



As a Church of England community school, we  
***believe*** we can impact God's world for good,  
***grow*** in learning, love, wonder and faith and  
***seek*** together to flourish in the fullest way possible

## **Behaviour Policy 2023**

Leadership team

**Review Date:** September 2024

At Christ Church we aim to provide each child with excellent care and education through careful nurturing and having high expectations. By creating a secure learning environment where each child feels safe and valued, all staff can help to support the children's emotional needs. We believe by creating an environment where adults show God's love and compassion, we can guide children to flourish, enabling them to reflect on their choices and enable them to impact God's world for good. As such we place an emphasis on positive behaviour and encourage children to make links to our values of Friendship, Peace and Forgiveness.

This is a whole school shared responsibility of children, staff, parents, governors and members of the wider school community. As such we will promote positive, respectful relationships whilst developing a sense of self confidence and independence. We value the different genders, cultures, religions and languages represented in our school and expect all children and adults to treat each other with respect and understanding. We seek to develop responsible, mature behaviour and encourage our children and adults to reflect on how they can be fair citizens in the school, home and wider community,

**Everyone at Christ Church has the right to:**

- Feel safe.
- Be treated with respect and feel valued.
- Be listened to.
- Be able to work and play without being disrupted by others.
- Work and play without feeling anxious, frightened or worried by what others say or do.

**Expectations of children**

Everyone at Christ Church has a responsibility to work to the School's Vision and follow the Golden Rules:

**Golden Rules**

- **Be gentle** – respect and care for others.
- **Be kind and helpful** – to tell a member of staff if you see or hear about someone being treated unkindly or if you see anything that could jeopardise the safety of others
- **Be honest** – and truthful at all times.
- **Work hard** – to the best of your ability and to let others get on with their work.
- **Look after property** – show respect for the school environment.
- **Listen to people** – listen to the view others and to accept the consequences of your own behavior.

**We encourage and reward good behaviour in a range of ways which includes the following:**

- Verbal praise.
- Weekly 'good work' and 'merit' certificates.
- Informing parents of good behaviour and good work.
- Golden Tickets for exceptional behaviour or exceptional work.
- Weekly 'golden time'.
- Sharing good work with the leadership team.
- Moving individuals onto the 'sunshine' or 'rainbow' on the classroom chart.

We also give out specific certificates across the school to reward students for demonstrating learning and progress towards [the Skills Builder eight essential skills](#).



These skills are taught across the whole school and curriculum. This provides students with transferrable skills they can apply in order to succeed in and navigate different situations throughout school and wider life. By rewarding students in this way, they are able to:

- Understand what these skills are as well as how and when they are using them
- Recognise their own progress in developing each skill
- See how the skills can be used in different contexts
- Demonstrate their strengths and abilities within each skill

We will respond to concerns, discuss feelings and responsibilities, model and exemplify positive behaviour through our PSHE lessons, assemblies and collective worship. We will make deliberate connections between positive behaviour, respectful relationships our values and vision.

**We will not tolerate:**

- Bullying (including racism and homophobia) whether verbal, cyber, physical or emotional.
- Fighting or deliberately hurting others.
- Swearing or bad language.
- Misbehaviour, rudeness or a refusal to co-operate

We recognise, that at times children make poor choices and need to reflect and change their actions. We define **bullying** as the actions of an individual or as part of a group, in a way that intentionally hurts another individual or group. At Christ Church we recognise bullying as a form of child-on-child abuse. Bullying can take many forms and be short term, but repeated, or continued over a longer period of time.

Bullying often reflects real or perceived differences and are often motivated by prejudice against particular groups, for example on grounds of race, religion, culture, background, gender, sexuality, appearance and size, ability and attainment, material possessions and other real or perceived differences. We recognise the potential for children with SEN and disabilities who might be disproportionately impacted by behaviours such as bullying.

Our definition of bullying does not include conflict and/or friendship problems between children or one off incidents. These problems will still be dealt with seriously and in line with this behaviour policy to prevent them developing into bullying behaviour.

Where behaviour is unacceptable the child will be provided with a series of opportunities and time to adapt and correct their behaviour.

- Warning x2
- 3<sup>rd</sup> warning = time out
- 4<sup>th</sup> warning = space to reflect in a partner class (Y6↔Y3; Y4↔Y1; Y1↔N; Y2↔5).

