Relationships and Behaviour Policy

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Our Vision and Values

At Christ Church CofE Primary School, we are committed to creating a calm, safe and purposeful environment where every child can learn, flourish and feel valued. Our approach to behaviour is rooted in our Christian vision and SHINE values of Success, Happy, Included, Nurtured and Enriched. We believe that high expectations, strong relationships and consistent adult behaviour enable all children to succeed. Behaviour is taught, modelled and understood, helping pupils develop the knowledge, skills and self-regulation needed to make positive choices. Through a consistent, inclusive and restorative approach, we ensure that every member of our community is treated with dignity and respect.

As a Church of England school, we are guided by the Christian principles of forgiveness, grace and reconciliation. When mistakes are made, pupils are supported to reflect, learn, make amends and move forward positively. Forgiveness does not remove accountability; rather, it encourages personal growth, restores relationships and helps every child continue to flourish within our school community.

Statutory Framework

This policy has been developed in accordance with current legislation and guidance, including:

- Behaviour in Schools: Advice for Headteachers and School Staff (DfE)
- Suspension and Permanent Exclusion Guidance (DfE)
- Keeping Children Safe in Education (DfE)
- Special Educational Needs and Disability (SEND) Code of Practice
- Equality Act 2010
- Searching, Screening and Confiscation Guidance (DfE)

The school will implement this policy fairly, consistently and proportionately, taking account of pupils' age, stage of development, individual circumstances, SEND needs and safeguarding considerations.

High Expectations for all

All pupils are expected to:

- Be ready to learn and try their best.
- Persevere when learning is challenging.
- Keep themselves and others safe.
- Act with honesty and integrity.
- Take pride in their environment.
- Treat others with kindness and respect.

These expectations apply to all pupils. Where additional needs exist, support is adapted, but expectations remain the same.

Teaching Behaviour

Behaviour and learning behaviours are explicitly taught throughout the school. Staff teach routines, model expectations and develop pupils' understanding of emotions, relationships and self-regulation.

Pupils are taught that all emotions are valid, but they are responsible for how they respond to those emotions. Emotional literacy develops progressively from EYFS through to Year 6 through Emotion Coaching, Zones of Regulation, restorative conversations and reflective practice.

What Positive Behaviour Looks Like

At Christ Church CofE Primary School, positive behaviour is demonstrated through the way pupils live out our school expectations and SHINE values each day. Positive behaviour is not simply the absence of poor behaviour; it is shown through the choices pupils make in their learning, relationships and contribution to school life.

Examples of positive behaviour include:

- Showing kindness, respect and compassion towards others
- Including others in learning, play and conversations
- Helping others when they need support

- Persevering when learning is challenging
- Listening carefully and contributing positively to lessons
- Taking responsibility for actions and making things right when mistakes happen
- Caring for the school environment
- Demonstrating honesty and integrity in words and actions
- Showing forgiveness and working to repair relationships
- Acting in ways that help everyone feel safe, valued and able to learn

These behaviours demonstrate our school expectations and reflect our Christian vision, where every person is treated with dignity, respect and kindness.

Learning Behaviours and Engagement

At Christ Church CofE Primary School, we believe positive behaviour is about more than following rules; it is about developing pupils who are engaged, resilient, reflective and responsible learners. We encourage children to contribute ideas, embrace challenge and understand that mistakes are an important part of learning. Staff explicitly teach, model and reinforce positive learning behaviours, including listening, participation, resilience, independence, collaboration and responding positively to feedback. While some pupils may require adapted support, we expect all children to engage positively in learning and strive to achieve their best, preparing them to become confident, successful learners.

Developing Self-Regulation

Self-regulation is central to our behaviour approach. Pupils are explicitly taught emotional literacy and self-regulation through a progressive curriculum that develops from recognising emotions and body signals in the early years to independently identifying, managing and reflecting on emotions in Key Stage 2. Through Emotion Coaching, Zones of Regulation, restorative conversations and Reflect and Repair discussions, pupils develop a shared emotional vocabulary, self-awareness and effective regulation strategies. Across the school, pupils are taught

that all emotions are valid, but that they are responsible for how they respond to them.

