



Christ Church C of E Primary Behaviour Policy

'Clothe yourself with compassion, kindness, humility, gentleness and patience.'

Colossians 3:12

Member of staff responsible	Head Teacher
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Sept- 23	Policy reviewed by Headteacher	Praise section amended to say staff. Wording changes to blueprint (his to their)

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1. Introduction

“You can be strict without being nasty, maintain boundaries without cruelty and correct children without aggression”. (Paul Dix, Pivotal Education)

At Christ Church C of E Primary School, we aim to create an environment where exemplary behaviour is at the heart of great learning. Everyone in our school family is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and to encourage others to do the same. Our behaviour policy reflects our school motto **ALWAYS BE KIND** and our Christian values; it aims to promote respectful behaviour and positive relationships between everyone in our school.

Our behaviour policy applies to all aspects of school life, including outside of the school gates when a pupil is:

- Taking part in any school-organised or school-related activity, or
- Wearing school uniform, or
- In some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school, or
- Poses a threat to another pupil or member of the public, or
- Could adversely affect the reputation of the school.

2. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2022) ‘Behaviour in schools: advice for headteachers and school staff’
- DfE (2022) ‘Keeping children safe in education 2022’
- DfE (2021) ‘Sexual violence and sexual harassment between children in schools and colleges’
- DfE (2018) ‘Mental health and behaviour in schools’
- DfE (2015) ‘Special educational needs and disability code of practice: 0 to 25 years’
- DfE (2013) ‘Use of reasonable force’
- DfE (2022) ‘Searching, screening and confiscation: advice for schools’

This policy operates in conjunction with the following school policies:

- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy

- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Child Protection and Safeguarding Policy
- Searching, Screening and Confiscation Policy
- Anti-bullying Policy

3. Roles and responsibilities

The governing board has overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The senior mental health lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

The SENCO is responsible for:

- Collaborating with the governing board, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.

- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - Headteacher.
 - SLT.
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents are responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

4. Definitions

For the purposes of this policy, the school defines “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school defines “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

5. Aims of the Policy

Our behaviour policy aims to:

- Create a culture of exceptionally good behaviour: for learning, for community, for life.

- Ensure that all members of our school family are treated fairly, shown respect and develop positive relationships.
- Help children take control over their behaviour and be responsible for the consequences of it.
- Build a school family which values kindness, care, good humour, good temper, obedience and empathy for others.
- Promote community cohesion through positive relationships.
- Refuse to give children attention and importance for poor conduct.
- Ensure that excellent behaviour is a minimum expectation for all.

6. Staff induction, development and support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

7. Our School Rules

We aim to help all members of our school family know, understand and live our school rules. Our school rules are displayed around our school and in every classroom. Our school rules are set within the context of our school motto, "Always Be Kind" and are as follows:

- ☺ **We are READY** – to learn, to listen, for a challenge, to work hard, for P.E...
- ☺ **We are RESPECTFUL** – to each other, to adults, of property, of uniform...
- ☺ **We are SAFE** – when playing, aware of risks, in our actions...

Teachers support pupils to understand and follow classroom rules and routines. Teachers inform pupils of classroom rules and routines at the beginning of the academic year and revisit these regularly. Where appropriate, teachers explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school focusses heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

8. Keeping the Rules

We also recognise that consistency lies in the behaviour of the adults in school. Therefore, all staff will:

- 1) **Meet and greet** from the playground or at the door where possible.
- 2) Refer to **Ready, Respectful, Safe**.
- 3) **Model** positive behaviours and build relationships.
- 4) **Plan** lessons to engage, challenge and meet the needs of all children.
- 5) **Praise** the behaviour we want to see.
- 6) Be **calm** and aim to prevent rules being broken before sanctions are needed.
- 7) **Follow up** every time sanctions are needed.
- 8) **Never ignore** or walk past children who are behaving badly - we reinforce the behaviour we expect to see.

