BEHAVIOUR POLICY AND PROCEDURES FOR CHRIST CHURCH CE PRIMARY SCHOOL
APPROVED BY GOVERNORS November 2024
POLICY TO BE REVIEWED November 2025

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Date Approved	**27th November 2024**
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Position	**Headteacher**

Christ Church CE Primary School
Behaviour Policy

Our Christian Mission

Together we can do all things through Christ who strengthens us – Philippians 4:13

At Christ Church our Christian values of friendship, thankfulness, peace, trust, forgiveness, compassion and hope guide everything that we do. Our behaviour policy and procedures are based on and reflect these values. In formulating this policy children were consulted, parents were asked for input and the whole school staff, teaching and non-teaching met together and agreed the following.

We have three simple school rules which reflect our Christian values:

We keep ourselves safe
We are kind to others
We treat others with respect

At Christ Church we recognise that teachers are only able to teach effectively and pupils learn to the best of their ability in classes where good order is maintained and high standards of behaviour encouraged. Only pupils who attend school regularly and are able to concentrate upon their learning will be able to achieve to the best of their ability. The value of all individuals is paramount irrespective of gender, disability, cultural or religious origin, ability or social circumstances.

Our Aims for Behaviour

Christ Church CE Primary is a learning community with a strong Christian foundation. As such we aim to:

- Create an ethos of positive behaviour in school which will ensure it is a happy, secure and safe environment in which children can learn
- Build a school community which values kindness, care, good humour, good temper, co-operation and empathy for others which places our Christian values at the heart of our work
- Ensure that all are treated fairly, shown respect and to promote good relationships.
- Have high expectations of children in their work and in their behaviour
- Ensure pupils have clear boundaries for their behaviour, that appropriate behaviour is recognised and rewarded and that poor behaviour incurs fair sanctions.
- Establish positive working relationships with parents which encourages mutual respect.
- Promote both individual and collective responsibility

- Make early interventions when pupils are having difficulties in their learning and behaviour.
- Involve pupils in decisions, encouraging in them a developing sense of citizenship.

Good behaviour is the collective responsibility of our whole community and therefore we expect all staff to demonstrate positive behaviour which reflects our Christian values. The policy was developed through consultation with all school staff, pupils, parents and carers and multi agency partners.

We expect children to follow our behaviour rules at all times. We expect parents to support our behaviour policy and demonstrate respect and support for our children, our staff and our pupils.

Expectations of All Staff

- To demonstrate our school Christian values and behaviour expectations at all times
- To work as a team to take responsibility for the behaviour of all children in school
- To model appropriate ways to speak to and behave towards colleagues, parents and pupils
- To treat all children fairly, with respect without prejudice
- To promote good behaviour at all times and manage incidents of poor behaviour in a non-confrontational way in line with our school rules
- To use school rules, rewards and sanctions fairly and consistently with all children
- To establish positive relationships with parents and carers and actively involve them in supporting their child's behaviour

Expectations of All Children

- To follow our school rules at all times to keep yourself safe, to be kind and to treat everybody with respect.
- To work hard and ensure your behaviour allows others to do the same
- To treat everybody with respect
- To follow instructions
- To be polite, saying please and thank you.

Expectations of All Parents/ Carers

- To support the school behaviour policy
- If you have concerns about your child's education, care or behaviour share them with school staff not social media.
- To bring you child to school every day on time
- Ensure your child is wearing full school uniform including PE uniform
- Inform the school first if your child is too unwell to attend school
- Encourage your child to speak to children and staff appropriately

- Encourage your child to develop age appropriate social skills e.g. using cutlery to eat, good table manners and common courtesy
- Support your child's learning at home by reading every night and completing any homework
- Attend meetings called to discuss your child's progress or attendance
- Attend parents meetings

The school will endeavour to achieve good home/school links by:

- Promoting a welcoming environment within the school
- Appointing a member of the Inclusion Team to liaise with parents of children needing support
- Giving parents regular constructive and positive feedback on their child's work and behaviour
- Encouraging parents to come into school on occasions other than parents' evenings
- Celebrate our children's achievements on social media
- Involving parents at an early stage in when support needs are identified

Classroom organisation:

The class teacher will implement a consistent rewards and sanctions system in line with the whole school policy. Staff will use the strategies outlined within the policy and develop their own systems and procedures for moving up and down the graduated response.

