



Claremont Primary School

A hub of educational excellence and innovation,
supporting and valuing everyone

Positive Behaviour Policy

Responsible person(s)	Headteacher & Assistant Headteacher
Responsible governor	Safeguarding Governor
Responsible governor team	FGB
Date approved	Summer 2026
Date of next review	Summer 2027
Policy reference	Claremont

At Claremont we believe and recognise that the diversity of our community is one of our greatest strengths and assets. We are committed to ensuring that our pupils are treated fairly, and we have carefully considered and analysed the impact within this policy to promote equality of opportunity for all and we will use our position of influence as a school to work with all stakeholders to eliminate discriminatory barriers and ensure that our pupils have a sense of shared, common belonging and understanding

Claremont Primary School's Vision Statement

"A hub of educational excellence and innovation, supporting and valuing everyone."

Claremont Primary School's Core Values

Autumn 1: Determination with Self-Belief

Autumn 2: Respect and Kindness

Spring: Joy in Wellbeing

Summer: Imagination through Curiosity

Code of Conduct: (*appendix 1*)

The **Claremont Code of Conduct** provides an outline of day-to-day whole school expectations and aligns with the ethos of the UNICEF Rights Respecting Framework.

Sanctions and rewards are discussed in more detail in *appendix 2*.

In order to be the best learner we can be, we are:

- 1. Kind**
- 2. Respectful**
- 3. Polite**

Positive Behaviour Management

Our primary goal is to ensure the wellbeing and success of all our pupils. All members of staff are responsible for the behaviour of pupils and at all times will be fair and consistent, taking in to account individual needs. All members of staff will encourage children to make good learning and behaviour choices throughout the school day, both inside and outside the classroom. All adults will challenge undesirable behaviour as soon as it is seen and will make clear that poor choices have consequences. Staff have high expectations of children's behaviour and have a variety of sanctions and rewards in place. We take less positive behaviours and bullying seriously; please see our Anti-Bullying policy to see our school ethos in full.

At Claremont, we promote positive behaviour by:

- **Consistent respect from the adults:** building positive relationships between staff and pupils.
- **Consistent language:** in all dealings with behaviour, referring back to the rules of being kind, respectful and polite, and our core values.
- **Consistent modelling of positive behaviour:** promoting the wellbeing of all and encouraging children to take responsibility for their own actions.
- **Consistent expectations:** being clear, ensuring certainty both in and outside the classroom.
- **Consistent rules:** defined, agreed and understood by all members of staff and all children.
- **Consistent positive reinforcement:** encouraging and celebrating appropriate behaviour.

In the Classroom

Staff will promote positive behaviour by ensuring that all pupils have the opportunity to succeed in their learning. Staff will actively promote a classroom ethos in which children are responsible for their own learning and the learning of others – including ensuring an appropriate level of noise and that children do not disrupt the learning of their classmates.

In addition, staff will adapt lessons and make use of technology to enable all pupils to access learning in a way that suits them. Active listening will be encouraged and staff will make use of a range of strategies to engage pupils who are struggling with their behaviour. Staff will use circle time, assemblies and the RSHE curriculum to teach positive behaviour and to discuss ways to improve behaviour. Promoting positive behaviours at Claremont (appendix 4) will be regularly discussed during these times.

Pupil voice opportunities are encouraged through the joint setting of class rules, participation in the school council, discussions during circle time and, where teachers find it useful, strategies such as class “suggestions” boxes may be put in place.

In addition, staff and pupils will work together to draw up an agreed Class Charter each year. This will also be displayed, reviewed and engaged with in the classrooms.

Rewards

Rewards will focus on attitude to learning rather than attainment. They will seek to promote a ‘Growth Mindset’ and a ‘can do’ attitude towards learning. Children will be praised for effort and the learning strategies used rather than ability. Staff will focus on behaviours such as being willing to have a go, persistence, resourcefulness and resilience and will value positive behaviours, such as consideration for others, honesty and empathy.