Daily Emotional Check-Ins

All pupils participate in a brief emotional check-in at the start of the day and after lunchtime.

- Nursery and Reception complete a fun and interactive class check-in that helps normalise emotions and develop emotional vocabulary.
- Years 1 to 6 complete a private check-in using a Show Me Board to communicate their current emotional state to their teacher.

These check-ins help staff identify pupils who may need additional support and promote readiness to learn.

Recognising Positive Behaviour

Positive behaviour is actively recognised and celebrated across the school through a structured approach.

Pupils receive Dojo points for meeting expectations and demonstrating the school values. This includes immediate recognition in lessons as well as longer term recognition over time. All Dojo points will reset each term.

Individual recognition includes:

Short term

- Dojo points
- Verbal praise
- Recognition within class

Medium term

- Fortnightly recognition of the pupil with the highest number of Dojo points
- Fortnightly recognition of the ‘biggest jumper’, celebrating pupils who have made the greatest improvement

Long term

- Termly recognition for the pupil with the highest number of Dojo points
- Termly recognition for the 'biggest jumper' who has demonstrated the most significant improvement over time

In addition to individual recognition, there are opportunities for classes and teams to work collectively towards rewards.

Class and Team Recognition

Medium term

- Fortnightly class competition to win the Sweet in the Jar reward

Long term

- Half-termly team reward for the class that accumulates the highest number of Dojo points

This structured approach ensures that both achievement and improvement are recognised and valued.

A key principle of this system is that positive behaviour recognition is never removed when a pupil makes a mistake. Dojo points represent behaviour that has already been demonstrated and achieved and therefore remain in place. This ensures that pupils remain motivated and that success is always valued.

Choice, Chance, Reflect and Repair

The school operates a consistent behaviour system based on Choice, Chance and Reflect and Repair. This approach provides pupils with opportunities to make positive decisions, understand the impact of their behaviour and repair relationships when mistakes occur. Before meaningful reflection can take place, some pupils may require support to regulate their emotions. Staff will support pupils to become calm and ready before restorative discussions take place.

Choice

- A reminder of the expected behaviour is given.
- The pupil is redirected and supported to make a positive choice.
- Most low-level incidents are resolved at this stage.

Chance

- A clear final warning is given.
- The expected behaviour is restated.
- The pupil is given a final opportunity to make a positive choice.

Reflect and Repair

- Used when a pupil chooses not to change their behaviour following the Choice and Chance stages.
- A restorative conversation takes place to help the pupil understand what happened, consider the impact of their behaviour and identify how the situation can be repaired.
- Incidents that reach the Reflect and Repair stage must be recorded on CPOMS.

This may involve:

- A period of thinking time
- A structured conversation with a member of staff
- A restorative conversation with other pupils where appropriate
- Completion of a reflection sheet

In cases of serious behaviour, staff may move directly to Reflect and Repair and seek immediate support from the Phase Leader, Deputy Headteacher or Headteacher without first using Choice and Chance.

The purpose of Reflect and Repair is not punishment. It is to support learning, responsibility and the rebuilding of relationships. See appendices 3 and 4 for reflection sheets.

Reflect and Repair also reflects our Christian commitment to forgiveness, grace and reconciliation. We recognise that everyone makes mistakes and that these mistakes

provide opportunities for learning and growth. Once pupils have reflected on their actions, understood the impact of their behaviour and taken appropriate steps to repair any harm caused, they are supported to move forward positively with a fresh start. Through forgiveness and reconciliation, we help pupils rebuild relationships, restore trust and continue to flourish within our school community.

Understanding Behaviour

We are clear that we do not label children. We address behaviour. Behaviour is often the outcome of an underlying need, and our role is to understand this and provide appropriate support so that pupils can improve over time. We recognise that behaviour can be influenced by a wide range of factors, including social, emotional, developmental and environmental needs.

As a school, we seek to understand the causes behind behaviour rather than simply responding to the behaviour itself. This allows us to provide effective support whilst maintaining high expectations.

Attendance and Punctuality

We recognise the strong link between attendance, punctuality, wellbeing and achievement. We expect all pupils to attend regularly and arrive on time so that they can engage fully in learning and school life. The school works closely with families to identify barriers, provide support and promote positive attendance, recognising that attendance is a shared responsibility and key to children's success.

