

This policy should be read and understood in conjunction with the following documents:

- Child Protection Policy (A2)
- Guidance for Safer Working Practice for Adults who work with Pupils and Young People
- Physical Intervention to Control and Restrain others (A6)
- Exclusion Policy (A12)
- Single Equalities Policy (A11)
- The Teaching, Learning and Curriculum Policy (C2)
- The Management of Bullying Policy (B1)
- Online safety policy
- Screening, Searching and confiscation – Advice for head teachers, staff and governing bodies (DfE 2012)
- Violence and Aggression in Schools

Aims

We aim to create an environment which expects and promotes positive behaviour as the basis for effective lifelong learning. We believe that all members of the school community have core rights and responsibilities.

<u>Rights</u>	<u>Responsibilities</u>
<ul style="list-style-type: none"> • feel safe in school, emotionally and physically • be treated with respect regardless of ability, disability, race or gender • be treated fairly • choose whether to lend your things to other people • have your opinion heard • learn without interference from others 	<ul style="list-style-type: none"> • make others feel safe in school, emotionally and physically • treat other people with respect • be fair in how you do things • look after borrowed equipment • listen to others when they express their opinion and consider their point of view • let everyone else learn without interference from you • understand and accept that all people make mistakes

- We believe that these rights and responsibilities are encapsulated within the Schools Golden rules:-
 - o We will always treat people with respect.
 - o We will always be honest.
 - o We will always be kind to others.
 - o We will always look after our surroundings and equipment.
 - o We will always behave and act considerately.
 - o We will always try to do our best.
- We believe that the example set by all adults is essential. For this reason we regard all interaction as learning and endeavour to present pupils with positive models at all times. As adults we believe that we all learn best when:
 - o we are informed partners in the learning process
 - o we are engaged in practical first hand experiences
 - o we are able to interact appropriately with others
 - o our enthusiasm is captivated
 - o we feel safe, secure and confident
 - o we feel respected
 - o our self-esteem is actively fostered
 - o we are challenged and supported
 - o our needs are recognised and met
 - o we feel that we are known and understood as individuals
 - o we are given opportunities to grow and develop
 - o there is fair treatment for all regardless of age, gender, race, ability and disability.
- This policy regulates the behaviour of pupils when they are inside and outside school on school business (e.g. school trips, residential visits or sports activities).
- This policy stands where there is a full complement of staff to support it. Unforeseen or emergency situations may mean that the policy cannot be followed in full.

Rewards:

- Wherever possible it is our intention to reward and promote appropriate behaviour and challenge and change inappropriate behaviour through the public and private recognition of what is good. This ethos applies to academic matters as well as moral conduct. Consistency is vital when dealing with matters relating to sanction and rewards. Teachers will use their professional judgment of how and when to do this. Rewards will include; stickers, stars, marbles in the jar or topic related rewards, ELLI certificates, awarding a green card for the class and stickers from SMT.
- The school also recognises the importance of publically acknowledging external achievements of pupils. There are procedures in place to promote positive whole class behaviour.
- The school has a House System which is designed to promote the behaviour of the individual and collective responsibility. Children will collect stars in their house books, a completed book will result in a certificate being presented in collective worship. When a child completes 3 house star books, a letter will be sent home to parents. At the end of each term, the house cup will be awarded to the house with the most house points. There will also be a house day at the end of each term as celebration of the hard work that has taken place throughout the term and to encourage children to work together in their houses across different age groups across the school.

Sanctions:

- Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. The use of sanctions should be characterised by certain features:-
 - Issues should be dealt with calmly, without a raised voice but firmly, referring to why the action is being taken and what that action is.
 - Adults should not use any form of degrading treatment to punish a pupil. The use of sarcasm, demeaning or insensitive comments towards pupils and young people is not acceptable in any situation.
 - Although, persistent / serious misbehaviour needs recording. Every pupil must feel that every session is a fresh start.
 - It is the behaviour of the pupil that is being questioned, not the pupil.
 - If severe behaviour occurs e.g. racism, homophobic or transphobic, bullying, vandalism, aggression towards staff members, defiance or stopping the class from functioning- the pupil in question will be referred to a member of the Senior Management Team who will decide the most appropriate course of action.
- Staff at Christ Church have a wide repertoire of behaviour management strategies; the sanction given will reflect the nature of the incident. Teachers will use their professional judgment to decide which behaviour management strategy is the appropriate to use in the given situation.
- Poor behaviour is the responsibility of all adults – teachers, support staff and parents. The school believes that we all need to work together to ensure a consistent approach to the behaviour of pupils in the school.

Step Approach to Sanctions: (Level 1 and 2)

- Christ Church uses a stepped approach – the class teacher will use their professional judgment on how these are applied.
- These steps should be used to address those situations when either the Golden Rules or class rules are broken:
- The stepped approach is delivered in a way which is appropriate to each phase e.g.- FS and KS1 use their sunshine chart and KS2 use yellow and red cards. These are reviewed regularly as part of Key Stage meetings where consistency of the stepped approach is discussed.
- **Step 1:** First offence - point out inappropriate behaviour and ask the pupil not to repeat it.
- **Step 2:** Second offence - give a warning and a reminder that they have already been asked to improve their behaviour.
- **Step 3:** Third offence - either writing name on the board or issuing a warning card. As a result of the third warning the pupil will lose some of their playtime and be spoken to by the class teacher at the end of the lesson or 'a withdrawal from the situation' in these cases children will be observed and supported until they are ready to resume'. Lost playtime cannot be earned back.
- **Step 4:** If there is another breach of the Golden Rules then the pupil should be sent to a member of the middle leadership team where the pupil will be told that the incident will be logged. On the first occasion, parents/guardians will only be called at the discretion of the middle leadership team depending, on the seriousness of the offence. The incident will be logged as level 2 behaviour.
- **Step 5:** If a teacher has sent a child out of the classroom (through the yellow and red card system) there will be a meeting between the member of the Senior Management Team who dealt with it and the class teacher as soon as possible to discuss the incident and agree on a consistent way forward with the child. The incident will be logged as level 3 behaviour.