Children may be rewarded in a variety of ways:

- Positive verbal feedback
- ‘Golden’ time

- Sparkly Cards*
- House Points and/or Dojos
- Raffle tickets
- The use of a marble jar or similar for whole class behaviour might result in a treat.

*If a child is rewarded with a Sparkly Card, this will be recorded as positive behaviour on CPOMS.

Creating a Positive Learning Environment for Children

We aim to create a positive learning environment to promote good behaviour for learning as well as a calm atmosphere in class and around the school.

To do this, the adults will use positive language to reinforce good behaviour choices, with a focus on what children do well to make our school a pleasant place to learn.

At Claremont, we believe that building good relationships is key to supporting and promoting positive behaviour. We take the time to get to know the children at Claremont individually so that they feel that they are valued and respected members of our school community.

To do this, the staff at Claremont will:

- Greet children on the front door with a smile as they enter the school
- Use calm and clear voices when addressing the children
- Give first attention to those children displaying good behaviour
- Recognise on-going good behaviour through a consistent reward system

To further support this, the staff at Claremont will:

- Never humiliate children displaying poor behaviour choices
- Deal with poor behaviour swiftly and discreetly
- Plan effectively for the individual needs of the children
- Keep classrooms tidy and well-resourced
- Always deal with behaviour around the school, whether positive or negative, rather than walking past

Consequences

Behaviour that does not meet with the expectations set out in the behaviour policy and the class rules will be discussed in terms of the choices that the child has made and the consequences attached to that choice.

Consequences for specific behaviour are displayed in the whole school summary that can be seen in Appendix 2. The rules and consequences are differentiated with regard to the age of the children but the overall ethos and policy must be consistent.

Blanket class punishments are not acceptable at Claremont.

If a situation arises where a child is given a red card, this will be recorded on CPOMS. This helps record, monitor and manage the overall behaviour across the school. The child will be spoken to by a member of the pastoral team.

Monitoring

Class teachers are responsible for the monitoring of behaviour and the use of rewards and consequences in their classroom. The Positive Behaviour Policy is reviewed by a Pastoral Lead every year. Staff are kept updated with regard to amendments to the policy through in-house training.

Beyond the Classroom

All staff receive training on the Positive Behaviour Policy and it should be consistently applied by members of staff. The school will ensure that all staff are updated on any changes to the behaviour policy and will provide any training as necessary. Communication between staff is key, particularly between Midday Meals Supervisors and class teachers where issues have arisen at lunch time.

Persistent behaviour Issues

If specific behaviour issues persist, further consequences might arise in discussion with class teacher and the Pastoral Team. This might include:

- Time out in another class
- Exclusion from the playground if the problems arise there.

If persistent poor behaviour has warranted the issue of repeated red cards within a short period (3 or more within a one-to-two-week period) and/or a case of bullying has been identified following an investigation, then the incidents will be escalated to a member of the senior leadership team (SLT) who will instigate the creation of an individual 'Check-In' Card.

The Check-In card will be personalised to support our positive approach to identifying how behaviours can be improved rather than what they may not have been doing well.

The member of SLT supporting a particular child will depend on specific needs, and behaviours presented. The Check-In process will be for two weeks during which time there will be discussions and targets set. There will be 2 to 3 check-in times during the school day with the member of SLT; these will be appropriate to the child, learning and break times when issues have taken place.

No further red cards can be given during this; some restrictions may be in place to further support.

Parents will be informed and should acknowledge that, if they are contacted, it will be as a result of persistent misbehaviour which will have been recorded. A copy of the targets set will be sent home.

Full and proactive engagement by the child will be expected.

The school may internally suspend a pupil for serious incidents and parents will be informed. The pupil would be required to work away from their class- this would be a serious situation and full co-operation would be expected at this time.

Parents will be asked to attend a meeting if there is no improvement to discuss next steps.

Restrictive interventions, including reasonable force: requirements and guidance

The guidance in this section is taken from the DfE “Use of reasonable force” [Use of reasonable force and other restrictive interventions guidance](#).

Restrictive interventions are actions used by staff to restrain or limit a pupil’s movement or behaviour. Reasonable force refers to the level of force staff may legally use in specific situations.

