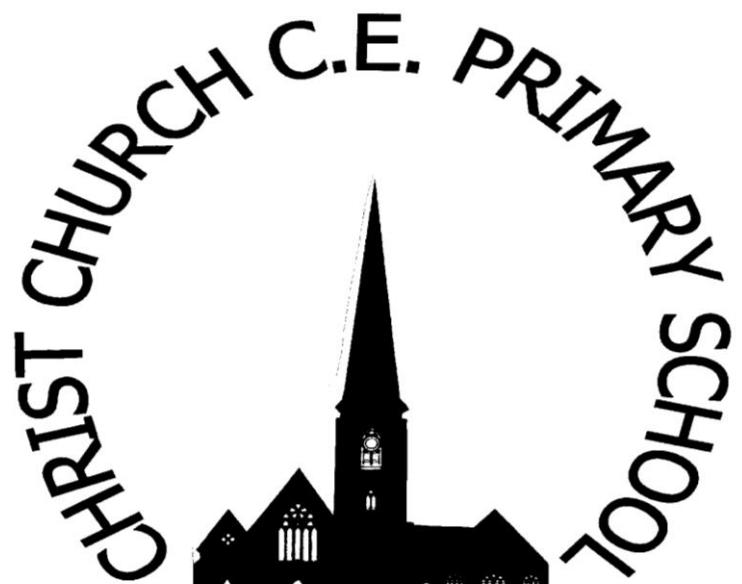


# **Christ Church C of E Primary School**

## **BEHAVIOUR POLICY**



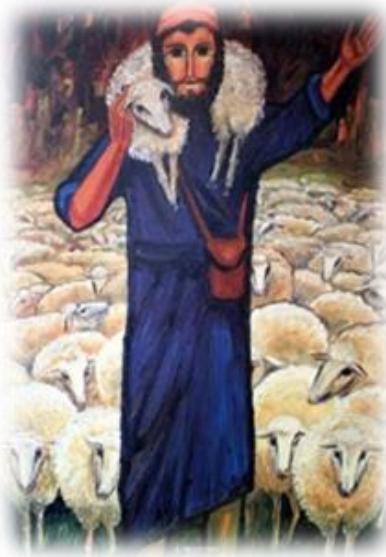
**Reach for the Stars**

## BEHAVIOUR POLICY

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## 1) Vision, Values and Mission Statement

### Vision



#### ***Reach for the Stars – Living Life in all its fullness*** ***John 10-10***

Thriving on diversity and underpinned by Christian values, Christ Church is an inclusive school where everyone is welcome and valued. Our vision is to shepherd each other in a safe, loving environment, whilst building a solid foundation to encourage and inspire us to reach for our own star.

### Values

As a church school, our foundations for living and learning are the life and teaching of Jesus Christ. The message of God's love for all and the Christian values of respect, friendship, love, forgiveness, perseverance and trust are at the heart of all school life.

### Mission

- ❖ Our mission is to develop independent learners with active and creative minds whilst providing opportunities to reflect and ask some of the "big questions" of life.
- ❖ We put the wellbeing and spiritual development of our children first, enabling them all to flourish and be the best they can be.
- ❖ We help children to become confident and successful learners by discovering their gifts and talents. We appreciate hard work, encourage perseverance and resilience and celebrate achievement.
- ❖ We seek to engender the joy and wonder of learning by providing a creative and challenging curriculum using the local community and beyond which makes learning vivid, real, enjoyable and fun.
- ❖ We promote moral development, aspiration and hope. We provide opportunities for our children to engage in social action and be courageous advocates for change in our local, national and global communities.
- ❖ We develop social growth and an understanding and compassion for others. Through the practice of forgiveness and reconciliation, we encourage good mental health to enable all to live well together.
- ❖ We create a school environment that embraces difference where all children are equal. We cherish each other and ourselves and form healthy relationships offering respect, kindness and dignity.
- ❖ We work as a team, listening to children, considering their views and their parents and involving them in decisions that affect them. We encourage partnerships with governors, parents, our local parish community and the diocese. We promote partnerships locally, nationally and globally in order to become active citizens, global champions and responsible stewards of our world.

## **2. POLICY INTENT**

- To ensure our shared Christian vision and values are lived in the practice of the school.
- To enable all pupils to flourish and live life in all its fullness.
- To be the best they can be within a loving, forgiving environment with God at the centre.