Inclusion and SEND

Christ Church is committed to maintaining consistently high expectations for all pupils, including those with additional needs. This is particularly important given our 15-place focused provision for pupils with autism spectrum disorder.

While expectations remain the same for all pupils, the way in which pupils are supported to meet those expectations may be adapted. This may include:

- Visual supports / timetables
- Structured routines
- Sensory strategies
- Adapted communication
- Increased adult support
- Regulation strategies
- Use of workstations / break out / calm down areas

The principle remains clear:

Expectations are not lowered. Support is adapted to enable success.

Additional Behaviour Support

Some pupils may require additional support through Individual Behaviour Plans or SEND support plans.

These plans help staff to:

- Understand specific behavioural needs
- Identify triggers and barriers
- Use agreed strategies consistently
- Support pupils proactively
- Monitor progress over time

Individual Behaviour Plans, SEND plans and EHCP provision ensure that personalised approaches are implemented consistently whilst maintaining the same high expectations for all.

Escalation and Leadership Support

Behaviour is managed through a clear and structured progression. The most important stage is within the classroom, where teachers and teaching assistants respond quickly and consistently to low-level behaviour. Early intervention is essential and prevents escalation, supporting both learning and wellbeing for individuals and their peers.

Low-Level Behaviour

Low-level behaviour is behaviour that causes minor disruption to learning and can usually be addressed through classroom strategies and positive behaviour management. Examples may include:

- Calling out
- Talking when others are speaking
- Off-task behaviour
- Minor distraction of peers
- Forgetting equipment
- Leaving a seat without permission
- Running indoors
- Not following routines or expectations
- Occasional inappropriate comments or silliness

These behaviours should normally be managed by the class teacher or teaching assistant through reminders, redirection and restorative conversations.

Frequent Low-Level Behaviour

Where low-level behaviour becomes frequent or persistent despite classroom support, additional support is provided by the Phase Leader, who works alongside staff to develop appropriate strategies.

Indicators of frequent low-level behaviour may include:

- Repeated low-level incidents across a number of weeks
- Behaviour that is beginning to affect learning outcomes
- Behaviour that regularly disrupts others
- Failure to respond to classroom-level interventions

If low-level behaviour continues over a period of approximately two to three weeks, the Phase Leader and Class Teacher will contact parents and may arrange a meeting to discuss further support and possible intervention strategies.

Moderate Behaviour

Moderate behaviour is behaviour that has a significant impact on learning, relationships, wellbeing or safety, or behaviour that continues despite repeated adult support.

Examples may include:

- Repeated refusal to follow adult instructions
- Deliberate disruption of lessons
- Persistent defiance
- Leaving the classroom without permission
- Rudeness towards staff or peers
- Deliberate damage to property
- Swearing not directed at an individual
- Unkind or intimidating behaviour towards others
- Throwing objects
- Repeated unsafe behaviour

Moderate incidents should be referred to the Phase Leader on the same day and recorded on CPOMS. The Phase Leader will determine whether additional actions are required, including parental contact, restorative meetings, behaviour monitoring or referral to the Deputy Headteacher / Headteacher.

Serious Behaviour

Serious behaviour is behaviour that causes, or has the potential to cause, physical harm, significant emotional distress or a serious risk to safety. Serious incidents are escalated immediately to the Deputy Headteacher or Headteacher.

Examples include:

- Physical aggression, including hitting, kicking, punching, biting or spitting
- Racist behaviour
- Homophobic behaviour
- Sexualised behaviour
- Any discriminatory behaviour directed towards a protected characteristic

- Threatening or intimidating behaviour
- Bullying that is targeted or persistent
- Deliberate acts that place others at risk
- Significant damage to property
- Leaving the school site without permission
- Bringing prohibited items into school

The Deputy Headteacher or Headteacher will determine any further action, including investigation, parental meetings, risk assessments, behaviour support plans, suspension or other sanctions where appropriate.

Professional Judgement

Behaviour incidents will always be considered within the context of the child's age, developmental stage, SEND needs, communication difficulties, known vulnerabilities and any safeguarding concerns. Staff should use professional judgement when determining the level of an incident and seek advice from the Phase Leader or Senior Leadership Team if unsure.