When can staff use restrictive interventions?

All school staff may use restrictive interventions, including reasonable force, to prevent a pupil from:

- Injuring themselves or others
- Committing a criminal offence
- Damaging property
- Causing significant disruption or disorder

Seclusion should only be used to protect others from harm when a pupil is highly dysregulated. The pupil must be supervised throughout and allowed to leave once the immediate risk has reduced.

Key principles

Before using any restrictive intervention, staff must ensure it is:

- Necessary – no safer or more appropriate alternative is available
- Proportionate – the least restrictive option used for the shortest possible time
- Focused on welfare – considering the pupil’s age, needs, experiences, dignity and wellbeing

When required, and appropriate, staff are trained in both safe intervention techniques and preventative/de-escalation strategies.

Unacceptable practice

It is illegal to:

- Use force as a punishment
- Restrict breathing, circulation or airways (e.g. pressure on the neck, chest or abdomen)
- Keep a pupil on the ground longer than absolutely necessary

Pupils with SEND

Restrictive interventions can be used with pupils with SEND, but schools must:

- Have risk assessments where intervention is likely
- Identify triggers and preventative measures
- Develop behaviour support plans with parents/carers and other professionals where appropriate

After an incident

Schools should:

- Check for and treat any injuries
- Record and report the incident promptly
- Hold restorative follow-up conversations
- Review what happened and identify ways to reduce future interventions
- Monitor the wellbeing of those involved, including witnesses

Recording requirements

Schools have a legal duty to record all significant incidents involving force, restraint or seclusion. Records should include:

- Names of pupils and staff involved
- Date, time, location and duration
- Any injuries and support provided
- Details of the intervention and why it was necessary
- Any triggers, de-escalation strategies and force used

Reporting requirements

Parents/carers must usually be informed in writing on the same day. Reports should include:

- When and where the incident occurred
- Why the intervention was necessary
- What force was used
- Any injuries and post-incident support

School responsibilities

Schools should:

- Regularly analyse intervention data to identify patterns, training needs and disproportionate use
- Maintain a restrictive interventions policy covering force, restraint and seclusion
- Promote prevention and de-escalation as the first response

Prevention and de-escalation strategies

Examples include:

- Increased staff presence in high-risk locations or times
- Clear behaviour expectations and warnings
- Consistent de-escalation language across staff
- Calm tone, body language and communication
- Minimising the number of adults involved during incidents

Overall principle: Restrictive interventions should only be used as a last resort, when necessary and proportionate, with a strong emphasis on prevention, de-escalation, pupil welfare, and robust recording and reporting procedures.

Power to Search Pupils Without Consent

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”: knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

The DSL (or deputy) will always be informed of any searching incidents where authorised members of staff have reasonable grounds to suspect a pupil was in possession of prohibited items, as identified above.

The school will inform parents where there has been a serious incident involving the use of force and the incident will be recorded. Any complaints about the use of force will be investigated as indicated in the DfE guidance.

Staff may confiscate a pupils’ personal mobile or smart technology device if they believe it is being used to contravene our school policies, for example our Child Protection or Mobile and Smart Technology Policy.

Personal mobile or smart technology devices that have been confiscated will be held in the school office and only released to parents/carers at the end of the school day.

Where a concern involves potentially indecent images/videos of children, including images/videos generated by Artificial Intelligence (AI), on a pupil’s personal mobile or smart technology device, staff will respond in line with our Child Protection Policy; they will confiscate devices, avoid looking at any content and refer the incident to the DSL (or deputy) urgently.

In exceptional circumstances and in accordance with our Mobile and Smart Technology Policy and the DfE [‘Searching, Screening and Confiscation’](#) guidance, the headteacher or authorised members of staff may examine or erase data or files if there is a good reason to do so. The DfE ‘Searching, Screening and Confiscation’ guidance states (77 – 79):

- In determining whether there is a ‘good reason’ to examine images, data or files, the headteacher or an authorised member of staff will need to reasonably suspect that the images, data or files on the device has been, or could be used, to cause harm, undermine the safe environment of the school and disrupt teaching, or be used to commit an offence.
- In determining whether there is a ‘good reason’ to erase any images, data or files from the device, the member of staff should consider whether the material found may constitute evidence relating to a suspected offence. In those instances, the data or files should not be deleted, and the device must be handed to the police as soon as it is reasonably practicable.