- If behaviour continues, Phase Leader intervention, then to member of SLT (contact/inform parents).

The circumstances surrounding any serious incident will always be taken into consideration. Children may be asked to complete a 'Reflecting on my behaviour' sheet which can be used to inform the consequences of the behaviour incident.

Serious behaviour incidents are recorded and a letter is sent home for the parents' information. Parents always have the opportunity to discuss their child's behaviour with the teacher in charge and/or the leadership team. In some circumstances it may be appropriate to exclude children from certain activities in school, for example class trips, PE, after school clubs on school premises, school events, representing the school at competitions or events, lunchtimes, playtimes or the use of certain resources or technology. Children can also be 'excluded' from working or playing with their class (internal exclusion). This 'exclusion' may be one-off or over a period of time; this exclusion may either form part of a sanction for a previous incident or be a way of managing inappropriate behaviour which occurs at this particular time; children will always be supervised appropriately if they are not working with their class. Any decision to exclude a child will not be taken lightly.

At the Head's discretion in extreme incidents, which can lead to immediate exclusion, we will refer to the LDBS behaviour policy.

### **Internet**

Report any inappropriate internet access, cyber bullying and unauthorised use of social media to the to the Designated Safeguarding Lead and alert the Computing Coordinator, who will then discuss the incident with the safeguarding team to decide which actions should be taken.

### **Responding to behaviour of children with Special Educational Needs**

We offer patience, support and above all consistently fair treatment across the school. This includes, inside, around the site, outside and including extra-curricular activities. Pupils with exceptional emotional, social, and behavioural difficulties may have individual differentiated plans (Behaviour Learning Plans or Individual Education Plans) to support their behaviour. These plans are shared with the children, parents, carers and staff and may include support, rewards and sanctions in addition to those outlined in this policy.

### **Physical Interventions by staff**

Physical intervention is occasionally required in extreme circumstances where a child is a danger to the health and safety of him/herself and/or other children and adults. The intervention or physical restraint must use the minimum force for the minimum length of time. Under these circumstances the member of staff who carries out the intervention must complete an incident form and inform their Line manager and parents/carers.

### **Child Protection – Safeguarding Children**

Where there are child protection issues relating to behaviour please refer to the Designated Child Protection Officer on duty for advice.

### **Expectations of adults**

All adults should feel safe to discuss bullying they are experiencing from other adults. These issues can be taken to the headteacher, Chair of governors, LDBD or LA representatives. They should also seek

union or their professional associations for advice. In these circumstances mediation and reconciliation will be sought.

We expect the all adults – the teaching team, parents, carers, governors and visitors - to adopt the School’s Vision and follow the Golden Rules:

**Christ Church Primary School Code of Conduct**

- Have high expectations of all children and adults.
- Be positive towards each other and praise all achievements.
- Respect the gender, culture and religion of all children and adults.
- Set a good example through our own behaviour.
- When someone behaves in an inappropriate manner everyone should help the person to understand the effects of his/her behaviour on others.
- Be aware of the tone of voice and body language you use, as threatening behaviour undermines self-esteem.
- Parents and visitors must report any behaviour incident to staff immediately rather than deal with it themselves.
- Take time to listen to each other.



BEHAVIOUR SLIP

Name of child: ..... Class:..... Date: .....

.....is expected to follow the School Vision and Golden rules.

School Vision - Christ Church Primary School is a church school that values and respects every member of the school community and which supports all children to be confident, creative and compassionate on their journey of lifelong learning.

Golden rules - Do be gentle, Do be kind and helpful, Do be honest, Do work hard, Do look after property and Do listen to people.

Unfortunately, your child has been involved in the following:-

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During this half term this is the:

1 <sup>st</sup> warning/slip	your child will miss 1 break/lunch break
2 <sup>nd</sup> warning/slip	your child will miss 2 breaks/lunch breaks
3 <sup>rd</sup> warning/slip	parents meet with SLT & class teacher
4 <sup>th</sup> warning/slip	your child will have ..... day internal/external exclusion?

Issued by: .....

Authorised by:.....

Class teacher / Teaching Assistant      Headteacher/ Deputy Headteacher/ Assistant Headteacher

Parent / Carer's signature: ..... Name:.....