If a child has to be removed from the class for any reason this will be at the discretion of the teacher in charge. The child will go to a 'Buddie' Class and will spend time there, giving them the opportunity to take a break from their class and reflect on their behaviour. A CPOMs record may be created and SLT alerted, depending on the severity and frequency of the behaviour.

It is important that our children know the boundaries for acceptable behaviour. All staff will have common expectations of pupils across school and will be consistent in their responses. The hierarchy of sanctions has been agreed amongst by all staff and should be applied consistently and fairly. Teachers will work regularly with children to keep the rules fresh in their mind.

Promoting positive behaviour across school:

Christ Church adopts a strengths based approach to managing behaviour and strives to 'catch them being good' at every opportunity.

Pupil of the Week

A whole school approach is adopted and each class teacher chooses one child to be of the pupil of the week. Children receive a pupil of the week certificate at our celebration assembly and KS1 children are also given the opportunity to be super heroes for the week

and wear a Christ Church cape in and around school. A photo is taken of the stars and put onto the school's social media platforms. Nursery children are awarded star of the day for each session as well as pupil of the week for those children who have done well throughout the week.

Dojos
This is a whole school reward system that is differentiated by the class teacher to meet the needs of their class. Achievements can be celebrated for good manners, positive behaviour or an exceptional piece of work. Points are given to individual children or whole classes. These can then be traded in for small prizes or a special activity.

Stickers
If staff are particularly pleased with an individual child, in relation to work or behaviour, they can be sent to the phase group leader, deputy head and/or the head teacher to receive a special sticker to recognise their achievements. The child's photograph will also be taken and celebrated on the school's social media platforms.

Other strategies used across school are outlined at the end of this policy.

Procedures to deal with low level negative behaviour:

Sanctions should always be fair and consistent. Sanctions will not be used against the whole class, for individual children's behaviours. However, there may be times when a collective responsibility approach is needed e.g. during assemblies.

The leadership team will monitor the use of rewards and sanctions to ensure that its arrangements operate with due regard to equal opportunities and anti-discrimination.

Suggested strategies:

- Work station. Children may be moved to a quieter part of the classroom with less distractions to help them focus and avoid disrupting the rest of the class.

- Time out – this will mean sending children with work to their buddy class. Here they will quietly sit in an area already set out.

- At break time children will walk with a member of staff if they are causing disruption. They will not be able to use playground equipment for part of or for the duration of the session, depending on their behaviour.

- Children will never be left unsupervised if they have been kept in at break but maybe 'handed over' to a member of staff that is not their usual class teacher.

Playtimes and other Non-Structured times

Playtimes and other non-structured times are important in giving our children an opportunity to develop social skills and peer relationships. They also serve to give the children a time to relax and have fun in a safe and supportive environment. However, in

order for all children to enjoy this time, they need to behave in an appropriate manner in accordance with school rules. Although the children are supervised, some find these times difficult to manage. If poor behaviour occurs during playtime/unstructured time, children will be encouraged to make a positive behaviour choice. Inappropriate behaviour will be monitored and should the behaviour continue, sanctions may be used for example: removal from the situation, walk with an adult or sit on a 'time out' seat in a designated place. If this is at playtime and the inappropriate behaviour continues, then the teacher on duty will be informed and he/she will take appropriate action. It will be necessary for this then to be shared with the class teacher at the end of playtime.

Repeated poor behaviour at playtime may result in the temporary loss of playtime.

Recording of Incidents

The school will monitor incidents and categories of behaviour to ensure particular groups are not unintentionally discriminated against or affected more than other groups.

Minor Incidents

A minor incident is an action or observation that draws a slight concern and needs to be recorded to investigate possible pattern of behaviour. Some minor incidents are recorded on CPOMS. If a pattern of behaviour begins to unfold, these will be discussed with the Inclusion Team and addressed accordingly.

Major incidents

A major incident is an action or observation that draws a serious concern and needs to be recorded or acted upon immediately. Major incidents are initially investigated, addressed and then recorded on CPOMS. In relation to these incidents, a member of the Inclusion team, in conjunction with the Assistant Heads and/or Headteacher, will decide how best to deal with the situation. It may be deemed necessary that the procedures outlined above are not appropriate and that parents needs to be contacted and invited in to school for a meeting with the Headteacher immediately.

If a child's poor behaviour continues or the behaviour is severe, the class teacher will liaise with the Inclusion Team, Assistant Head or Headteacher and agree on a way forward in line with this policy.