## **3. IMPLEMENTATION**

### **a) Positive Relationships**

Positive relationships based on respect are the key to achieving good behaviour between teacher and pupils. We have a zero tolerant approach to racism. It is important that pupils feel safe and secure and are confident that they can trust their teacher.

A consistent approach is required at all times both by the individual teachers and across the school as a whole in order that children understand and accept the parameters within which we want them to operate.

It is vital that children see the fairness of our rewards and sanctions system and accept that it is being consistently applied. All of these ingredients are necessary in the establishing of positive relationships with our children which will be required if we are to effectively manage behaviour.

### **b) Classroom Management**

A well organised teaching environment is a useful resource in assisting in behaviour management. At a purely practical level for example, if all work trays are situated in one area of the classroom, then there is a potential problem with too many children attempting to collect resources at the same time.

The arrangement of tables etc. should be carefully considered in order that the teacher is able to monitor the children effectively. Areas where children can disappear from view could also be a source of potential problems.

Resources should also be stored where they are easily accessible to the children. A well organised classroom will remove any of the opportunities for unacceptable behaviour.

### **c) Effective Management**

Effective management of pupils should also be used to alleviate potential behaviour problems. At times it may be preferable that certain children do not work together and other children may need to be separated in order to maintain focus and concentration within the classroom.

It is especially important that routines are established to assist in maintaining appropriate standards of behaviour. These routines should be clearly understood by the children and should include the supervision of children to and from the playground and the establishment of 'waiting points' so that children are within sight in corridors etc.

**d) Self Esteem**

The children's self esteem should be raised whenever possible. It is important that a child understands that it is the behaviour rather than himself/herself which is unacceptable. Improvements in behaviour should be rewarded as appropriate as a means of reinforcing what is acceptable but also to demonstrate to the child the benefits of conforming to the standards of behaviour we expect.

**e) High Expectations**

All staff should make it clear to the children the high expectations which they have with regard to standards of behaviour. It is vital that there is a consistent approach throughout the school based upon the outline classroom rules and the agreed school rules. Children must be able to recognise that rewards and sanctions are being fairly applied not only within their own classroom, but across the school as a whole. Acceptable behaviour needs to be "taught" not "caught". We have selected themes / values which are important to our school and these are taught intensively over the year in half termly intervals.

**f) School and Classroom Rules**

The following list of school rules have been discussed and agreed by staff.

- i. Respect our school, its people and its property.
- ii. Treat other people the way that you want to be treated.
- iii. Reach for the stars.

**Classroom Rules**

All children should have ownership of the class rules and agree and set them together at the beginning of the academic year. These rules will vary from class to class and are appropriate to the age of the children in relation to language etc.

**g) Teaching Good Behaviour**

Good behaviour, including displaying the school values is taught through a range of opportunities. These include:

- Modelling good behaviour
- PSHE/RSHE scheme of work
- RE
- Collective worship
- Thrive
- Circle time.
- Zones of regulation

**h) Rewards**

Rewards for appropriate behaviour will be consistently given by all staff. Such rewards serve not only to reinforce good behaviour but can also act as an incentive to children as we strive to modify unacceptable aspects of their behaviour.

- Rewards can begin with simple praise from the class teacher or a visit to other teachers or the head teacher for further praise.
- The *Good to be Green* programme is no-longer used in its original form in Yrs 1-6. We have adapted the programme to align with Zones of Regulation. We no-longer use the red and yellow cards but continue to use the stop and think card. However,

we retain some of the cards to encourage positive behaviour, e.g. star of the week, privilege cards and happy birthday.

- We organise special events for those children achieving a privilege card, e.g. Theatre Visit
- Class dojo is used across the school.
- Stickers, stamps and smiley faces are used across the school.
- Exceptional work or exemplary behaviour can be rewarded by a letter from the Head Teacher to the parents of the child involved.
- Written comments when marking should be used to give appropriate praise
- Lunchtime stickers to reward good behaviour are given by the lunchtime supervisory staff.
- Certificates for good work, behaviour or attitude will be awarded at the weekly achievement assembly.

### **3) Sanctions**

Although it is our aim to reinforce good behaviour and modify that behaviour which is inappropriate through our rewards system, we must also acknowledge that on occasions we will need to impose sanctions in order to maintain discipline. At Christ Church we follow a ten step programme.

