



Behaviour Policy with Home-School Agreement

Behaviour Ethos

Clover Hill values the welfare and wellbeing of its pupils. High standards of behaviour and positive attitudes are encouraged, valued and celebrated. We work on the policy that 'prevention' is so much better than 'cure' and believe that this is largely achieved through effective relationships. Children who feel valued, respected and understood usually strive to achieve the high expectations set by themselves and others and, for that reason, all staff take time to get to know the children in our care and create the best possible atmosphere for success.

Pride at Clover Hill

We want all children to take pride in everything they do: wearing their Clover Hill uniform, their presentation of and attitude to work, their manners or even in just being a good friend. Taking pride in all we do shows how much we care. It is a quality that we should carry with us through life to help us to achieve our goals.

Clover Hill Behaviour

Our school promotes honesty, co-operation, consideration and respect for others and the beliefs and values they hold irrespective of their race, sex, origin or religion. We want everyone to feel included, respected, and safe in school and use this behaviour policy to underpin a culture of respect.

We have four school rules which are our 'Secrets to Success':

WE ARE READY

- We have our uniform on, equipment that we need, to listen, to be the best we can be and 'reach for the stars and shine'

WE ARE RESPONSIBLE

- We need to choose the right actions and make the right choices. We are in charge of how we behave and what we say and do.

WE ARE RESPECTFUL

- Of each other's opinions and values, of different religions and worldviews, of property and of our school grounds.

WE ARE RESILIENT

- We never give up, we push ourselves, we try new things.

Personal, Social, Health, Citizenship and Relationships Education (PSHCRE)

We use our PSHCRE curriculum to start conversations around sexism and sexual harassment at an age-appropriate level. We promote zero tolerance on inequality and support pupils to better understand and appreciate and respect the protected characteristics – gender, disability, race, religion, sexual orientation.

We are explicit about unacceptable behaviours (**Keeping Children Safe in Education**):

- *Bullying (including cyberbullying, prejudice based and discriminatory bullying)*
- *Abuse in intimate personal relationships between peers*
- *Physical abuse such as hitting, kicking, shaking, biting, pulling hair or otherwise causing harm*
- *Sexual harassment such as sexual comments and remarks, physical pranks, jokes and online sexual harassment*

- Sexist comments are those which discriminate based on sex. Sexism also includes behaviour or attitudes that create stereotypes of social roles based on sex.

School Routines and Expectations

8.50am	School gates open. Children begin to come sensibly into school. We expect all children to be in school by 9am. Registration closes 9.05am.
9.00am	The school bell rings to signal the start of the formal day. The school gate is locked. Registers are taken. Anyone arriving after this time will need to report to the school office.
Breaktimes & Lunchtimes	Children should also line up quickly, sensibly and quietly once the bell has rung to signify the end of breaktime. They should walk into school quietly and orderly. All staff – Teachers/teaching assistants should collect their classes from the playground and to supervise the cloakrooms.
Dining hall	Children are expected to treat our dining hall the same way they would treat their own dining room or a restaurant. If food is dropped, it should be picked up and placed in the bin (or an adult alerted to it). Rubbish from packed lunches should be placed back into packed lunch bags so parents can see what their child has eaten that day. Children should keep their noise level to that of a classroom and should remain seated until given permission to leave by the adults on duty.
Throughout the day	Children should move around the school in a quiet, sensible manner and are encouraged to hold doors open for their peers, staff and visitors. Children are expected to be courteous and friendly to each other and adults. Similarly, adults in school should acknowledge the good manners displayed by children at Clover Hill. These expectations are fundamental to all who work and attend Clover Hill.
Hometime -3.30pm	Formal end to the teaching day. Children are collected promptly (unless permission has been given for the child to walk home independently) and leave school grounds. The school gate is locked at 3.40pm.