For details on procedures for dealing with bullying please refer to the schools separate Anti-Bullying Policy.

Individual Behaviour Plans

If staff or parents feel it is necessary for a child to have an Individual Behaviour Plan, it will be decided which members of staff should become involved in this process and who will support the child. Individual Behaviour Plans will be written by a member of the Inclusion Team, Assistant Head or Head Teacher. Parents/Carers will be involved in the process and also any relevant agencies. This plan will be discussed with the child and parent/carers and a copy of the plan will be attached to their CPOMS records.

Behaviour and the Special Educational Needs (SEN) register

Children who offer consistently challenging behaviours were staff feel there is an underlying learning need, may be placed on the Special Needs register. This will be done in conjunction with the child's parents/carers. The class teacher will- with support from the SENCO - devise an Individual Behaviour Plan which will be part of the child's SEN Support Plan.
Support may be sought from the school Inclusion Team, Educational Psychologist, or Inclusion Consultant. In exceptional circumstances a child may require an EHCP relating to extremely challenging behaviours.

Pupil support

Our approach to challenging behaviour may be differentiated to cater to the needs of the individual pupil. The school's SENCO will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Children will be given a 'key worker' from The Inclusion Team who will act as the main contact for both staff and parents regarding the child. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or other professionals, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents and carers to create an individualised plan and review it on a regular basis.

Internal exclusions

Repeated inappropriate behaviour that does not improve following support programmes implemented or serious one-off behaviours, may result in an internal exclusion. These will be administered by The Head teacher or Assistant Head teacher in consultation with the Inclusion Team and class teacher.
Internal exclusions will take place in a designated area within school and may include further loss of playtimes.

Formal Exclusions

This aspect of the behaviour policy deals with the school's practice that informs our use of exclusion. It is underpinned by the shared commitment of all members of the school community to achieve two important aims:

1. The first is to ensure the safety and well-being of all members of the school community, and to maintain an appropriate education environment in which all can learn and succeed;

2.The second is to realise the aim of reducing the need to use exclusion as a sanction.

The decision to exclude a pupil may be taken in the following circumstances:

a) In response to a serious breach of the school's Behaviour Policy
b) If allowing the pupil to remain in school would seriously harm the education or welfare of other persons or the pupil him/herself in the school.

In the case of Permanent Exclusion, the advice of the LA will always be taken into consideration.

Exclusion is an extreme sanction and is only administered by the Headteacher. Exclusion, whether for a fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the school's Behaviour Policy:

- Verbal abuse to staff and others
- Verbal abuse to pupils
- Physical abuse to/attack on staff
- Physical abuse to/attack on pupils
- Indecent behaviour
- Damage to property
- Misuse of illegal drugs
- Misuse of other substances
- Theft
- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon
- Arson
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour.

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgement that exclusion is an appropriate sanction. At times the Headteacher will decide not to use the extreme sanction of an exclusion but will decide that a Pupil Support Plan should be drawn up to try avoid the sanction of an exclusion in the future. This might be accompanied by an internal exclusion.

Exclusion Procedure

Most exclusions are of a fixed term nature and are of short duration (usually between one and three days). The DfE regulations allow the Headteacher to exclude a pupil for one or more fixed periods not exceeding a total of 45 school days in any one school year.

The Governors have established arrangements to review promptly all permanent exclusions from the school and all fixed term exclusions that would lead to a pupil being excluded for more than 15 days in a school term or missing a public examination.

The Governors have established arrangements to review fixed term exclusions which would lead to a pupil being excluded for more than five days but not more than 15 days in a school term where a parent has expressed a wish to make representations.

Following an exclusion parents are contacted immediately where possible. A letter will be sent, giving details of the exclusion and the date the exclusion ends. Parents have a right to make representations to the Governing Body and the Local Authority as directed in the letter. A return to school meeting will be held following the expiry of the fixed term exclusion and this will involve a member of the Senior Leadership Team and other staff where appropriate. During this meeting a Pupil Support Plan will be drawn up, which will include a review date. During the course of a fixed term exclusion where the pupil is to be at home, parents are advised that the pupil is not allowed on the school premises, and that daytime supervision is their responsibility as parents/guardians. Records relating to exclusions will be recorded on CPOMs.

Permanent Exclusion

The decision to exclude a pupil permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered:

1. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of an illegal drug on school premises.

2.The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a pupil for a first or 'one off' offence.

