



Christ Church CE VC Primary School

“Together we learn - Together we grow - Together we flourish”

Some seeds fell on good earth and produced a harvest beyond wildest dreams.

Matthew 13:8

Behaviour policy

Date ratified: 18 October 2022

Ratified by: Governing Body

Review date: 18 October 2023





Ready



Respectful



Safe

This policy is the result of consultation with children, staff and governors and reflects current and developing practice within our school. The following documents have been considered:

- Behaviour in schools: Advice for headteachers and school staff DFE July 2022
- When the Adults Change Everything Changes (Paul Dix 2017)
- Christ Church Governors behaviour principles (July 2022)
- Behaviour in discipline and schools: guidance for governing bodies

All staff are trained on our behaviour policy, including new staff. Volunteers are made aware of how they are to support our behaviour policy and families have the outline of the policy shared with them at 'welcome meetings' with the complete policy shared on our website.

1. Policy statement

At Christ Church, we have one clear vision: Together we learn, together we grow, together we flourish. This policy echoes our togetherness as only through a consistent approach to supporting behaviour and explicitly teaching what good behaviour looks like, will we be able to create a safe and happy environment where exemplary behaviour enables all to feel secure and respected within an atmosphere of learning without limits. The consistent implementation of our behaviour policy is everyone's responsibility.

Our children are taught 3 clear rules to be: **ready, respectful and safe**, examples of which are:

Ready	Respectful	Safe
<ul style="list-style-type: none"> • Ready to learn • Ready in line (legendary lining up) • Ready to listen • Ready in the correct school uniform • Ready in the correct PE kit 	<ul style="list-style-type: none"> • Listening to others • Having good manners • Respectful of our friends • Respectful of our environment • Respectful of our equipment • Being kind and helpful to everyone in our community 	<ul style="list-style-type: none"> • Keep hands, feet, objects and unkind words to ourselves • Sensible walking around school (wonderful walking) • Using equipment safely • Staying safe online

These rules underpin everything we do at Christ Church and it is our code for high expectations for behaviour. This culture of reinforcement permeates every aspect of school life. It can be felt, seen, and heard as soon as you walk through our door.

2. Our Core Beliefs

Relationships are at the heart of our approach. Calm consistent adults take a genuine interest in getting to know children as individuals. Understanding each child's needs and their individual circumstances helps us to act in the fairest way possible for that child, at that moment. We aim to actively promote high self-esteem and high aspirations for all pupils, through an ethos that values every child. We understand that some pupils may need additional support to consistently achieve the expected standard of behaviour. This support will be put in place as soon as possible to avoid repeated poor behaviour. When pupils display poor behaviour, adults will respond promptly and predictably.

3. Purpose

The purpose of this policy is to outline our underlying philosophy and to provide guidance to ensure all staff are able to consistently apply the policy on a daily basis. It is a working document designed to enhance the development of positive relationships between children and adults.

4. Aims

- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that all children are treated fairly, shown respect and to promote good relationships.
- To 'catch the good' and give limited attention to poor behaviour.
- To help children take control of their behaviour and be responsible for the consequences of it.
- To build a school which values respect, community and stewardship to ensure kindness, care, calmness and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.
- To ensure consistent, calm adult behaviour which is prompt and predictable.

5. Our behaviour policy is based on five pillars from Paul Dix's book, when the adults change everything changes:

1. Consistent, calm adult behaviour
2. First attention for best conduct.
3. Relentless routines.
4. Scripting difficult interventions.
5. Restorative follow-up.

6. Consistent, calm adult behaviour.

Every adult, every day will:

- Meet and greet every morning with a smile.
- Find out what makes our children feel important, valued, like they belong.
- Reward children for going 'over and above' expectations not simply meeting them.
- Show children their ideas and experiences have real value. 'Catch the good'.

- Make children feel important for the behaviours that they show and not for the behaviours that they can't.
- Differentiate ways to celebrate achievement- not everyone wants to feel famous, but everyone wants to feel important.
- Redirect children by referring to our rules 'Ready, Respectful, Safe'.
- Pick up children who are failing to meet our expectations.
- Model positive behaviours and build relationships.
- Be calm and give 'take up time' (time for the child to implement the change in behaviour) when going through the steps. Prevention rather than sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with children.