- If the data or files are not suspected to be evidence in relation to an offence, the headteacher or an authorised member of staff may delete the images, data or files if the continued existence of the data or file is likely to continue to cause harm to any person and the pupil and/or the parent refuses to delete the data or files themselves.

If the headteacher or a member of staff finds any data or files that they suspect might constitute a specified offence, they will be delivered to the police as soon as is reasonably practicable.

Promoting Anti-Racist Practices (including Racist Incident Reporting)

It is essential that our children do not show confusion and have misinformation which may result in opinions about other cultures becoming stereotyped. It is a significant part of our school culture to not leave underlying attitudes unchallenged, or to avoid educating children about these issues.

We expect all children to find school a safe and welcoming place where they are able to achieve success, irrespective of their nationality, faith or ethnic background. It is not possible to achieve this if any of its members face prejudice or hostility. Therefore, we need to have in place an anti-racism culture which helps ensure equality of opportunity of education for all children. By having such a culture, we give a clear message to everyone in the school community that racism will not be tolerated.

Finally, it is a legal requirement to “eliminate unlawful racial discrimination and promote equality of opportunity, and good relations.....” Sec 71 Race Relations Act 197d)

Principles

The school is an anti-racist establishment, please see: [CLA Equality Statement PSED Autumn 2024-28](#) and is committed to:

- addressing racism;
- ensuring action to support victims of racism;
- ensuring existing school policies address inappropriate behaviour around racism and other discriminatory practices;
- recording and reporting racist incidents.

Practice

School Values:

Claremont Primary School Values promote the celebration of each person as an individual.

We aim for all at Claremont to Be Confident, Be curious and Be creative.

Our school values are: *Determination with Self- Belief; Respect and Kindness; Joy in Wellbeing; and Imagination through Curiosity.*

Claremont holds a Silver Award with UNICEFs Rights Respecting School Program: Article 2: No Discrimination and Article 7: Name and nationality are particularly relevant.

Curriculum:

Claremont promotes positive representations of all people, faiths and cultures, during our environment, assemblies, texts and contextual planning for learning.

We will use the Curriculum to teach within British values including tolerance and opportunities across all subjects to support pupils in valuing cultural diversity and understanding. We are committed to improving cultural awareness across the curriculum and to maximising opportunities both within and outside the classroom to promote greater understanding. We want to lead pupils towards becoming confident and positive contributors to their community and effective users of its services and facilities, according to their maturity.

More specifically, there are regular opportunities available through Personal, Social and Health Education (PSHE) and Relationships Health and Sex Education (RSHE) to prepare pupils to meet their responsibilities as citizens in a multi-cultural society. Within this context, the school will continue to teach pupils the difference between right and wrong and the need to respect one another as well as themselves. We will seek to promote racial harmony, prepare pupils for living in a diverse and increasingly inter-dependant society and specifically to address racism, sexism and other forms of discrimination.

The RE curriculum is also key in enabling pupils to gain insights into the origins and practices of their own cultures, and into those of the wider community. Various trips over different year groups allow first-hand experience of different cultures and beliefs. All members of staff are expected to respect the rights of others and to respect those with different beliefs: expressing a personal view in an unprofessional way would be considered inappropriate.

Racist Incident Reporting:

ARTICLE 2 - The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or other status, whatever they think or say, whatever their family background.



All incidents which appear to have racist connotations should be reported to the Headteacher or Designated Safeguarding Lead at the earliest opportunity. A record will be made of each instance on our safeguarding reporting tool: CPOMs.

An immediate investigation will be carried out and the victim reassured and listened to. It is the responsibility of the Headteacher to inform the Chair of Governors. All parents will be informed, and appropriate consequences awarded. These may differ according to the incident and age of the child. Curiosity must be encouraged and the balance investigated appropriately.