Behaviour at Lunchtime

The school's behaviour expectations and Choice, Chance, Reflect and Repair approach apply throughout lunchtime. Teaching Assistants undertaking playground duties are responsible for managing behaviour using the same procedures and expectations that apply during lesson times. Incidents that reach the Reflect and Repair stage must be recorded on CPOMS. Repeated incidents should be referred to the Phase Leader. Serious incidents must be reported immediately to the Deputy Headteacher or Headteacher and recorded on CPOMS.

Respectful Communication and Relationships

The way in which we speak to one another is fundamental to maintaining a calm and respectful school environment.

All members of the school community are expected to communicate in a calm and respectful manner. Adults model this consistently, recognising that the way adults

speak to children sets the standard for how children speak to adults and to each other.

We recognise that people are people and that everyone deserves to be treated with dignity and respect.
This expectation applies equally to:

- Adult to pupil interactions
- Pupil to adult interactions
- Pupil to pupil interactions

Respectful communication is explicitly taught, modelled and reinforced throughout school life.

Recording and Monitoring Behaviour

All behaviour incidents that reach Reflect and Repair stage or beyond are recorded on CPOMS to ensure consistency, support safeguarding and identify patterns over time.

All incidents that reach Reflect and Repair stage or beyond must be recorded on CPOMS. Where a reflection sheet is completed, it should be retained in the class teacher's or Phase Leader's folder to support behaviour monitoring and discussions with pupils and families.

Accurate recording enables:

- Early intervention
- Effective communication
- Safeguarding oversight
- Monitoring of patterns and trends
- Evaluation of the effectiveness of support strategies

Crisis Prevention Institute and Physical Intervention

Staff are trained in de-escalation strategies through CPI approaches and use these

consistently to support pupils.

Physical intervention is only used as a last resort to prevent harm to a pupil or others. It is always carried out by appropriately trained staff and only when reasonable, proportionate and necessary.

All incidents are recorded and managed in line with safeguarding expectations and parents are informed appropriately. See appendix 5.

Working with Families

We recognise that strong partnerships with families are essential. Parents and carers are expected to work with the school to support behaviour by:

- Reinforcing school expectations
- Engaging with communication from school
- Attending meetings where required
- Supporting agreed strategies and interventions

The school is committed to working in partnership with families, ensuring that concerns are shared early and that decisions are made collaboratively in the best interests of all children.

Alternative Provision and External Support

The school is committed to a graduated and inclusive approach to behaviour. Suspensions and exclusions are always considered a last resort. Before reaching this stage, a wide range of strategies are implemented, including:

- Behaviour plans
- SEND support
- Internal inclusion approaches
- Additional adult support
- Support from external agencies
- Alternative provision where appropriate

Our aim is always to support pupils to remain in school, access learning successfully and achieve positive outcomes.

Suspensions and Permanent Exclusions

In line with current statutory guidance (July 2026), suspensions and permanent exclusions are used only when all other strategies have been exhausted and where behaviour represents a serious breach of expectations.

These are disciplinary measures and are not used for other purposes. The school adheres to all national requirements and ensures that decisions are proportionate, fair and in line with guidance. We will always seek to understand, support and intervene before moving towards exclusion and will work closely with families throughout the process.

Roles and Responsibilities

Staff

Staff play a critical role in maintaining the behaviour culture of the school and are expected to:

- Maintain high expectations for all pupils
- Implement the behaviour policy consistently
- Use the Choice, Chance, Reflect and Repair approach
- Model respectful and professional behaviour
- Address behaviour promptly and fairly
- Use restorative approaches to support reflection and repair
- Record behaviour incidents accurately on CPOMS
- Follow Individual Behaviour Plans, SEND plans and risk assessments where applicable

Staff will not:

- Remove Dojo points

- Label children
- Ignore repeated low-level behaviour

Consistency of adult behaviour is central to creating a calm, safe and purposeful environment where all pupils can learn successfully.

Pupils

Pupils are expected to follow school expectations, take responsibility for their actions and contribute positively to the school community.