Middle leaders and senior leaders

Middle and senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Middle leaders will:

- Be a visible presence in their key stage
- Support staff in returning children to learning by sitting in on reparation meetings and supporting staff in conversations
 - Regularly celebrate staff and learners whose efforts go over and beyond expectations
- Ensure staff training needs are identified and targeted
 - Use behaviour data from CPOMS to target and assess interventions

Senior leaders will:

- Meet and greet children at the beginning of the day on the school gate
- Be a visible presence around school
- Celebrate staff, leaders and children whose effort goes over and above expectations
- Regularly share good practice
 - Support teachers and middle leaders in managing children with more complex or challenging behaviours
 - Use behaviour data from CPOMS to target and assess our behaviour policy and practice

Governors will:

- Receive updates related to behaviour incidents as part of the Headteacher's report

7. Relentless Routines

- Consistent language: referring to being ready, respectful and safe (see appendix)
- Consistent non-verbals: use the Christ Church non-verbal cues (see appendix)
- Consistent expectations: e.g wonderful walking/ legendary lining up
- Consistent consequences: defined, agreed and applied – (See 30 second intervention script in appendix).

8. Recognition and Rewards

We recognise and reward children who go 'over and above' our expectations. Our Christ Church community understand that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those children who are hardest to reach. A quiet word of personal praise can be as effective as a larger, more public, reward. In fact, even our children have told us so...

"You don't need a big prize. Just a big cheer or someone saying well done always makes me feel really chuffed" Maisie Y5

At Christ Church, we recognise good behaviour, effort and conduct in the following ways:

- Verbal praise
- Ready, Respectful, Safe Boards
- House Tokens
- Ready, Respectful, Safe postcard given in celebration assemblies
- Phone call home/speak to parents

9. Stepped Consequences

Steps for dealing with low-level poor behaviour include reminder, warning, consequence and timeout. However, steps can be missed out depending on the behaviour displayed and the context of the child. It is important between steps to ensure 'take up' time where children have the time to change their behaviour. Children will need the opportunity to 'repair' their relationship after a consequence/timeout has been given. If a child's behaviour requires the support of other adults, then a red card should be sent to the appropriate adult.

1. Reminder	<ul style="list-style-type: none">• Remind child about our 3 rules Ready, Respectful, Safe
2. Warning	<ul style="list-style-type: none">• A clear verbal warning delivered privately, wherever possible, making the child aware of their behaviour and clearly outlining the consequences if the behaviour continues. <i>This is your warning...If you choose to stop throwing pencils that would be fantastic and this will happen... if you choose to carry on throwing pencils then this will happen... (finish your work at playtime) I will leave you to make your decision...</i>
3. Consequence	Scripted intervention <ul style="list-style-type: none">• <i>I have noticed that you are... (still throwing pencils)</i>• <i>It was the rule about... (being safe) that you have broken</i>• <i>Because of that you have now chosen to ... (miss 5 mins of play)</i>• <i>Do you remember last week/yesterday when you... (positive moment)</i>• <i>That is what I need to see today</i>
4. Time Out	<ul style="list-style-type: none">• A short time (no more than the child's age) sat in a safe space e.g. in the classroom, a bench at play time, with a member of staff. This is to think about their behaviour and calm down.

Repair	<ul style="list-style-type: none"> • Adult repair (adult, child)- This might be a restorative conversation at playtime/when appropriate for the adult • SLT repair (teacher, SLT and child) • Formal repair (parent, child, SLT)
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For the vast majority of our children a gentle reminder of behaving the Christ Church way is all that is needed. Children who choose to continue to make poor behaviour choices must know that they are responsible for these and there are consequences. When pupils display poor behaviour, adults will respond promptly and predictably. They will make it clear to the child in what way they should have behaved and link consequences to it calmly. When a child receives a consequence, the adult dealing with the behaviour will record this on CPOMs. If a child repeatedly receives warnings, this will also be recorded on CPOMS.

We ensure that a consequence is never associated with a curriculum area e.g. times tables, reading, missing out on a trip (unless there are serious concerns around safety). Consequences will be given to the individual and not the whole class. Consequences will be proportionate to the case and will consider any special circumstances. We will consider whether any reasonable adjustments need to be made in response to any additional needs the child may have and seek to understand the underlying causes of behaviour and whether additional support is required. This support will be put in place as soon as possible to avoid repeated poor behaviour e.g. a de-escalation plan, ELSA sessions, referral to behaviour support. .