The Role of Parents:

ARTICLE 18 - Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by creating support services for children and giving parents the help they need to raise their children.



The behaviour policy, including Claremont's vision statement and school rules, is outlined to parents via the school website. The success of the school's behaviour policy is dependent on the whole community. We ask parents and carers to support us in the implementation of our Positive Behaviour policy and to understand that we have in mind the best interests of your child(ren).

We ask for full cooperation and understanding with not immediately challenging a decision by staff who have raised a behaviour concern or imposed a sanction. However, if parents really feel that a decision needs further discussion, please contact your child's teacher in the first instance.

Safer Digital Behaviours:

We recognise the risks to pupils associated with being online, particularly in the event of online learning and accessing shared platforms for homework.

Parents and carers are recommended to:

- Check security and parental control/privacy settings on all devices.
- Set up passwords/codes if available on computers/devices.
- Check for regular updates to devices or apps. Using the latest version can immediately help improve security.
- Think about physical privacy when appearing live online, e.g. appropriate adult supervision of children at home, appropriate clothing, appropriate background, distractions like noise and interruptions, what other people nearby can hear.
- Report harmful activity to the website, platform or app, a trusted adult and the Designated Safeguarding Lead. Report Harmful Content to Safer Internet UK if not satisfied with the result of a report to a service provider.
- Stay physically and mentally healthy online by taking regular breaks and appropriately managing screen time.
- Reiterate behaviour expectations and ways to handle and report problems, especially encouraging children to speak to a trusted adult if they come across content online that makes them uncomfortable.
- Remind children that Teams is not a social media platform, it is a place for online learning and the Claremont Positive Behaviour Policy and Code of Conduct still apply. Children should be kind, respect and polite towards each other and members of staff at all times.

This policy runs alongside:

- Acceptable Use Policy
- Anti-bullying Policy
- Child Protection Policy
- Mobile and Smart Technology Policy
- CLA Equality Statement PSED

Appendix 1: The Claremont Code of Conduct



In order to be the best learner we can be, we are:

1. Kind
2. Respectful
3. Polite

In class

- We arrive promptly at the beginning of the school day.
- We take pride in our appearance by wearing the correct school uniform and by bringing in the correct PE kit.
- We are kind and respectful at all times to every individual in the school.
- We show respect for all people, property and places.

Outside of class

- At the end of break and lunch time we sit, or stand, silently without distracting or talking to anyone.
- We walk quietly back into the building then we walk silently back to our classrooms.
- We go in to assembly in silence and sit quietly.
- We walk quietly and calmly around the school, going up and down the correct side of the stairs.
- In the dinner hall, we are sensible and respectful at all times.

At all times

- We treat school property with respect and we do not touch property that is not ours.
- We respect others' right to learn and will not disrupt their learning.
- We take responsibility for our own actions and words.
- We are honest and truthful when speaking to one another.

Appendix 2: Rewards and Sanctions Summary



If, during the course of the school day, a child has gone 'above and beyond' with their attitude and/or behaviour, they will be given a sparkly card. If the child has to be warned of inappropriate behaviour or has broken the school rules an appropriate sanction will be given. **These sanctions and rewards are applicable to all children and will be used consistently by all members of staff.**

1. Celebration of behaviour

Intrinsic rewards to good behaviour (better learning, the value of the subject itself, respect for others) should be prioritised in order to avoid 'reward fatigue' with children becoming desensitised to benefits. If a child is rewarded with a sparkly card, this will be recorded as positive behaviour on CPOMS. (*May be referred to as a reward email to the older children)

2. 'Time-Out' during Lunchtimes

Children who are not making good choices around respect or safety for themselves or others during lunchtime play will be given two verbal warnings. If this unacceptable behaviour continues a 'time-out' will be issued.

A 'time-out' sanction gives the child the opportunity to regulate their emotions and reflect on their behaviour.