Parents and Carers

Parents and carers are expected to work in partnership with the school, support school expectations and engage positively with communication and support plans where required.

Phase Leaders

Phase Leaders provide additional support for behaviour, monitor patterns, coach staff and work with families when concerns arise.

Senior Leaders

Senior leaders oversee the consistent implementation of the policy, support staff and monitor behaviour across the school.

Headteacher

The Headteacher has overall responsibility for behaviour, strategic oversight of the policy and decisions relating to suspension and exclusion.

Governors

Governors monitor the effectiveness of the policy and hold school leaders to account for behaviour outcomes.

Monitoring, Evaluation and Review

Behaviour is monitored regularly through CPOMS, staff discussion, leadership review and analysis of behaviour trends.

This information is used to:

- Identify patterns
- Evaluate interventions
- Inform staff training
- Improve provision
- Ensure consistency

The policy is reviewed annually to ensure that it remains effective, compliant and responsive to the needs of the school community.

Final Statement

At Christ Church CofE Primary School, this approach ensures that expectations are high, relationships are strong and behaviour is understood and supported. Through a consistent, inclusive and restorative approach, all pupils are given the opportunity to succeed and are supported to become respectful, responsible and reflective individuals.

Links to other policies:

Anti-bullying Policy

Attendance Policy

Safeguarding Policy

SEND Policy

Appendix 1

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

Appendix 2

Christ Church CofE Expectations













Appendix 3

Reflect and Repair Record (EYFS and KS1)

Sheet to be completed by the adult through discussion with the child.

Name: _____

Class: _____

Date: _____

Adult: _____

Reflection Level:

□ Class Teacher □ Teaching Assistant □ Phase Leader □ SLT

How was the child feeling?

□ Happy □ Worried/Scared □ Sad □ Calm

□ Angry □ Frustrated □ Disappointed □ Excited

□ Mixed Feelings

What was the child's body telling them?

□ Fast heartbeat □ Tight fists □ Wobbly tummy □ Hot face

□ Busy thoughts □ Tearful □ Wanted to leave □ Other

What happened?

Which expectation was not met?

□ Ready to learn and try my best □ Never give up

□ Keep myself and others safe □ Be honest and have integrity

□ Keep the school tidy and organised

What may have caused or influenced these feelings?

□ Friendship issue □ Seeking attention □ Frustration

□ Worry or anxiety □ Difficulty with learning □ Tiredness

□ Change to routine □ Other: _____

Reflect and Repair Discussion

Did the child understand the impact of their behaviour?

□ Yes □ Partly □ No

Did the child identify a better choice for next time?

□ Yes □ Partly □ No

Next Step

□ Verbal reminder □ Restorative conversation

□ Apology made □ Time with trusted adult

□ Regulation strategy agreed □ Parent informed

□ Phase Leader informed □ Other: _____

Adult Comments

Adult Signature: _____

Appendix 4

Reflect and Repair Record (KS2)

Child to complete themselves with adult support where needed (if appropriate use KS1 sheet).

Name: _____

Class: _____

Date: _____

Adult: _____

Reflection Level:

□ Class Teacher □ Teaching Assistant □ Phase Leader □ SLT

Which Zone best describes how you were feeling?

□ **Blue Zone** (Tired, sad, unwell, bored, low energy)

□ **Green Zone** (Calm, focused, ready to learn)

□ **Yellow Zone** (Worried, frustrated, excited, anxious, silly)

□ **Red Zone** (Angry, overwhelmed, out of control)

What happened?

Which expectation did you not meet?

□ Ready to learn and try my best □ Never give up

□ Keep myself and others safe □ Be honest and have integrity

□ Keep the school tidy and organised

Who was affected?

□ Myself □ Another child □ My teacher □ The class □ Other: _____

What emotions were you experiencing?

What body clues did you notice?

□ Fast heartbeat □ Hot face □ Tight fists □ Busy thoughts

□ Shouting voice □ Tearful □ Wanted to leave □ Other

What could help you manage these feelings or situation differently next time?

How will you repair the situation?