These might include:

- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an Offensive Weapon (Offensive weapons are defined in the Prevention of Crime Act 1993 as "any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him".
- Arson
- Behaviour which poses a significant risk to the child's own safety.

The school will involve the police for any relevant offences. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and wellbeing of the school. Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the pupil concerned. Before deciding whether to exclude a pupil either permanently or for a fixed period the Headteacher will:

• Ensure appropriate investigations have been carried out, which includes allowing the pupil to give her/his version of events.
• Explore the wider context, taking into consideration how much the incident may have been provoked (for example by bullying or by racial or sexual harassment).
• Consider all the evidence available to support the allegations considering the Behaviour Policy and all relevant Equality Policies.
• Explore a placement through fair access at Jigsaw to avoid exclusion.

The Headteacher will explore the possibility of a managed move to another Sefton school. If a managed move cannot be agreed between schools, then the school is to use *Fair Access to request a managed move. However, if the Headteacher is satisfied that on the balance of probabilities the pupil did what he/she is alleged to have done, then exclusion may be the outcome.

*See Fair Access guidance

Conclusion

At Christ Church we aim to foster the development of positive, prosocial behaviours. Staff understand that all children are individuals and need to be supported in a variety of ways. To ensure that this policy works effectively, we will offer consistency but have a flexible and supportive approach to those pupils who need additional guidance in relation to their behaviour.

Christ Church Primary School

Our School Rules

We keep ourselves safe

We are kind to others

We treat others with respect

I am responsible for my own behaviour and following the school rules

Behaviour Policy
Graduated Response-rewards

Head Teacher award
Picture on social media
Ambassador awards
Value award
Special Activity

Assistant Head Teacher note home
Picture on social media
Assistant Head Teacher sticker
Additional Playtime/choosing time

Assistant Head Teacher/Phase Leader Sticker
Picture on school website/twitter
Postcards home
Certificates
Lunchtime awards
Dojo's

Praise, praise, praise!

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Behaviour Policy
Graduated Response-sanctions

Examples of Behaviour

Repetitive behaviours from Level 3

One serious incident e.g. physical violence

Strategies

Exclusion from school excursions

Parents asked to collect the child

Individual Support Plan

Internal exclusions

Fixed Term exclusion

Managed move

Permanent exclusion

Examples of Behaviour

Fighting

Taking things without permission

Swearing and other offensive language

Damaging property intentionally

Confrontational behaviour

Bullying

Stealing

Racial incidents

Persistent behaviours from level 2

Strategies

Loss of school privileges

Formal contact with parents

Involvement of SLT

Consultation with SENCO

Individual Behaviour Plan

Behaviour chart

Internal exclusions

Referral into school Inclusion Team

Examples of Behaviour

Being rude to an adult/ child
Refusing to comply with an adults request
Refusing to attempt work, including homework
Making personal insults

Strategies

Time out at class
Behaviour chart
Reparation e.g. letter of apology
Work Station

Examples of Behaviour

Persistent and inappropriate calling out
Distracting others e.g.
fidgeting, talking, making noises etc
Disrupting a lesson

Strategies

Tactical ignoring
Non - verbal signals
Rule reminders
Redirection
Focused questioning and discussion
Loss of part of play/lunch

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I am responsible for my own behaviour and following the school rules

Behaviour Policy
Graduated Response Pupil Version

If my behaviour does not improve, move to Stage 5

I am transferred to another school, either full time or part time as my behaviour makes it impossible to be at Christ Church.

e.g. Managed transfer to another school, part time place at assessment unit such as Jigsaw, transfer to specialist provision full time, permanent exclusion.

If my behaviour does not improve, move to Stage 4

School will ask other professionals to come and support me in learning how to manage my feelings, thoughts and behaviour

e.g Play Therapist, Educational Psychologist, Educational Welfare Service, internal, external exclusions may be used

If my behaviour does not improve, move to Stage 3

The school staff, together with my parents/carers will write an Individual Behaviour Plan for me with targets which focus on how what needs to change and strategies to help me

e.g. more focused targets, regular meetings with parents to review targets. Internal exclusion may be used

If my behaviour does not improve, move to Stage 2

My class teacher, other school staff and my parents or carers will work together to support me to manage my behaviour.

e.g. behaviour charts, rewards and sanctions made clear to me. Regular contact between school and parents about how I am doing in school.

Stage 1

My class teacher will support me with my behaviour by using different ways to remind me how I should behave and rewarding me when I show good behaviour

e.g. well done, thumbs up, stickers