'Time-out' will last for 5 minutes. The child will be asked to sit or stand with a Mid-Day Meals Supervisor (MDMS) in one of the Maslow's Corners. Expectations will be discussed.

The 'time-out' will be recorded into the 'time-out' book, a copy will be given to the class teacher who will review this with the child.

3. Positive Behaviour Policy – Warnings and Consequences



Level 1:

- 2 x verbal warning

Level 2:

- **Yellow card:**
 - For anything not kind, not respectful or not polite.
 - 10 minutes off break with class teacher:
 - If given in the afternoon
 - EYFS: 5 minutes off PDR
 - KS1: 10 minutes off afternoon play/PDR
 - KS2: 15 minutes in parallel class
 - Once a child is on yellow, they can earn their way back to green.

Level 3:

- **Red card:**
 - Breaktime removal with class teacher:
 - If given in the afternoon
 - EYFS: 10 mins off PDR
 - KS1: No afternoon play/PDR
 - KS2: 20 minutes in parallel class
 - Logged on CPOMS: Behaviour/ Pastoral: alert Pastoral Team
 - Parents informed
 - Once a child is on red, they cannot go back to green but will start afresh on green the next day

Yellow and Red cards will be verbally given discretely. Children will be expected to take full responsibility for their actions. There can be **no excuse for violence, aggression or disrespect**.

If cards are given during break times (by any member of staff other than the class teacher), it must be communicated to the class teacher as soon as possible.

Staff members must consistently and meaningfully praise the behaviour they want to see.

All children must be given 'take up time' between each step: it is not possible to accelerate through each step.

Where appropriate, children will be encouraged to apologise to their victim.

For children who have persistently been given a red card, an appropriate strategy will be put in place (such as a check-in). These may be discussed with the parents, class teacher and Senior Leadership.

There may be incidents that are so extreme that it is appropriate to refer the children immediately to the Senior Leadership team where an Internal Exclusion, Fixed Term Suspension or Permanent Exclusion may be considered. Each case will be considered on an individual basis following the DfE guidance

<https://www.gov.uk/government/publications/school-exclusion>.

See table below for examples of the language and behaviours the adults may model when dealing with incidents.

1st Warning "I saw/heard you choose to... I'm giving you a verbal warning so that you do not take away the rights of others to play...learn...listen etc You now have the chance to make better choices. Thank you."
2nd Warning "I saw/heard you choose to... This is now your second warning. Next time it will be a yellow card. Think very carefully about the choices you are making. You are in charge of your behaviour and I know you can make better choices- think about how we respect others' rights. We want to ensure you have those same rights too. Thank you."
Yellow card Children privately spoken to by the adult giving the sanction, not in front of other children. Class teacher informed at the earliest opportunity.

Red card

Children privately spoken to by the adult giving the sanction, not in front of other children.

Class teacher informed at the earliest opportunity.

Pastoral leader/Senior Leadership informed at the earliest opportunity via CPOMS/ verbal if needs immediate attention.

Pupil will receive follow up conversation with pastoral lead.

If appropriate victim informed that incident has been taken seriously and a consequence given.

SLT Check-in support

Pastoral team will alert the senior leadership team that a child needs support.

Class teacher informed at the earliest opportunity.

Child will meet with a member of Senior Leadership for up to 3 times a day for a period of two weeks.

Internal Suspension

Children privately spoken to by the adult giving the sanction, not in front of other children.

Class teacher informed at the earliest opportunity.

Pastoral leader/Senior Leadership informed at the earliest opportunity via CPOMS/ verbal if needs immediate attention.

Child will be work away from others for a period of time. This might range from an hour to a day dependant on appropriateness for age and need of child.

If appropriate victim informed that incident has been taken seriously and a consequence given.

Fixed Term Suspension

Child and parent spoken to privately.

Appropriate procedures followed including notifying LA.

Work set for child if appropriate.

If appropriate victim informed that incident has been taken seriously and a consequence given.

Sanction Examples:

These are examples of when verbal warnings, yellow and red cards may be given. This list is not exhaustive and staff will use their best judgement in using these sanctions.

