



## Behaviour Policy

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<b>Approved by:</b>	<b>FGB</b>	<b>On:</b>	<b>September 2025</b>
<b>Next Review:</b>	<b>September 2026</b>		
<b>Version Number:</b>	<b>2</b>		



## **Our school values**

At Christ Church we understand that behaviour expectations must be taught and modelled. Therefore, our Christian values support and form a part of this teaching. These values are regularly taught through: collective worship; character education; PSHE; key bible stories; in the classroom and through examples in our day to day school lives. The key stories help us understand these values and how they can be modelled. Through our Christian values, we aim to create an ethos and school environment in which all learners can enjoy, achieve, learn, grow and flourish. We acknowledge the impact of behaviour for learning in making this a success and the importance of good relationships between all stakeholders. Our behaviour expectations are communicated, reminded, modelled and taught.

## **Policy statement**

Christ Church CofE (VA) Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy echoes our core SHINE values. These values are: Success, Happy, Included, Nurtured, Enriched.

The school's behaviour policy is therefore designed to encourage the way in which all members of school – children, staff/carers, parents and governors, can work together in a mutually supportive way. It reflects current legislation and complies with Government guidance.

“Behaviour and discipline in schools Advice for Head Teachers” and school staff January 2016 states that the Head Teacher must set out measures in the behaviour policy which aim to:

- promote good behaviour, self-discipline and respect;

- prevent bullying;
- ensure that pupils complete assigned work;
- regulate the conduct of pupils

### **Aim of the policy**

- To create a culture of exceptionally good behaviour
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To help learners take responsibility for their behaviour and be supported to 'make it right'
- To help learners to think and strive for excellent behaviour
- To build a community which links to our Christian vision and values.

### **Behaviour 'Recognition' and 'Make it right' system**

<b>Recognition</b>	
<p>Dojos may be given as many times as possible:</p> <ul style="list-style-type: none"> <li>• Show you are ready to learn and always try your best</li> <li>• Keep yourself and others safe</li> <li>• Never give up</li> <li>• Everyone to keep the school tidy and organised</li> <li>• Be honest, tell the truth and have integrity</li> </ul>	<p>The dojos can be awarded as many times as possible for each subject by any member of staff who witnesses excellent behaviour and work. We will record dojos and these will be used to analyse and celebrate which children are being kind and respectful and continually trying their best. This will ensure the children who are always doing the right thing are recognised.</p>

## Making it right

Instead:

- **Catch up**
- **Clear up**
- **Make up**

Catch Up - children will be expected to catch up if their behaviour has prevented them or others from learning or have missed a part of the lesson. They will have to catch up in their time, which may be break time/lunch time or set as homework.

Make Up - this will happen if children have been unkind to children or adults. They will be supported to 'make up' by making the situation right by using restorative techniques. This could be at break time, dinner time or at other times of the day.

Clean Up - this will happen if children are disrespectful to school property . They will be expected to 'clear up' any mess made or any damage that may have been caused.

### SHINE VALUES

Success  
Happy  
Inclusive  
Nurtured  
Enriched

### Character Development

Resilience  
Citizenship  
Moral Compass  
British values  
Problem solving  
Confidence

### Christian Values

Community  
Dignity  
Hope  
Joy  
Peace  
Wisdom  
Courage  
Forgiveness  
Friendship

		Generosity Perseverance Respect Trust Thankfulness Compassion Truthfulness Justice
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### **Recording behaviours**

- We record all 'making it right' behaviours on 'CPOMs' identifying catch up, clear up, make up.
- This increases our awareness and allows us to look for patterns and recognise potentially disruptive situations and attempt to minimise them e.g. some children may find it difficult to co-operate in a group situation for very long and they would require close observation/greater input.
- If a child regularly has to 'make it right' and a pattern is detected, this should be highlighted and action taken. For example referral to inclusion support and conversations with parents etc.

### **Attendance and Punctuality**

As part of the school's attendance policy the school promotes good attendance. This will be recognised for children who attend regularly. For children who have good attendance they will receive Dojo points and support their class towards group rewards/prizes. Where attendance is not at the expected level, school will support/challenge families so that children attend more regularly.

### **Physical intervention**

Physical intervention will be used if a child is causing harm to themselves or to others around them (adult or child). This is a last resort after de-escalation strategies have been explored. Only trained members of staff (Crisis Prevention Institute) will use physical intervention strategies. If physical intervention is used, a 'Physical Intervention Log' will be completed by adults involved and given to the Head Teacher. Parents will be informed by telephone and/or by meeting with them at the end of the day if they cannot be contacted. Parents then sign the 'Physical Intervention Log' and this is kept for school records.

### **Parental concerns**

Parents' first point of contact concerning behaviour should always be the child's class teacher, who is usually best placed to comment on their child's behaviour. If an issue is not resolved, then they may ask to book an appointment with either an Assistant Head Teacher/Deputy Head Teacher.

### **Exclusions**

Children may be excluded, for a fixed period of time or permanently, when all other practical options have been exhausted. Exclusions are usually seen as a last resort, to be used when no realistic alternative can be found.

Such exclusions are made when:

- A child has threatened violence against another child and the Head Teacher or their appointed deputy believes that there is a very high probability that another child is in danger.
- A child has threatened a member of staff and the Head Teacher or the appointed deputy believes that there is a high probability that the threat is real.
- A child has assaulted another child or member of staff, causing actual bodily harm.
- A child swears, uses offensive/foul/ racist/homophobic words at a member of staff or another child in a manner which seems to verbally abuse the individual.