Initial interventions

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and pastoral staff are aware of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour include, but are not limited to, the following:

- Frequently engaging with parents
- Providing mentoring and coaching
- Short-term behaviour report cards
- Long-term behaviour plans
- Engagement with local partners and agencies
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such as an early help assessment (My Assessment), that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

Behaviour curriculum

Positive behaviour will be taught to all pupils as part of the curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Praise

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, staff ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from staff, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Staff encourage pupils to praise one another, and praise another pupil to staff, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

Rewards

At Christ Church C of E Primary School, we look for the behaviours we want to see and promote and reward positive behaviour and achievement in the following ways:

- Verbal and non-verbal praise e.g. smiles and thumbs-up;
- Positive written comments;
- Stickers;
- House Points;
- Class Rewards or Points earned towards a class treat selected by the class;
- Acts of Kindness awarded in our celebration service;
- Certificate of Achievement awarded in our celebration service.

House Points are collected on a weekly basis and the winning house receives our House Cup. The house with the greatest number of House Points at the end of the year will also receive an extra house reward.

Supporting children in their efforts to follow and keep the rules

In addition to the rewards detailed above, we promote good behaviour and a warm and respectful atmosphere in school in the following ways:

- Class time, to enable children to discuss problems with each other in a calm, supportive atmosphere;
- School Council meetings to enable children to make suggestions and offer opinions on school improvement;
- One to one discussions with adults on behaviour and friendships;

- Whole school and class services that promote Christian values and British values and the school's motto and rules;
- Discussions, stories and role plays which promote and support our rules as part of our school services and work in class;
- House Captains, Worship Team Leaders and ambassadors who provide positive role models for other children.

9. When the school rules are broken

Instances of unacceptable behaviour are taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring. For the vast majority of children, a gentle reminder or nudge in the right direction is all that is needed (See 30 second intervention – Appendix 1).

A record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems will be kept on CPOMS. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

However, sometimes things do not always go so well and the school rules are broken. When children have been given the support and opportunities to make the right choices and do not modify their behaviour, staff follow a consistent approach using the procedures set out in our behaviour flow chart and Behaviour Blueprint which involve stepped sanctions, microscripts and restorative conversations where appropriate (Appendix 2 and our behaviour Blueprint in Appendix 4). A record of the behaviour will be recorded on CPOMS (our safeguarding and child protection software) and parents may be informed.

10. When the school rules are persistently broken

In situations where behaviour has been of a severity that is of concern or school rules are persistently broken, the child will be sent to the appropriate member of the Senior Leadership Team (SLT) and the reasons for behaviour will be discussed. The child may then complete a behaviour think sheet (Appendix 3). A formal record of the behaviour will be recorded and parents will be informed.

It may be necessary to invite parents into school to further discuss the issues and to work together to try and find a mutually acceptable solution in supporting the child's behaviour. Details of incidents and actions taken by the school will be discussed and parents will be asked to support the school and discuss behaviour with their child.

Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.

Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school's national SEND budget.

Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behaviour Plan may be created to outline the necessary provisions in place.

The headteacher, or Deputy Head Teacher in the absence of the Head Teacher, will consider whether a permanent exclusion is necessary, in line with the school's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction.

11. Violent and abusive behaviour

Violent or abusive behaviour is never condoned in our school and ***all children and staff have the right to enjoy their day free from physical and verbal harm.*** If however, such behaviour occurs, the following procedure applies:

- 1) The Head Teacher, or member of SLT, will remove the offending child from the situation;
- 2) The incident will be fully investigated and logged using CPOMS;
- 3) Opportunities to be with other children during unstructured times may be restricted, for example:
 - in classrooms before the beginning of lessons;
 - in the playground at morning break;
 - in the playground during the lunch break;
 - when collecting homework and walking to the gate at the end of the day.
- 4) Parents will be informed either by telephone or letter.
- 5) It is made clear to children and parents that violent or abusive behaviour may lead to fixed term or permanent exclusion from school.