Level 1: verbal warnings	Possible sanctions
Examples include: Out of seat Rocking on chairs Calling out Pushing/shoving in line Not listening/paying attention During breaks not sticking within boundaries- such as yellow lines, footpath boundary on field	• Informal, silent gestures: eye contact, a 'look'. • Moving child to a different seat/ area. • Positive praise of nearby children exemplifying good behaviour. • Private reminder to the child. • Cooling off period
Level 2: yellow card	
Examples include: Consistent distractions/disruption/interruptions Interferes with others' property Throwing items Not paying attention to warnings Minor deliberate damage Not following instructions Answering back to adults in classrooms and outside Verbal unkindness to others	• Yellow card is given after two verbal warnings, for anything not kind, not respectful or not polite. • Card will be given to the children privately, not in front of other children • Child will have time off their next break: ○ EYFS: 5 minutes off PDR ○ KS1: 10 minutes off afternoon play/PDR ○ KS2: 15 minutes in parallel class • The child can (and should) earn their way back to green
Level 3: red card	
Examples include: Inappropriate physical contact Persistent rough play Threatening behaviour (child on child) Insulting/name calling (child on child) Physical or violent behaviour, causing injury (child on child) Moderate to Serious damage to property Bullying both physical and verbal, including cyber (online, mobile phones etc.) (child on child)	• Red card is given following a yellow card OR for a situation deemed so extreme it is necessary to escalate it. • Card will be given to the children privately, not in front of other children • Break time or other activities will be removed ○ EYFS: 10 mins off PDR ○ KS1: No afternoon play/PDR ○ KS2: 20 minutes in parallel class • Pastoral leader/Senior Leadership MUST be informed at the earliest opportunity via CPOMS/ verbal if needs immediate attention. • Parents informed. • Pupil will receive follow up conversation with pastoral lead.
Racist incidents	• Logged on CPOMS and at Local Authority level • Immediate discussion with a member of SLT • HT to inform Chair of Governors

	• Sanction may be internal suspension • Parents of all parties informed
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Persistent/Extreme Behaviours

	Possible Sanction
Examples include: Purposefully demonstrating unsafe behaviours for self and others Deliberate disregard/ challenge of adult instruction Disrupting/ delaying the learning of others	Internal Suspension (range 1 hour to 1 day)
Purposefully demonstrating unsafe behaviours for self and others Hurting a staff member Damaging the environment to the extent that repair is needed Displaying behaviours which result in children being scared in the classroom for themselves and for the staff members Hurting other children (child on child) through lack of respect for resources and people	Fixed term suspension

Appendix 3: Check-In Card



Check-In Card

Start date of Check-in period:		Name of child:		
End date of Check-in period:		Name of SLT:		
Targets:				
1.				
2.				
Day	Check in Time & Adult initial	Check in Time & Adult initial	Check in Time & Adult initial	Comments
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Well <u>done</u> , , you have been successful and no longer need to check in.				
Date:				
Comment:				



Appendix 4: Classroom posters

Promoting Positive Behaviour at Claremont



Level 1:

2 x verbal warnings

Level 2:

- **Yellow card:**
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The Claremont Code of Conduct

In order to be the best learner we can be, we are:

4. *Kind*
5. *Respectful*
6. *Polite*



In class

- We arrive promptly at the beginning of the school day.
- We take pride in our appearance by wearing the correct school uniform and by bringing in the correct PE kit.
- We are kind and respectful at all times to every individual in the school.
- We show respect for all people, property and places.

Outside of class

- At the end of break and lunch time we sit, or stand, silently without distracting or talking to anyone.
- We walk quietly back into the building then we walk silently back to our classrooms.
- We go in to assembly in silence and sit quietly.
- We walk quietly and calmly around the school, going up and down the correct side of the stairs.
- In the dinner hall, we are sensible and respectful at all times.



At all times

- We treat school property with respect and we do not touch property that is not ours.
- We respect others' right to learn and will not disrupt their learning.
- We take responsibility for our own actions and words.
- We are honest and truthful when speaking to one another.