- A child brings the name of the school into disrepute by activities inside or outside of school.
- A child is subject to a criminal investigation by the police involving one or more other children at the school either as victim or witnesses, where there is reason to believe that the other children might be intimidated by the presence of the child under investigation.
- A child brings illegal drugs or weapons onto school premises.
- Persistent disruptive behaviour and refusal to comply with instruction.
- The Head Teacher or, in their absence, the Senior Leader in charge of the school, will generally exclude a child for as long as is required to investigate the incident and will involve parents in taking measures to ensure that the incident will not reoccur. A further exclusion is likely to warrant a longer exclusion or permanent.

### **Permanent exclusion**

Such exclusions may be made as above or when:

- A child brings an offensive weapon into school.
- A child attempts to supply others with illegal drugs.
- A child sexually abuses another pupil or member of staff.
- Serious actual or serious threatened violence takes place against another child or member of staff.
- Persistent extremely disruptive behaviour and refusal to comply with instruction impacting negatively on children's learning.

Permanent exclusion represents the most severe sanction available to a school and may be accompanied by police involvement. Permanent exclusion normally only occurs after fixed period exclusion. The decision to permanently exclude will usually be taken following an investigation that has taken place while the child is out of school.

### **Making an exclusion**

Before deciding whether to exclude a pupil for a fixed period or permanently the Head

Teacher will:

- Ensure that an appropriate investigation has been carried out unless the matter is being investigated by the police.
- Consider evidence that supports the allegations in the light of school policy.
- Allow children to give their version of events.
- Check whether the incident was provoked (eg by racial or sexual harassment).
- Consult others potentially working with the preventing exclusions team and /or considering alternate actions including a managed move.

### **Roles and responsibilities**

In our school, we believe that teachers have the right to teach and learners have the right to learn. Our school expectations are based on our SHINE values and are central to the ethos of our school. They enable us to clearly communicate shared expectations across our school community. Our children, parents, carers and staff all have the right to be listened to and the responsibility to listen. All are expected to uphold our school expectations.

### **Staff**

All staff to have high expectations of behaviour across school and follow the statements below:

1. **Meet and greet** at the door.
3. **Model** positive behaviours and build relationships.
4. **Plan** lessons that engage, challenge and meet the needs of all learners.
5. Use **dojos** throughout every lesson and throughout the school day when they see children following the school expectations. See appendix 1 and 2.
6. Be **calm** and follow 'catch up, clear up, make up'

If children exhibit behaviours that are not positive then the teacher will support/intervene in the first instance, if the behaviour is low-level. If a child exhibits behaviours at a moderate level or are persistent low level, this will be addressed by the phase leader. If a child's behaviour is persistently moderate or there is a serious incident for example, assault, racism,

sexual, homophobia then this will be addressed by SLT/Head Teacher.

### **Inclusion Leader/Special Educational Needs Co-ordinator**

It is stated by The Equality and Human Rights Commission's (EHRC) Technical Guidance that; "A school's duty to make reasonable adjustments is an anticipatory one owed to disabled children generally, and therefore schools need to think in advance about what disabled children might require and what adjustments might need to be made for them".

Individual positive behaviour plans/charts/diaries may be issued at the SENCO's discretion if a child's behaviour is affected by their individual needs. These plans will detail expectations, rewards and reactive strategies put in place to help the child improve their behaviour. If a plan is put into place parents will be informed and invited into school to agree and sign the plan. The plan is reviewed regularly with parental involvement.

### **Role of the Headteacher**

The Headteacher is responsible for making sure this behaviour policy is reviewed, approved, and applied consistently across the school. They will:

- Create a positive school environment where good behaviour is encouraged.
- Support staff in dealing effectively with poor behaviour.
- Ensure the 'recognition' and 'make it right' system is applied fairly to all children.
- Review behaviour data to check no pupil group is unfairly affected, and share this data with governors and stakeholders.
- Monitor behaviour patterns and take action when needed.
- Report to governors on the effectiveness of the policy.
- Ensure legal duties are met, including:
  - Safeguarding and promoting children ' welfare (Education Acts 2002 & 2003, and *Keeping Children Safe in Education*).
  - Health, safety, and welfare of children , staff, and visitors.
- Set standards of behaviour and support staff in implementing the policy.

- Decide on exclusions:
  - Issue fixed-term exclusions for serious breaches.
  - Permanently exclude children for repeated behaviours or a very serious incident, in consultation with governors.

### **The role of Governors**

- The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness.
- The governors support the Headteacher in adhering to these guidelines.
- The Governors will hear any appeals against exclusion and their decision is final.

### **Role of parents/carers**

- We fully expect parents/carers to support their child's learning and behaviour and to co-operate with the school.
- We try to build a supportive dialogue between home and we will communicate with parents immediately and regularly informing them of any concerns which the school may have.

### **Monitoring and review**

The Headteacher monitors the effectiveness of this policy on a regular basis. They also report to the Governing Body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

We are committed to equal opportunities for all irrespective of race, gender, sexuality, disability or religion. We will monitor the impact of this policy to ensure that no group is adversely affected.

Links to other policies:

Anti-bullying Policy

Attendance Policy



# Christ Church CofE Expectations

- Show you are ready to learn and always try your best
- Keep yourself and others safe
- Never give up
- Everyone to keep the school tidy and organised
- Be honest, tell the truth and have integrity



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# How can you make it right?

## Catch up

If your behaviour has stopped yourself or others from learning, you will have to **catch up** in your own time



## Clear up

If you damage school property you will be expected to **clear up** any mess made or damage you caused.



## Make up

If you have been unkind to children or staff you will be asked to restore your relationship- **make up**. This can be in your own time