Strategies to promote positive behaviour

All staff follow procedures which strongly features praise, reward and celebration. This is reinforced through:

- ✓ Children receive Dojo points to celebrate excellent work/attitudes/behaviour
- ✓ Dojo shop where children can convert points to prizes!! This takes place termly
- ✓ Oral praise for work and behaviour
- ✓ Statements which praise work and behaviour in home-links books/Dojo messages
- ✓ Headteacher postcards posted home
- ✓ Certificates presented in the weekly Headteacher/staff 'Celebration Assembly'
- ✓ Use of rewards/stickers as visual praise
- ✓ Children being sent to other members of staff: SLT/HT/Subject Leaders to celebrate excellent work/attitudes/behaviour
- ✓ Celebration of work through display throughout school
- ✓ Weekly Headteacher assembly
- ✓ Small intervention group work

Dealing with 'low level' behaviour incidents

Low-level behaviour issues should be dealt with by the adult to which the issue has been initially brought. If it is not the child's own teacher/TA then this information should be passed on to them (but not necessarily followed up) as it has already been dealt with (unless the issue warrants further action).

Usually, children in Clover Hill clearly show an appropriate response when chastised and staff praise children for their honesty/attitude/remorse to promote this.

Sanctions

Each class operates a 'warning' system

Where the child continues with the low-level negative behaviour and does not respond to the positive strategies in place, further internal school sanctions will be utilised.

The exact format will vary depending upon the individual situation but will be based on the system below:

1. A **general reminder** of expectations **to the class or group**
2. The member of staff using **name-led 'Positive Instructional Language'** to ensure the child/ren, regardless of need, understand that the **behaviour is not acceptable**.
3. The child/ren are told that they have now received a **verbal warning** and that any **repeat of the behaviour** will lead to a named **internal school sanction** (see steps below).

1. Miss playtime (5 minutes, 10 minutes or full break)

If children are to miss their playtime, they are to still be supervised on the school playground so they can have fresh air (sitting on the wooden chairs next to the steps). The teacher on duty should be informed of the time limit on their sanction.

2. Child sent to the Key Stage Lead

They will remain there for the remainder of that particular lesson. Work should be sent with the child for them to complete. The Key Stage Lead will speak to the child at the end of the lesson (so their own lesson is not disrupted).

3. Child sent to Headteacher

The Headteacher will have a restorative chat with the child and discuss how to make better choices.

4. Inform parents/carers

When children's behaviour becomes a cause for concern, teachers will inform parents about their concerns and the incidents that have occurred.

Staff should discuss any behaviour concerns with their Key Stage Lead initially which can then be followed up with the Assistant Headteachers /Headteacher if required.

Our SEND policy gives more detailed information regarding this.

In addition to the above steps or as an alternative, children can be asked to work in the shared area if the class teachers deems that this is the most appropriate action to deal with a specific issue or incident.

Dealing with Persistent Negative Behaviour

1. Involve SENDCO, AHT and HT. Discuss strategies already used and area of need. Is it a child choosing to behave negatively or are their SEND needs? Are there underlying issues?
2. Involve parents. Explain issues and planned course of action with their permission.
3. Create a LSP for the child linked to area of need. This is in line with our Graduated Approach to SEN and, as detailed in our SEND Policy, after two cycles of Assess, Plan, Do Review, we will consider whether outside agencies are required.

Dealing with Serious Behaviour Incidents

Extreme behaviours that need urgent attention should be sent immediately to the Headteacher/AHT. Clover Hill follows the guidelines laid down by the LA with regard to suspensions and exclusions.

This would always be considered a last course of action and are only considered for serious breaches of school policy. This includes:

- ✗ Violent or threatening behaviour
- ✗ Persistent, defiant, disruptive behaviour
- ✗ Racist or homophobic abuse
- ✗ Bullying
- ✗ Verbal abuse

Exclusions

In extreme circumstances, the school will work closely with the local authority for advice to suspend a pupil for a fixed period. All necessary forms and statutory paperwork will be completed.

Inclusive Behaviour

At Clover Hill, we recognise that undesirable behaviour can have a number of causes and we use High Quality Teaching to share expectations, using clear vocabulary, to give children the best possible chance to make good choices and be successful in school. The consistent and predictable processes in our behaviour policy ensure that all children, regardless of need, are supported to behave in a way that is responsible, considerate and enables them to be ready to learn.

In cases where children require support that goes beyond that of our adaptive teaching and universal provision, we will always work with the child and parents to establish the cause and the most appropriate set of consequences. This will look different for different children as children with difficulties in Communication and Interaction or with Social, Emotional and Mental Health needs will need a different approach to those who may be testing the boundaries and adjusting to differing expectations from home and school. Our experienced staff work effectively as a team to ensure that our response to appropriate, consistent and effective.