□ Apologise □ Repair a relationship

□ Complete missed work □ Make a better choice next time

□ Use a regulation strategy □ Ask for help from an adult

□ Other: _____

Adult Notes

Pupil Signature: _____

Adult Signature: _____

Appendix 5 - **Christ Church C of E Physical Intervention incident report form**

Child's Name: DOB:	
Date/time of incident: Location of incident:	
Staff involved:	Witnesses:
Details of incident Reason(s) for physical intervention plan: What started it? What de-escalation techniques were used? How did it develop?	
How was it resolved Methods of restraint used Degree of force	
Any injuries occurred	

Pupil Other pupils Staff no
Parent/carer informed Response Parent signature
Staff Signature Witness signature Head Teacher/SLT signature
Time and date of completion of form

Appendix 6 - **Christ Church C of E Emotional Literacy and Self-Regulation Progression Framework**

EMOTIONAL LITERACY & SELF-REGULATION
PROGRESSION FRAMEWORK
NURSERY – YEAR 6

OUR PROMISE

All emotions are valid. We learn to recognise, regulate and and choose how we respond.

	NURSERY 3–4 YEARS OLD	RECEPTION 4–5 YEARS OLD	KEY STAGE 1 5–7 YEARS OLD	LOWER KEY STAGE 2 7–9 YEARS OLD	UPPER KEY STAGE 2 9–11 YEARS OLD
PROGRESSION OF SELF-REGULATION	Recognises simple feelings with adult support and co-regulation. 	Identifies feelings in self and others and begins to recognise body signals. 	Understands that feelings influence behaviour and begins to choose regulation strategies. 	Identifies emotions accurately, recognises triggers and selects appropriate regulation strategies. 	Independently identifies emotions, reflects behaviour, selects effective regulation strategies and repairs relationships. 
PROGRESSION OF EMOTIONAL VOCABULARY	**Green Zone:** • Happy **Blue Zone:** • Sad **Red Zone:** • Angry	**Green Zone:** • Happy **Blue Zone:** • Sad **Yellow Zone:** • Excited **Red Zone:** • Angry	**Green Zone:** • Happy • Calm **Blue Zone:** • Sad • Tired **Yellow Zone:** • Excited • Worried **Red Zone:** • Angry • Cross	**Green Zone:** • Happy, Calm, Proud, Focused, Content, Ready to Learn **Blue Zone:** • Sad, Tired, Lonely, Bored, Unwell, Disappointed **Yellow Zone:** • Excited, Worried, Frustrated, Nervous, Silly, Anxious **Red Zone:** • Angry, Mad, Furious, Upset, Terrified	Uses the full range of emotional vocabulary confidently and independently. Identifies emotions and triggers, recognises body signals, selects and evaluates regulation strategies, reflects on behaviour and its impact on others, and Repair with increasing maturity and independence.

BODY SIGNALS WE NOTICE (Can help us understand how we feel)

Fast heartbeat | Tight fists | Wobbly tummy | Hot face | Busy thoughts | Tearful | Want to leave | And more

Understanding body clues helps us identify our emotions and choose strategies to regulate.

OUR BEHAVIOUR SYSTEM: CHOICE, CHANCE, REFLECT & REPAIR

Before we can reflect, we may need help to calm down and get back to the Green Zone.

CHOICE
- A reminder of the expected behaviour is given.
- The pupil is redirected and supported to make a positive choice.
- Most low-level incidents are resolved at this stage.

→ **CHANCE**
- A clear final warning is given.
- The expected behaviour is restated.
- The pupil is given a final opportunity to make a positive choice.

→ **REFLECT & REPAIR**
- Used when a pupil chooses not to change their behaviour.
- A restorative conversation helps the pupil understand what happened, the impact and how to repair it.
- Recorded on CPOMS.

→ **OUR GOAL**

To support learning, responsibility and positive relationships through reflection, repair and growth.

WE REGULATE OURSELVES SO WE CAN SHINE

- **SUCCEED** — We are ready to learn and try our best.
- **BE HAPPY** — We look after our feelings and our wellbeing.
- **BE INCLUDED** — We treat others with kindness, respect and compassion.
- **BE NURTURED** — We feel safe, supported and valued.
- **BE ENRICHED** — We grow, learn and flourish together.

Behaviour is taught, not simply managed.
Together we create a calm, respectful and inclusive community where every child can flourish.