

Behaviour for Learning and Conduct Protocol – 2026-27

Ethos

To encourage pupils to develop confidence, self-respect and a knowledge and understanding of other cultures and lifestyles, and provide a working atmosphere where good relationships between staff and pupils contribute to an effective and enjoyable learning process

Philosophy of managing conduct and developing behaviour for learning

Our philosophy:

- As adults we model good behaviour at all times;
- We expect and encourage good behaviour;
- We recognise and celebrate good behaviour;
- We teach how to manage our emotions to support good behaviour;
- We deal calmly with poor behaviour;
- We explain when behaviour is unacceptable;
- Simple is good!
- Extremely poor behaviour or repeated poor behaviour is recorded and acted upon;
- We focus on disliking the behaviour, not the individual;
- We use a clear and agreed range of sanctions according to the behaviour we wish to be discontinued;
- We must all be consistent in our approach both within our own classrooms and across the school;
- Each day is a new day.

At Stifford Clays we:

- are warm and welcoming to every pupil
- actively promote and follow school rules and routines
- ensure that our environment is safe, comfortable and happy
- encourage each child to develop positive attitudes, self-confidence and self-discipline
- deliver a diverse, stimulating and innovative curriculum
- appreciate and value everyone's individuality and their contributions
- promote an ethos of support, challenge and encouragement to succeed
- listen to pupils and encourage independence
- encourage adults and pupils to speak to each other with mutual respect
- support both pupil and each other's well-being
- have a clear leadership structure and work closely as a team
- work in partnership with families and with other members of the local community

Our Values

'Learning today, leading tomorrow'

Receptive: Open minds, open hearts

Respectful: Value people, value our world

Positive: Believe in yourself, believe in others

Honest: Be truthful to you, be truthful to all

Determined: I can, you can, we can

Key staff names and roles

Jack Lloyd	Executive Head
Teacher	
Emma Summerhayes	Head of School
Jo Fisher	AHT- Inclusion/SENDCo
Kayleigh Hatwell	Pastoral Manager
Nina Allen	Behaviour Support Lead
Linda Gaines	Behaviour Support Assistant

Teachers' Powers

This power applies to all paid staff with responsibility for managing pupils:

- Teachers
- Cover supervisors
- Teaching assistants
- Learning Support Assistants
- HLTAs
- Midday Assistants
- Play Leaders
- Any other staff whose central role it is to teach, supervise and manage children.

Stifford Spirit

The school's character curriculum underpins the expectations which are set of all pupils at Stifford Clays Primary to ensure there is a calm environment which is conducive to learning.

Recognising Good Behaviour/Rewards

In Stifford Clays Primary School we reward good behaviour, effort and attainment and encourage it to be repeated both immediately and more formally through:

POSITIVE/GOOD CHOICES

Instant Recognition by:

- Verbal praise
- Use of **star tokens** for positive behaviour – general behaviour and related to our values
 - ALL adults to award these for “catching” good behaviour (especially when linked to the values)
 - When pupils are rewarded with a star token, it is placed in the Star Token box in their classroom

A prize is awarded to each class at the end of each half term in a whole school celebration assembly.

- Sending child to Year Lead/Phase Lead/SLT for praise

Golden Time

- This is linked to achievement of bronze, silver and gold, diamond and platinum.
- The system is simple, clear and will allow “redemption” where children turn poor behaviour around – it is expected that the youngest children will rarely (if ever) have a week where no colour is achieved.
- Timetabled for Friday afternoons, timings are
 - 50 minutes for platinum
 - 40 minutes for diamond
 - 30 minutes for gold
 - 20 minutes for silver
 - 10 minutes for bronze
 - 0 minutes if no colour
- Those children who have not retained all of their golden time will spend any time lost in the Darlin’ Buds Demountable supervised by the head/deputy head teacher. They must be sent with the relevant ticket promptly to the hall at 2.10pm. Tickets are available in the staffroom. If a child attends the hall without a ticket, s/he will be returned to class to collect one.
- Some children will have an adapted system where they accrue minutes, one at a time. These will be children with SEN and JF will determine these.
- Class teachers make the decisions about who has earned their time. However, over time/through the phases, children will be more involved in the process, promoting a sense of fairness and responsibility.
- Content of Golden Time to be decided initially by staff and evident in teacher’s planning, but will be reviewed through class forum sessions. Provision will be made for children in years 1-2, 3-4 and 5-6.
- Golden time provision will be overseen by key stage leaders.
- Organisation of Golden Time will be kept simple. On a Friday morning, there will be a “sign up” either by children or staff-led. If there is a high demand for an activity, run a second group if possible.
- All staff should offer Golden Time activities. Please liaise with the senior colleague overseeing the relevant year groups.

Whole School rewards

- House points
- Being seen by a year/phase leader/SLT
- Stifford Spirit Awards
- Lead Learner
- Calling home
- Postcards home
- Other bespoke class systems eg. Do Jo points

Lunchtime and playtime behaviour management:

- Children will be encouraged to lead good playtime and lunchtime behaviour throughout the use of volunteering eg. play equipment shed.

- If there is an issue with behaviour, the whistle is blown and pupils are asked to get off equipment/stop undesirable behaviour and quietly reminded of our expectations
- Where a reminder has already been given, child spends 3-5 mins on the reflection bench/other designated area on the playground.
- If there is a need for further reflection or for pupils who need to be removed from the playground if their behaviour is serious or dangerous, then the designated time out for lunch should be used.
 - At playtime, this is the senior member of staff on duty
 - At lunchtime, inform the office where a senior member of staff will be contacted. For serious and/or repeated poor behaviour level 3 and if necessary, level 4 strategies and actions will be used.

