

**Christ Church (Church of England) Infant School and
Nursery
and
Christ Church (Church of England) Junior School**



**Behaviour and Relationship Policy
including
The Statement of Behaviour Principles**

Grow and learn together in the presence of God.

Reviewed: June 2024

Next Review: June 2025

Introduction

Christ Church is a deeply Christian Federation of schools, welcoming and serving everyone for the common good. All members of the Christ Church community are supported and equipped with the life skills needed to live as valued and valuable members of society as they strive to achieve their God-given potential. This is underpinned by our core Christian values of *respect, love, kindness, honesty, perseverance and friendship*.

The vision and values of the Federation are the foundation of this policy.

Aims:

At Christ Church (Church of England) Schools we aim to:

- Provide a safe, comfortable and caring environment where optimum learning takes place
- To encourage pupils to achieve in a learning environment where self-regulated behaviour is promoted, and pupils are taught the skills to achieve this.
- Develop positive relationships between all members of our school community
- Teach pupils to recognise their state of emotion and to link these emotional states to their readiness to learn.
- Teach pupils a range of strategies in order to regulate their emotions, when needed, so that they are enabled to learn effectively and maintain good mental health and well-being. (See Appendix D)
- Provide clear guidance for children, staff and parents on expected levels of behaviour.
- Work closely with pupils through pupils' leadership roles and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the child: children should be encouraged to form and express their views.
- Use a consistent and calm approach to behaviour incidents using language that promotes positive behaviour.
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally. We encourage staff to reflect on the underlying issue, and to respond to that behaviour in a non-judgmental and supportive way.
- To provide individualised approaches to behaviour if and when required for children with more complex needs.

The purpose of the behaviour policy is to:

- Provide a consistent approach to behaviour management by recognising that behaviours that challenge happen for a reason and may be the only way the child can communicate
- Outline the expectations of behaviour we need to promote a positive learning environment.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and consequences.
- Recognise that some children find it difficult to manage their own behaviour. Staff will support them to regulate, and teach them ways to self-regulate their behaviour in the future.
- Incorporate a holistic, whole-person approach to ensure we are reflecting and planning for the needs of our pupils, some with complex needs.

- Develop children's skills so that they are able to take responsibility and accountability for their own actions and their impact on others.

We believe:

We believe that good behaviour is promoted by creating a happy, safe, inclusive and caring school environment where everyone feels valued, respected, secure and where relationships are prioritised. Investing time and resources into improving relationships in schools leads to positive outcomes linked to inclusion, engagement, attainment and achievement. We have clear expectations of how everyone in the school community should be treated and if children find this difficult we believe it is our role to teach them the skills they need to achieve this.

Where children struggle to make good behaviour choices they should be given support and guidance through restorative conversations to help them reflect and review their words and actions. Children should be taught to recognise their emotional state and be provided with strategies to help them regulate.

Roles and Responsibilities:

Adults - teaching and non-teaching:

1. Take time to build relationships with the children including welcome them at the start of the day.
2. To provide an outstanding role model for positive communication, care, connection and confidence
3. To have high expectations of themselves and the children.
4. To emphasise and reward positive behaviour- praise in public.
5. To respond to and deal with unacceptable behaviour in a consistent calm and positive manner. To redirect children by referring to 'Ready, Respectful, Responsible and through the use of restorative conversations.

Members of staff who manage behaviour well:

1. Deliberately and persistently catch children for doing the right thing and praise them in front of others.
2. Know their class well and develop positive relationships with all children.
3. Demonstrate unconditional care and compassion.
4. Support children to reflect on the 'Zones of Regulation' and use strategies well.

The Executive Head Teacher, Head of School, Assistant Head Teacher:

1. Be a visible presence around the school.
2. Regularly celebrate staff and children whose efforts go above and beyond expectations.
3. Encourage the use of positive praise, stickers and messages home.
4. Ensure that staff training needs are met.
5. Support children and use tracking systems to ensure appropriate support is in place for every child.
6. Support teachers in meeting the needs of children with more complex or challenging behaviours.
7. Ensure that parents are signposted to the policy which is published on the school website.

