



**At Claypool everyone is valued, inspired and nurtured
on their individual journey of success.**

Behaviour and Motivation Policy

Policy lead: A. Hulme

Last interim review by the Policy Lead	Autumn 2025
Last full review by the Policies Committee	Spring 2024

Next interim review by the Policy Lead	Autumn 2026
Next full review by the Policies Committee	Spring 2027

Aims

Our aim at Claypool is to provide an atmosphere conducive to learning, to encourage children to be happy, to work hard and to allow others to be happy and to work hard. We aim to develop attitudes of genuine concern and respect for each other, for other people's property and our immediate and wider environment. We encourage children to have respect for authority, display good manners, be kind and take pride in themselves.

We believe this can only be achieved if children:

- feel safe and secure
- work in a positive, supportive environment
- have the self-esteem to believe in themselves and their abilities
- are set good examples by adults in school and at home
- are treated fairly and with respect
- share in the decision making processes in school
- have clear guidelines as to what constitutes acceptable behaviour
- understand the reasoning behind finding some behaviours unacceptable
- accept responsibility for their own behaviour.

In order to achieve these aims and to motivate the children to want to display high standards of behaviour, we work in partnership with parents to implement a system of rewards and sanctions. The rewards and sanctions outlined in this policy rely on all staff working consistently and maintaining open communication with families at home. It is only by working together that we will maintain good behaviour across school.

We ask children and adults at Claypool to adhere to our school rights:

Everyone at Claypool has
the right to be safe,
the right to learn
and the right to be respected.

We want children to be proud of belonging to our school community and in order to do this we need to develop a community to be proud of.

Reward Systems

The rights are displayed in classrooms and the hall and run through assembly themes, PSHE teaching and Circle Time. Children are rewarded when any member of staff recognises that an effort has been made to make our school a happier place to be.

Individual members of staff will operate their own systems of reward within the classroom in the form of star charts, star of the week awards etc. as appropriate to the age of the children but there are a number of whole school systems in place to give wider recognition to individuals.

Rays of Sunshine

The children are rewarded with a Headteacher sticker in assembly on Monday for demonstrating one of the rays of sunshine. These are:

- Resilience
- Kindness
- Aspiration
- Respect

The children's names are displayed in the hall for the coming week and a roll of honour is sent home to parents every half term.

House tokens

All children are allocated to one of 4 houses. House tokens are an immediate reward, given by any member of staff and collected in a container in the classroom. These tokens are collected together each week and celebrated in Assembly. The winning house has its ribbons displayed on the house cup and each half term either chooses a reward for the whole school to enjoy or organises a charity event. The Sports cup is also awarded to the winning house on Sports Day.

Postcards Home

Claypool Postcards will be sent home when an adult or child recognises excellent behaviour in the classroom or around school, in order to ensure that parents are aware.

Golden Table

Each week children who show exceptional behaviour in the dining hall are selected to eat at the Golden Table with the Head teacher. Raffle tickets are awarded throughout the week and drawn from a box in Monday's assembly, 15 children will then eat at the Golden Table each week.

Sunshine Awards

The Sunshine Award is a certificate awarded to children for sustained improvement, either academically or socially, over a period of a half term. Sunshine Awards are presented once each half term to groups of children from each class. Over the academic year it is expected that each child will have been included in the Sunshine Award system at some time during that year. There is no limit to the number of times a child can be nominated for an award. Class teachers nominate a child for a Sunshine Award and a record is kept by the Head teacher.

Sanctions

At Claypool all unacceptable behaviour is dealt with in a quiet, calm manner by the member of staff concerned. Conflict is dealt with firmly and fairly, with all parties being given the opportunity to explain their behaviour and it is always made clear that it is the behaviour that is unacceptable not the person.

The following sanctions are consistently followed by all members of staff:

1. A look
2. A warning
3. Miss 5 minutes of playtime
4. Miss all of playtime
5. Think Again with a member of the Senior Leadership Team
6. Speak to the parents.
7. Action plan agreed with the child and parents.

This order of sanctions resets every lunchtime and at the end of every school day. If a child is physically aggressive towards another child or is racist, homophobic or disablist, they will immediately be moved to 'Think Again'.

Restorative Practice

At Claypool, we give children the opportunity to reflect upon their actions and consider how they can make the situation better. 'Think Again' is an opportunity for this to happen. This takes place at lunchtime for 15 minutes and is led by a member of the Senior Leadership Team. A record of children taking part in Think Again is kept and parents will be informed if their child is attending Think Again more than 3 times in a half term. See appendix A.

Repeated Poor Behaviour

Repeated poor attitude or behaviour is discussed with a child's parents in order to gain support from home to prevent the behaviour from becoming an issue. This discussion is not left until Parent's Evenings, but taken up with parents as soon as it is an issue in school.

If a child's behaviour continues to cause concern the SENCO and/ or Head teacher may need to become involved in order to ensure that the child concerned receives all the support necessary in order to improve. At this point, an Early Help assessment may be offered to assess need and provide appropriate support in a timely manner.

If there is a serious incident of poor behaviour the Head teacher is informed. Parents are always involved at this stage. If appropriate a child will be warned of a possible suspension or exclusion from the school if the behaviour persists. Should suspension or exclusion be necessary it will be in line with the school's policy and the Suspension and Exclusion Guidelines in Appendix B.

For further information please refer to the DfE publication 'Behaviour in Schools' February 2024.

Equality

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.



Think Again

Name _____ Class _____ Date _____

What happened? 													
Which colour were you and what were you thinking about when it happened? The ZONES of Regulation <table border="1"> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Blue Zone</td> <td>Green Zone</td> <td>Yellow Zone</td> <td>Red Zone</td> </tr> <tr> <td>Sad Bored Tired Sick</td> <td>Happy Focused Calm Proud</td> <td>Worried Frustrated Silly Excited</td> <td>overjoyed/Elated Panicked Angry Terrified</td> </tr> </table>					Blue Zone	Green Zone	Yellow Zone	Red Zone	Sad Bored Tired Sick	Happy Focused Calm Proud	Worried Frustrated Silly Excited	overjoyed/Elated Panicked Angry Terrified	
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What are you thinking now and which colour are you? 													
Who was affected and how? How do you think they are feeling? 													
How can you make things better? 													

Appendix B

Claypool Primary School **Suspension and Exclusion Guidelines**

The following list has been agreed by the head teacher and governors as the main reasons for suspension and exclusion:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability
- Damage to school property including vandalism, arson and graffiti
- Persistent disruptive behaviour resulting in a persistent violation of school rules
- Possession or misuse of potentially dangerous substances

All suspensions and exclusions will be recorded both in school and with the Local Authority.

For full guidance on suspensions and exclusion please refer to the DfE publication 'Suspension and permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' August 2024. Our full policy is available on the school website.