Lunchtime and Playtime Rewards

- Verbal praise
- Star tokens (see page one)
- Helping adults
- Phone calls home
- Postcards home

When a child misbehaves/ Sanctions

NEGATIVE/POOR CHOICES

To ensure poor choices or negative behaviours rarely occur, Stifford Clays Primary School will use:

Good routines to avoid/minimise poor behaviour through;

- Consistent and high expectations from ALL adults are modelled, e.g.
 - presentation of self (appropriate to staff dress code and school uniform expectations)
 - work - whether in books or folders (staff presentation will be modelled through handwriting on boards or displays)
 - tone of voice used to others (with no shouting)
 - conduct when moving around the school
- Class routines for transitions are clear and consistent, e.g. hanging up coats and bags, changing from one lesson to another and lining up before sport sessions or start of sessions
- School rules, class rules and the code of conduct are discussed, agreed (therefore giving ownership), displayed in all rooms and are regularly referenced
- Classroom environment and teaching/learning resources are of good quality, fit for purpose and well organised
- Instructions are clear from ALL adults to pupil and adults listen carefully to what pupils have to say
- Strategies, such as early morning activities are used, to maximise engagement and minimise poor behaviour
- Encouraging working as part of a team within the class, school and community

Instantly discourage undesirable behaviour by;

- Tactical ignoring
- Adult "look"
- Use of body language/signals
- Redirection/distraction
- Positive reinforcement through proximity praise and reward
- Gentle reminders
- "The Choice" – reflection time to think about it

- Keeping parents informed and/or involved

Use a range of strategies of increasing intervention to deal with undesirable behaviour which is agreed and used by all staff consistently. This includes:

- Level One - Verbal warning (discreet)– inviting the child to make the right choice
- Level Two - Verbal warning with consequence
 - Turnaround Time within class (this must reflect and be in keeping with the age of the child) Each class should have a turnaround space (cushion/beanbag/chair) with prompts visible to encourage reflection on the correct choices linked to learning, class rules and core values
- Loss of playtime only 5 minutes so they do get some break
- Level Three - Time out to identified neighbouring class (see partner classes)
 - Children may be required to complete a reflection sheet whilst there and continue with work if there is time left. Sheets to be kept on file as record of behaviour trends across class/year/school) Time out **MUST BE RECORDED ON CPOMs.**
 - Parental involvement through personal contact initially to invite support to encourage their child to make the right choices. This **MUST BE RECORDED ON CPOMs**
Further parental and involvement of senior staff
 - - where repetitive behaviours occur
- Level Four – This would be where a child had either:
 - Worked his/her way through the other levels
 - Been issued with a fixed time internal exclusion duration to be agreed by HT
 - Committed a more serious “offence” such as swearing, bullying, fighting, racism and deliberate damage to property etc to jump straight to this level which will result in an instant formal sanction in either an internal isolation, education off-site or suspension. *Please note that playfighting would be dealt with beginning at level one.*
 - **If a level four incident occurs, all golden time is instantly lost and cannot be re-earned.**
 - Where a child has reached a level 4 on three occasions, a behaviour plan must be written to ensure that the child is properly supported. This will involve the parents and senior member of staff led by KH.
 - Level 4 behaviours **MUST** be recorded on CPOMS.
 - Level 4 behaviours will be communicated with parents.

Behaviour Support Provision

ON CALL

- There is an on-call system.
- The role of the on-call staff is to:
 - Support the management of serious disruptive poor behaviour;
 - Reinforce school policy;
 - Ensure that the protocol is followed including use of all levels as appropriate;
 - Help children to make the right choice;
 - Mediate where necessary;
 - Reintegrate children back into class in line with our “fresh start” approach;
 - Assist with the removal of a child from the classroom if appropriate;
 - Remove for an appropriate length of time in line with the protocol;
 - Liaise with the head teacher or teacher in charge regarding taking further action if required.

- Each classroom has a red triangle and a green triangle “on-call” card. Red is to be used for EMERGENCY on call ie. behaviour is dangerous or preventing all learning from taking place. Green is for an on call where help is required but is not required immediately.

Parental engagement and support

Working with parents is key to success. All staff should seek to provide positive feedback as often as possible through verbal and written means.

If there is a concern then parents will be advised at the earliest opportunity.

The pastoral support lead monitors behaviour daily and any concern of a serious nature will be raised with parents.

Where there is a very serious concern, the head/deputy teacher will meet with parents.

Behaviour, attendance and late panels will be convened regularly to discuss issues of concern with parents and to agree and sign targets for improvements.

Reward Assemblies to Celebrate Achievement and Success

Learner of the Week

Awards are given weekly for each class.

- Linked to achievement of learning objectives
- Linked to achievement of personal targets
- For recognised improvement e.g. reading at home (being mindful of individual circumstances), learning behaviours
- Recognising specific aspects, e.g. working as part of a team to solve a problem
- Linked specifically to learning behaviours

Appendices/Linked Documents:

Behaviour for Learning and Conduct Policy

Home/School Agreement

School's reasonable use of Force (Restraint) policy

Attendance Policy

School's Anti-Bullying Policy