The following consequences, although not limited to, may be applied:

- 'Time out' within the classroom
- Removal of part of playtime
- Writing an apology
- Losing a privilege
- Parents informed by the class teacher or SLT
- A short period of time in another classroom/working space to self-regulate and/or consider their behaviour choices
- Work in SLT office to demonstrate trustworthiness before returning to class (parents will be notified of this on the same day) – see below
- Suspension – see below
- Permanent exclusion – see below

10. Supporting behaviour outside of the classroom at lunchtimes/break times

As part of our ethos, all staff will be proactive and manage behaviour. To foster good relationships, MDSAAs will consistently catch children showing our 3 rules by using verbal praise and referring back

to being ready, respectful and safe. MDSAs/LSAs will award house tokens for wonderful walking/legendary lining up. Any behaviour incidents will be addressed using the stepped approach as above.

Restorative follow-up.

When restorative questions are needed, they will be asked in a quiet and appropriate place

And the following format explained:

- Only one person talks at a time.
- No interrupting.
- Be respectful of others.
- Listen carefully to each other.
- Confidentiality - explain that this is between the people involved (plus parents if required).
- Be aware of any matters i.e. Child Protection. If something is disclosed appropriate measures are to be taken in order to follow the school's child protection policy.

If children do not meet the above expectations or are still /become angry, stop the conversation.

Questions will be first asked to the person who has been affected.

Adults will choose the most appropriate questions from below.

EYFS and Key Stage 1

- What has happened?
- Who has been hurt/upset and how?
- What needs to happen now to fix this and make sure it doesn't happen again?

Key Stage 2

- What do you think happened?
- How did you feel?
- What were you thinking?
- How do you feel now?
- What are you thinking now?
- Who has been affected?
- What needs to happen now to fix this?

11. The use of reasonable force

Although incredibly rare, there are circumstances when it is appropriate for school staff to use reasonable force to safeguard children. These include: to prevent pupils committing an offence;

injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.

12. Removal from classrooms

Removal is where a pupil, for serious disciplinary reasons, is required to spend limited time out of the classroom at the instruction of a member of staff. The use of removal should allow for a continuation of the pupil's education in a supervised setting.

Removal from the classroom should be considered a serious sanction and will be used once other behaviour strategies have been attempted or the behaviour is so extreme as to warrant immediate removal.

Removal will be used for the following reasons:

- To maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can be continued in a managed environment
- To allow the pupil to regain calm in a safe space.

The removal period will be for a short period and will not exceed a session, eg. morning or afternoon. The headteacher will work with other members of MLT/SLT to re-integrate the pupil back into the classroom. This may include, restorative conversations, working alongside the pupil, supervising the pupil in the classroom.

13. Suspension/permanent exclusion

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. The headteacher can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions. More specific information can be found in the 'suspension and permanent exclusion policy'.

14. Banned Items – searching, screening and confiscation

Headteachers and staff they authorise, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil).

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Items may be confiscated by members of staff. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

15. Behaviour outside of the school

The DfE state the following in their guidance:

Pupils' conduct outside the school gates – teachers' powers What the law allows:

23. Teachers have the power to discipline pupils for misbehaving outside of the school premises
"to such an extent as is reasonable"

Where behaviour outside the school grounds fall under the categories stated in the DfE Guidance, school will follow a proportionate response in line with how these behaviours would be managed in school as stated above.

16. Mobile Phones

Pupils may bring mobile phones into school. However, they should be handed to the class teacher and are not to be switched on or used within the school day or on the school grounds. The school does not accept any responsibility with regard to loss or damage.


17. Concerns about the management of behaviour

If there are any concerns about the management of behaviour then this should be addressed with the headteacher.

Appendix

At the start of the day	Teachers stood on classroom door and welcomed into school.
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	SLT to be visible on gates/in playground.
On arrival	Children walk in calmly and put belongings away and start early morning activities
Playtimes/end of lunch	Teachers are outside promptly to pick up children and children are lined up in silence (1 st bell stand still, second bell walk to line up in register order, 3 rd bell legendary lining up-silent, facing the front)
Transition	Wonderful walking- Children expected to walk calmly and quietly in corridors/around school grounds.
Lunchtimes	Children eat calmly without raised voices. Children walk into dinner hall.
End of the day	Children walk calmly out of class with their class teacher. Teacher to be visible to parents.

Consistent non-verbal			
	Adult's action	Children's action	Use it for
	Ready to stop hand in the air, looking at children no talking, just waiting.	Stop what they are doing, silence hand in the air, looks at adult.	Getting the whole school/key stage to be silent and listen

Consistent language	
Adult Language	Use it for
Wonderful Walking	Ensuring/praising walking around school
Legendary Lining Up	Ensuring/praising lining up
Bumping Words	When children are interrupting/talking when others are talking