Suspension is a last resort. A child may be suspended for repeated minor behaviours e.g. disrupting learning, or for severe misdemeanors e.g. hurting others willfully (either verbally or physically). In all cases parents will be made aware of their child's suspension and will receive a letter outlining their responsibilities and next steps. Suspensions will be carried out in line with local authority guidance.		
Expectations If a child has receives 10 Amber cards they will be seen by the class teacher / KS lead alongside their parents. If a child receives 10 Yellow cards they will be seen by the KS lead / DHT and placed on report If a child receives 1 Red card the teacher / phase lead/SLT will meet with parents and the child will be placed on report.		

Clifton Behaviour Policy, Rewards and Sanctions
Agreed