12. Children with Behavioural or Emotional Difficulties

If a child's behaviour regularly becomes an issue, then parents will be invited to attend a meeting with the SENDCo, or an appropriate member of SLT, in order to discuss the strategies that might be put in place at home and at school to try and support the child. This may involve writing a behaviour plan identifying the triggers for the child's behaviour along with potential resolutions.

In some cases, particularly where a child is having difficulty with social interactions with other children or with their self-esteem, they may be taken out of class for short sessions to work in 1:1 or group sessions with a TA. Pupils, who continuously display challenging behaviour, may be referred to outside agencies for assessment or for additional support. In this instance, parents of the pupil involved will be informed and may need to give consent for some agency involvement.

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher

- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition

Training for staff in understanding autism and other conditions

- Support through Thrive

13. Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them 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. Authorised members of staff are permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention Policy. The prohibited items where reasonable force may be used are:

- 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 any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.
 -

The list below was created using the DfE's '[Searching, screening and confiscation](#)' guidance. To search for any items not prohibited by school rules, staff will require the consent of the pupil being searched.

The school also identifies the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

14. Anti-Bullying

As a school we work to prevent bullying by the nature of our behaviour policy. Staff are vigilant to the signs of bullying and work to ensure that instances of bullying are resolved as quickly as possible whilst offering support to those involved.

All forms of bullying are equally unacceptable in school. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour through our Anti Bullying Policy.

15. Parents

We believe that a good home/school relationship is pivotal in ensuring that our Positive Behaviour Policy works well for the benefit of all our children. We will inform parents when their child is behaving well and we will inform parents when their child is continually breaking school rules. We always welcome parents' comments, suggestions and support. Please see our compliments, commendations and complaints policy.

16. Monitoring and Review

The implementation of this policy is monitored on a day-by-day basis by the Head Teacher and Senior Leadership Team who report to the Governing Body about the effectiveness of the policy.

This Behaviour Policy is the Head Teacher's responsibility and they reviews its effectiveness annually. They do this by examining behaviour records and through discussion with staff.

17. Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly by the headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

18. Equal opportunities

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this policy without prejudice in a consistent, non-judgemental way. The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

Appendix 1

30 second intervention

- a) Gentle approach, personal, non-threatening, side on, eye level or lower.
- b) State the behaviour that was observed and which rule / expectation / routine it contravenes.
- c) Tell the learner what the consequences of their action are. Refer to previous behaviour / learning as a model for the desired behaviour.
- d) Walk away from the learner; allow them time to decide what to do next. If there are comments, as you walk away, write them down and follow up later.

We resist endless discussions around behaviour and spend our energy returning learners to their learning. ***We do not give fame to those who choose not to meet our high standards.***

Appendix 2 - Behaviour flow Chart – Christ Church C of E Primary School

Disruptive Classroom or Playground Behaviour – Head Teacher

(Serious and Repeated Incidents, including: physical harm, bullying, offensive and abusive language)

In rare instances, when a child has been extremely disruptive or abusive or there has been a serious incident, the child will be removed from the situation and the Head Teacher, or Deputy Head Teacher in their absence, will fully investigate the situation. All evidence will be collected and considered and appropriate action will be followed in line with the school's policies and practice. In very rare circumstances, this may involve internal, fixed-term suspension or permanent exclusion.

A formal record of the behaviour will always be recorded using CPOMS and parents will be informed.

Disruptive Classroom Behaviour

Serious and Repeated Incidents, including aggressive behaviour, damaging school property, repeated disruptive behaviour

When a child consistently chooses to break the school's rules or there is a serious incident, the child may be removed from class, sent to the appropriate Key Stage Lead and the reasons for behaviour will be discussed. The child may also complete a behaviour sheet (see appendix 3). Restorative conversations may happen.

A formal record of the behaviour will be recorded using CPOMS and the class teacher and parents will be informed.