There is a significant difference between 'bad' behaviour and complex behaviour. We are an inclusive school and all needs should be appreciated and accommodated. SEND is extremely complex – social, emotional, mental health barriers are just as significant and legitimate as physical disabilities.

Children who suffer from significant needs require specific sensitivity, support and understanding.

To do this, we prioritise:

- ✓ *Regular staff meetings to discuss children with SEND who require special adaptations made to meet their needs*
- ✓ *Regular updated staff training from outside agencies*
- ✓ *Regular in-house training led by our SENDCO*
- ✓ *Specialist TA training to lead intervention groups specifically for behaviour/social skills*
- ✓ *Seeking advice from specialists for individuals*
- ✓ *Visiting specialist schools to develop current practice*

Online Behaviour and Expectations

Online safety teaching is robust and taught by all members of staff – including specific key message around online bullying and safe use of internet. We highlight and regularly remind our families that the age for a WhatsApp account is 18 years old and Facebook/Instagram is 16 years old.

School will not become involved in resolving issues (that have occurred outside of school) involving these social media apps unless there is a safeguarding concern.

Families are requested to NOT upload any photography or videos taken whilst on school premises to their own social media accounts. Where this does occur, school will ask for it to be removed and may withdraw future consent for photos/videos to be taken.

Parental Roles in Behaviour Issues

We have a home school agreement which is sent home at the start of every academic year and is signed by the Headteacher, parents and pupils. We expect our families to commit to this signed agreement and we refer to it throughout the year.

Parents should talk with their child's class teacher if they have a concern about behaviour issues.

Verbal abuse towards staff or aggressive conversations (with either parents or children) both face to face or via email/telephone will not be tolerated in any circumstances. The conversation will be politely drawn to an end and any further discussions will take place with the Headteacher. This will all be logged for our records. The Headteacher and Chair of Governors will be informed and, in cases of significant verbal and physical aggression from parents, a letter will be sent from school explaining that they are no longer welcome on the school site.

Clover Hill Primary School Home-School Agreement 2026-27



We will encourage your child to use our four school rules – ‘the Secrets to Success’.

Be Ready		Be Responsible	Be Respectful	Be Resilient
	Provide a broad, balanced curriculum that is matched to your child’s needs and abilities. Provide weekly homework, in line with current class activities. Prepare children for their next stage in education and their future life as responsible adults.			
Reporting to parents/carers				
	Contact parents/carers if there are concerns with attendance, punctuality, homework, or behaviour Keep parents/carers informed of the day-to-day events in school through regular newsletters, announcements on Class Dojo and our school website. Provide Autumn and Spring Parent Consultations to discuss your child’s progress. Provide a Summer Term formal ‘end of year’ written report. Investigate and prevent any form of bullying, racism and sexism in line with our behaviour policy.			

As parents/carers, we will:

Ensure my child is READY:	Build RESILIENCE:
→ Arrive at school at 8:50am. Attend regularly and inform the school to explain any absence. Wear the correct uniform including school shoes, no jewellery and long hair tied back.	→ Support our children to find solutions themselves. Encourage our children to try new things and never give up.
Teach RESPONSIBILITY:	Encourage RESPECT:
→ Ensure homework is completed. Using age-appropriate technology safely. Support school’s high expectations for behaviour.	→ For other people’s opinions, choices, cultures and beliefs. For property and people.
SAFEGUARDING	
→	Report any concerns regarding the welfare of any child to the Headteacher. Ensure photographs/videos from school events <u>are not</u> posted on any social media platforms

As a Clover Hill pupil, I will:

Be READY:	Be RESPONSIBLE:
→ Wear the correct school uniform.	→ Complete my homework and hand it in on the correct day Work hard and always try my best. Tell a trusted adult if I am unhappy or unsafe.
Be RESPECTFUL:	Be RESILIENT:
→ Be polite, show respect to everyone and always tell the truth. Be considerate and caring about the feelings and opinions of others. Take care of the school building, grounds and equipment.	→ Don’t give up when things get tricky – push ourselves!

Signature:		Date:
Headteacher	<i>Mrs A Holden</i>	1/9/2026
Parent/carers		
Pupil		