#### **10 Step Behaviour Response**

##### **Dealing with low level disruptive behaviour (i.e. calling out, not listening, not getting on, wasting time):**

- 1) Non-verbal warning
- 2) Verbal warning. Sometimes in KS1 a sad face is used on the board.
- 3) If negative behaviour continues then use a tally system. For every misdemeanour, the child loses one minute of **lunch time**.

##### **Minor Negative Behaviour - start at step 2 (name calling, inappropriate attitude, answering an adult back)**

- 2) Verbal warning
- 3) **Stop and think** card (+ Time out – in the classroom if appropriate). 5 minutes loss of play time or lunch time.
- 4) If negative behaviour continues then another minute of **lunch time** is lost for each further check.

Children who have a **Stop and think** card should only change their card back to green when they have missed their play time/lunchtime or earned it back if in the afternoon.

##### **More Serious Negative Behaviour (i.e. kicking, hitting, racist behaviour and language)**

- 5) Send the child / children to Mrs Power immediately. If a child refuses to go, then ring for Mrs Power or send another child to inform Mrs Power. Class teachers should inform parents of the incident that day.
- 6) Consequences could include missing playtime/lunchtime, a referral to nurture group or the Pastoral Support Programme/*Thrive/Zones of Regulation* and speaking informally to parents.

**Significant negative Behaviour** (i.e. Fighting, aggression to peers and adults, bullying/racism)

7) Send the child / children to Mrs Furno immediately. If a child refuses to go, then ring for Mrs Furno or send another child to inform Mrs Furno. Class teachers should inform parents if a red card has been given that day.

8) If a child is seen twice or more in a week, parents will be contacted. This may be followed by a letter or a formal meeting. Pupils may be placed on the Pastoral Support Programme or referred to other agencies if appropriate. Exclusion from after school clubs may be considered. If racism incidents are confirmed they will be reported

to

9) Behaviour that affects the mental and physical wellbeing of staff and children could result in a fixed term exclusion.

10) A permanent exclusion will be sanctioned as an absolute last resort.

Most incidents do not progress further than stage five. However, depending on the incident, some early stages in this process may be omitted if it is believed that the child's misbehaviour requires serious measures to be taken.

Any child leaving class/ school will be watched while on school premises.

If a child leaves the premises parents will be informed and the police consulted. If a child is at risk of immediate danger or harm e.g. crossing a road, an adult may follow the positive handling guidelines.

It is the school's intention to view exclusion as a last resort and not to be entered into lightly. Exclusion will only be considered in cases of repeated or serious misbehaviour that are deemed to be of a danger to the child himself, other people or the well being of the school. Exclusion from class, but within school may also be an option.

Children and their parents need to know that exclusions will be considered for serious inappropriate behaviour, e.g. deliberate acts of violence towards an adult or pupil.

**\*\*\* The school's 10 step programme may not be enough for children who have been identified as having SEN behavioural difficulties. These children should have their own support plans in place to deal with their behaviour as well as other individual programmes.**

**Children experiencing significant disruption at home may also need additional support and may not necessarily follow the procedures above.**

### **Withdrawal of children**

Exclusion from certain lessons cannot be used as a sanction for inappropriate behaviour. However, a child can be withdrawn from a lesson or activity if their own or the safety of others is questioned.

### **Sudden Flare Ups**

When dealing with a sudden flare up a paramount concern is the safety of the children. An atmosphere of calm and order needs to be restored as soon as possible and may require the assistance of other staff.

The law does allow suitable restraint of a child if they or others are deemed to be at risk- see physical control of children policy. We have agreed that 'suitable restraint' should be using the minimal force necessary to keep the child and the adult safe.

**Children usually need time to calm down before a conversation can be held.  
Remember to use Thrive and Zones of regulation strategies.**

All incidents should be investigated to establish the cause of the flare up and impose suitable sanctions as detailed elsewhere in this policy. Opportunities for reconciliation and forgiveness should be identified and encouraged after a suitable cooling off period.

Any fighting, racist or any discriminatory language should be reported to the head teacher.

Refer also to the school's anti-bullying policy.

## **5) Playtimes and Lunchtimes**

Children will be escorted to and from the yard by the class teacher and teaching assistant. Basic equipment such as balls, skipping ropes etc. will be provided for the children to use at playtimes. This will help to alleviate the boredom that can lead to poor behaviour. The teacher on duty will be responsible for maintaining good order during playtime and ensuring that children enjoy their breaks and lunchtimes.