Restorative Justice

- If a member of the Senior Management Team has been called to deal with an incident they will always try to resolve the matter through restorative justice. The aim of a restorative meeting is to try and prevent the behaviour from being repeated. Should an incident arise, the following 4 questions will be asked:
 1. What happened?
 2. How did you feel? How did the other people feel?
 3. What could you do next time?
 4. How are you going to make it better?

Levels of Behaviour

- The school considers there to be different levels of behaviour dependent upon the age/stage of the pupil the misdemeanor and whether the behaviour still continues after the sanction has been employed. Levels may be skipped depending on the severity of the behaviour. Behaviour at level 2 and 3 will be logged in the school Incident log.
 - **Level 1** - Class room and playground disruption – predominantly low level disruption that disturbs the learning of others, lack of engagement, poor work rate, time wasting Initially the class teacher will deal with this Parents will be informed by the class teacher if the pupil's behaviour shows no sign of improvement. If this does not alter the behaviour of the pupil then it will be escalated to Level 2.
 - **Level 2** – Disruption or behaviour that prevents others from learning or repeated behaviour from Level 1. Sanctions at this level could include missed playtimes, phone call to parents, behaviour contracts.
 - **Level 3** – Disruption or behaviour which will put others at risk or where the level of defiance causes a member of SMT to be called, or repeated offences at Level 2. Children will miss blocked minutes of time during lunch time sessions. Children will be expected to turn up to these independently; failure to turn up may mean an increase in the amount of time missed. If necessary, parents may be informed.
 - Persistent or severe behaviour may result in stronger sanctions which could be loss of privileges – e.g. missing a trip or visit or playing for a team.
 - The sanction could also result in an internal exclusion – parents maybe informed of this by letter. Parents could be asked to collect their pupil from school. This will be classified as an external exclusion reportable to the LA.
 - **Level 4** – For serious misdemeanors where internal exclusion is not deemed appropriate because there has been a serious breach of the Behaviour for Learning Policy (e.g. persistent disruptive behaviour or where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school) the pupil will be externally excluded.

Post Incident Care

- Where there has been a disruptive incident that may affect other pupils well-being, a member of staff will talk to these pupils as soon as possible after the event to ensure that they are reassured by the actions taken and feel safe to continue in their daily routines.
- Support will be given by a team leader to members of staff who may have been subject to violent or verbal incidents involving children.

Exclusions and reintegration

- Following exclusion, a reintegration meeting will be arranged for the pupils and their parents. The purpose of this meeting is to:
 - a) Emphasise the importance of parents working with the school to take joint responsibility for the child's behaviour;
 - b) Discuss how behaviour problems can be addressed;
 - c) Explore wider issues and any circumstances that may be affecting the pupil's behaviour;
 - d) Reach agreement on how the pupil's education should continue, how best they can be reintegrated and what measures could be put in place to prevent further misbehaviour;
 - e) Create a useful forum to consider with parents the possibility of a parenting contract.

Behaviour Plans

- In some cases children may need to have individual behaviour plans which are specific to their needs. As part of a behaviour plan, some pupils are dealt with in a specific way and this is shared with all members of staff who work with this pupil. The school recognises that some pupils have specific behaviour needs and is committed to working with the pupil and the parent to support them in the best way that they can.
- In some cases, positive handling plans may be needed to support a child and adults working with them. In writing a positive handling plan, the following things will be considered: triggers of possible poor behaviour, medical and emotional conditions, agreed preventative strategies, the care and safety of the child, ways of deescalating situations, post incident support structures, support for the child including using the team teach approach to remove the child from a situation. These will be drawn up and signed by parents. Only those members of staff who have had team teach training will be part of the positive handling plan. Any handling of a child will be reasonable and proportionate and will be recorded in the school incident log.

Power to search a pupil

The Department for Education has issued advice to schools regarding their power to search pupils both with and without their consent: 'Screening, searching and confiscation - Advice for head teachers, staff and governing bodies (DfE 2012)'

- School staff can search pupils for any item if the pupil agrees
- Head teachers and staff authorised by them also have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:
 - knives or weapons
 - alcohol
 - illegal drugs and 'legal highs'
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - sexting or offensive messages.
 - any article that the member of staff reasonably suspects has been or is likely to be used to:
 - commit an offence
 - to cause personal injury to, or damage to the property of any person (including the pupil)
- head teachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for
- School staff can seize any prohibited items found as a result of a search and can also seize any item, which they consider harmful or detrimental to school discipline.
- The Education and Inspections Act 2006 empowers Head Teachers to such extent as is reasonable, to regulate the behaviour of pupils when they are off the school site and empowers members of staff to impose disciplinary penalties for inappropriate behaviour. This is pertinent to incidents of cyber-bullying or other online safety incidents covered by this policy, the online safety policy or the anti-bullying policy which may take place outside of the school but are linked to membership of the school.
- The 2011 Education Act increased these powers with regard to the searching for and of electronic devices and the deletion of data.
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Monitoring

- The safeguarding governor along with the SMT will be responsible for monitoring this policy.