Disruptive Playground Behaviour

Serious and Repeated Incidents, including aggressive behaviour, damaging school property, repeated disruptive behaviour

When a child consistently chooses to break the school's rules or there is a serious incident, the child will be removed from playtime, sent to a member of SLT and the reasons for behaviour will be discussed. The child may also complete a behaviour sheet (see appendix 3). Restorative conversations may happen.

A formal record of the behaviour will be recorded using CPOMS and the class teacher and parents will be informed.

Disruptive Classroom Behaviour

Examples include: calling out, answering back, repeatedly swinging on chairs, not following instructions

See behaviour Blueprint, Appendix 4 and stepped sanctions. If the behaviour does not improve, then a child will be issued with an appropriate sanction e.g. move seats, move to another classroom or miss minutes of play to discuss the behaviour with the class teacher privately. Restorative conversations may happen.

A record of the behaviour will be recorded by the class teacher and parents may be informed.

Disruptive Playground Behaviour

Examples include: not following instructions, answering back, misusing play equipment, disrupting other peoples' games

See behaviour Blueprint, Appendix 4 and stepped sanctions. If the behaviour does not improve, then a child will be issued with a 5 minute time out for reflection. The behaviour will be discussed with the member of staff. Restorative conversations may happen.

A record of behaviour will be recorded by the midday supervisor and class teachers should be informed.

Disruptive Classroom Behaviour

Examples include: calling out, answering back, repeatedly swinging on chairs, not following instructions

If the behaviour is repeated, a choice or reminder is given using a 30 second intervention (see Appendix 1 and Behaviour Blueprint).

Disruptive Playground Behaviour

Examples include: not following instructions, answering back, misusing play equipment, disrupting other peoples' games

If the behaviour is repeated, a choice or reminder is given. (see Appendix 1 and Behaviour Blueprint).

Disruptive Classroom Behaviour

Examples include: calling out, answering back, repeatedly swinging on chairs, not following instructions

Children are told clearly that they are breaking a school rule and are reminded of the behaviour we expect to see.

Disruptive Playground Behaviour

Examples include: not following instructions, answering back, misusing play equipment, disrupting other peoples' games

Children are told clearly that they are breaking a school rule and are reminded of the behaviour we expect to see.

Behaviour Think Sheet



Our school motto is **ALWAYS BE KIND** but you have made choices that need you to 'stop and think'.

Name: _____

Date: _____

1) What was my behaviour?

2) What were the reasons for my behaviour?

3) How did my behaviour affect others?

4) How could I improve my behaviour?

5) Do I need to apologise to anyone? If so, who and why?

Behaviour Blueprint Christ Church C of E Primary School

Adult Behaviour

- Calm, consistent and fair
- Give first attention to best conduct
- Relentlessly bothered
- Meet and greet
- Recognise over and above

Over and above recognition

- Praise
- Phone call home
- Recognition board/display

3 rules

- Ready
- Respectful
- Safe

**Stepped Sanctions –
in private as far as possible**

Stepped sanctions

Before going on to the “ladder”, the teacher will give a look or a sign.

If you continue to break school rules...

1. Reminder—You will be reminded of the rule you have broken.
2. Warning—You will receive a verbal warning.
3. Last chance—Last chance to show you can change your behaviour.
4. Time out or move in class/playground—You will be moved in class or have time out in another classroom/area of the playground. A behaviour think sheet may be completed.
5. Repair—You will discuss your behaviour with the member of staff and consider how best to repair the problem behaviour. e.g. complete missed work during own time, apologise to those that have been affected, decide what you need to stop / start doing.

Discussion with Head of Key Stage, Deputy or Head teacher as necessary.

Microscript

I’ve noticed that ...

You know the school rules: ready, respect, safe.

I expect you to ...

Thank you for listening.

I care about you.

Restorative Questions

1. What has happened?
2. What were you thinking at the time?
3. Who has been affected by the actions?
4. How have they been affected?
5. What needs to be done to make things right?
6. How can we do things differently in the future?

The Christ Church Way:

Relentless Routines:

Quiet walking

Quiet lining up

Polite and kind behaviour