To assist in behaviour management the school yard will be used as follows. The main yard will be used for ball games and running and chasing games. Children wishing to play more quietly (e.g. colouring, chatting) will use the inner yard, whilst the garden area will be available for children who wish to sit quietly or read.

### **Playtimes**

#### **Guidelines for Adults on Duty on Main Playground**

- ✓ The teacher on duty will open the door and lock the gate.
- ✓ Playground equipment is taken outside and brought in again by the caretaker.
- ✓ Be proactive by being aware of where targeted children are on the playground and encouraging positive play.
- ✓ Three members of staff are on duty; 1 adult should stay between the timber trail and entrance gates (with gate key),  
one on the pitch and one in the inner yard. Staff should circulate in their designated areas.
- ✓ Class teachers should be informed of significant misbehaviour.
- ✓ Children should collect lanyards from the basket to enter school, e.g. register monitors, toilet and bell ringers.
- ✓ The teaching assistant on duty will lock the door and un-padlock the gate.

#### **Guidelines for the Football Pitch**

- Yellow cards are given for shouting, name calling, rudeness etc. and red cards for kicking, hitting etc. 2 Yellow cards = red card + 5 minutes time on the wall for cooling off. Red cards are instantly given for any physical contact on the pitch and children are banned for playing for the rest of the day. Share names with class teachers. **The cancellation of football during lunch and breaks should be a last resort and made in consultation with the headteacher.**
- 1 football on the football pitch and 3 basketballs near the shooter is allowed.

- If the football goes over the fence, either a year 6 pupil or an adult may retrieve it at an appropriate time.

The buzzer should be rang two minutes before the end of break/lunch as a warning to staff that breaks are almost finished. **All staff** including support staff should take and collect their class from the yard. This offers an opportunity to listen to or monitor ongoing yard complaints or grumbles.

At the end of play time/lunch time ring the bell; 1st bell = **STOP, STAND STILL**, 2<sup>nd</sup> bell = **WALK** to your line

### **Walking in lines around school**

- 1) **The first person in the line holds the door**; all children should say thank you as they walk through.
- 2) Encourage children to respect the personal space of others and leave a space between themselves and the person in front and behind of them, - encourage "*Space in front, space behind.*"
- 3) Children should be told to walk quietly, "Inside voices, please." **This does not mean silently.**
- 4) Where possible 2 adults should walk with a line of children - 1 at the back and 1 at the front. Targeted individuals should walk in the line but alongside adults. All adults in school should monitor children walking in lines, lining up and be proactive.

### **Lunch Times**

Children will be escorted to either the yard or dining room by teachers and teaching assistants. Once in the yard they will use the areas outlined already under the guidance of the supervisory assistants. Serious incidents of misbehaviour will be reported to the class teacher or Head Teacher as appropriate. Serious incidents will be recorded on CPOMS by the SLT. Children will be collected from the yard at the end of lunch time by the class teacher and teaching assistant.



### **Wet Breaks**

At wet playtimes children will remain in their classroom with a member of staff on duty. All children have a wet playtime book and access to pencils and colouring pens. Other resources such as lego or games will be available for the longer lunchtime break.

During wet lunch times the children will remain the responsibility of the lunch time supervisory staff in the classroom.

### **6) Child on Child Abuse**

Children can abuse other children and this can take many forms. It can happen both inside and outside of school. Child on child abuse will not be tolerated. All staff will take a zero tolerance approach to any abusive behaviours and will stop and challenge inappropriate behaviours between children, many of which may be sexual in nature. We recognise that even if there are no reported cases of child on child abuse that such abuse may still be taking place and all staff should be vigilant.

At Christ Church we take the following steps to minimise the risk of child on child abuse by:

- promoting an open and honest environment where children feel safe and confident to share their concerns and worries;

- using the Relationship, Sex and Health Education and PSHE to educate and reinforce our messages through stories, role play etc;
- ensuring school is well supervised, especially in areas where children may be vulnerable;
- ensuring staff are aware of the indicators and signs of child on child abuse and how to identify them;
- addressing inappropriate behaviour (even if it appears to be relatively minor);
- having clear robust policies on dealing with key issues of behaviour such as cyber bullying;
- ensuring staff and children are aware of the policies;
- ensuring robust supervision and being aware of potential risky areas in the school;
- increases supervision during key times;
- taking steps to prevent isolation;
- separating children if needed;
- where risk is identified, an individual child risk assessment is put in place.

The following systems are in place to enable children to confidently report any abuse:

- All children know who they can report to in school
- Worry / Talk it out boxes in each year group /around school
- Assemblies signposting children to key actions / people
- Posters around school

Each alleged incident will be recorded, investigated and dealt with on an individual basis based on the following principles:

- All information will be recorded using CPOMS.
- All children involved (victim and alleged perpetrator) in school will be spoken to separately by the DSL
- All children involved (victim and alleged perpetrator) will be appropriately supported throughout the process
- The DSL will balance the child's wishes against their duty to protect the child and other children
- The school will work with our local safeguarding partners where appropriate
- The DSL may need to go against the victim's wishes and make a referral to children's social care or the police. This will be handled sensitively, the reasons explained to the victim and appropriate support made available
- Parents will be informed of the incident and how their child will be dealt with and supported (unless this would put a child at greater risk)

Victims, perpetrators and any other children affected by peer on peer abuse will be supported in the following ways:

- Support will be tailored on a case-by-case basis
- All children involved will be supported by an allocated member of staff
- The needs and wishes of the victim will be taken into account, along with protecting the child.
- Wherever possible, the victim and witnesses will be able to continue their normal routine.
- The victim will never be made to feel they are the problem for making a report or made to feel ashamed for making a report
- All reasonable steps will be taken to protect the anonymity of any children involved in any report of sexual violence or sexual harassment
- Adequate measures will be put in place to protect the children involved and keep them safe
- A needs and risk assessment will be made and a safety plan put in place when required

- Early help, children's social care and other agencies will support where appropriate

In Early Years we recognise that children are naturally curious about their bodies and those of their friends. Staff are confident to know the difference between this normal curiosity and 'child on child' abuse. Incidents of 'child on child' abuse will be recorded following the school safeguarding policy. Staff must inform parents about these incidents.

\*Please see Safeguarding Policy for further information.

## **7) Racism and Hate Crime**

We aim to eliminate unlawful racial discrimination and to promote equal opportunities and good race relations in all areas of school life. We will report racist behaviour to the local authority.

If we hear of racist incidents in the local community, the head teacher will contact the local police community team. In serious incidents we will report incidents on the online hate crime website.

## **8) Health and Safety Issues**

As mentioned earlier in this policy, the safety of children is of paramount importance. The following points require consideration if we are to provide an environment which is as safe as possible.

- 1) Children should be escorted to and from the yard at playtimes and lunchtimes.
- 2) Children are monitored closely in the classroom during wet playtimes or lunch times.
- 3) Children should not be left unsupervised during periods of detention imposed for misbehaviour.
- 4) Children will need to be closely monitored when working outside of the classroom (e.g. measuring activities) and should not be unsupervised in areas outside of the school building.
- 5) The teacher on duty should be in the yard promptly at the beginning of playtime.
- 6) Good management of resources and the maintenance of good discipline is especially important in PE lessons and in the use of potentially dangerous equipment, (e.g. Science, Technology etc).
- 7) The school reserves the right to exclude children from educational visits if it is believed that child would be a danger to themselves or others. Once again this would be viewed as a last resort with other solutions (e.g. requesting that the parent accompanies the child) being sought. The overriding factor however will be the safety of the child and others.

## **9) Respecting the Environment**

Pupils should be encouraged to have respect for their environment. They should feel a pride and ownership in their surroundings. Resources should be well cared for and the property of both the school and the other children should be treated with respect.

## **10) Damage to Property**

In the case of wilful damage to property the parents of the child will be informed by letter and in serious cases asked to discuss the matter with the Head Teacher. The school will reserve the right to seek financial contributions from these parents to assist in the cost of the repair or replacement of damaged property. The child will also be dealt with in line with the agreed school sanctions.

## **11) IMPACT**

- ✓ Children are happy and feel safe and secure in school.
- ✓ High standards of behaviour from the children are observed.
- ✓ Positive relationships, based on mutual respect are forged between adults and pupils.
- ✓ Children have respect for each other.
- ✓ Reconciliation and forgiveness are encouraged and achieved.
- ✓ Parents and children are fully aware of the school rules and the school's systems of rewards and sanctions.
- ✓ Rewards and sanctions are applied consistently and appropriately.
- ✓ Children have respect for their school and its property.

**This policy will be reviewed annually.**

**Last review September 2025**