Children:

1. To understand that they are a valued part of the community
2. To understand their role
3. To understand and know how they are expected to behave and treat others.
4. To be responsible for behaving in an appropriate manner

5. To understand that they can share their concerns or worries with an adult in school.

We always encourage children to speak to an adult if they are worried or concerned about anything at school. Teachers and other adults at school will do their best to resolve the problem. However, occasionally further incidents can occur and may not be reported to the same teacher or adult. Children are asked to report incidents to their class teacher so that a full picture can be established.

Off-Site Behaviour

The school is committed to ensuring our pupils act as positive ambassadors for us. If a child has misbehaved off-site when representing the school, such as on a school trip or in church. The root cause of the behaviour choice will be considered and restorative conversations with the child will be conducted. Consequences may also be necessary.

Parents:

1. To inform school of any concerns or worries that their child is having and to contact the office if an on-going problem occurs.
2. Support their child in adhering to the school rules.
3. Support the school's philosophy that it is right to tell an adult if they are hurt or having difficulties with someone.
4. Inform the school of any change in circumstances that may affect their child's behaviour.
5. Discuss any behavioural concerns with the class teacher or Senior Leader promptly.
6. Support any behaviour plans that are put in place to support their child.

We value parental input and see behaviour management as a partnership between home and school. We operate an open door policy and encourage parents who have a concern to make an appointment to come into school to meet with a member of staff. On many occasions the meeting will take place on the same day but this is not always possible. Staff may have other prearranged appointments or commitments. Parents should, however, be assured that we do take their concerns seriously and will do everything possible to meet with them to discuss their concerns.

We request that parents do not approach children outside of school to address issues or disagreements that children may have had inside school. On these occasions please come into school to speak to staff. Parents can also help to support behaviour and discipline in school by honouring their Home/ School Agreement. **Appendix A**

School Rules:

We expect pupils to follow the school rules, so that everyone is able to work in a caring, safe and happy environment. Our school rules are rooted where possible in Christian teaching and children are encouraged to reflect regularly on the way they live out the school rules in daily life:

- Ready – I can do all things through Him who strengthens me. Philippians 4:13
- Respectful – Do to others as you would have them do to you. Matthew 7:12
- Responsible – For each will have to bear his own load. Galatians 6:5

The school rules are shared with all staff, parents and children that are part of our school. They are also displayed in every classroom.

Code of Conduct:

We have a Code of Conduct which is shared with all children and referred to regularly.

We show that we are 'Ready, Respectful and Responsible' in many ways within our school:

- Children are expected to be punctual and appropriately dressed for all school activities.
- Children are expected to take pride in their appearance and personal conduct.
- All members of the school community are expected to respect each other.
- All members of the school community are expected to respect their own and other people's property and to take care of books, equipment and school resources.
- Children are expected to move quietly and calmly around the school.
- Children are expected to behave well, show good manners and be attentive.
- If a child has a grievance with another child, it must be reported to a member of staff who will help the child to address the matter in a respectful and responsible manner.
- Children must understand that they are responsible for their words and actions and that they must not use physical violence, abusive or prejudiced language at any time.

This code of conduct has been formulated with the safety and well-being of the children in mind and to enable the school to function efficiently as a place of learning

Rewards for good behaviour and effort

All teachers encourage their classes through a system of praise and reward. Rewards should be seen as special and meaningful. When children are following the school rules well, they should be given specific praise (praise that identifies their good behaviour and the school rule it relates to).

Rewards are most effective if they follow immediately upon the desired behaviour.

Unconditional positive regard must be reinforced with all pupils and stakeholders at all times.

Incentive Scheme

A major aim of the policy is to encourage all children to practise good behaviour. Positive reinforcement of good behaviour is more effective than negative. Good behaviour and positive attitudes are reinforced across the curriculum.

Staff use the following strategies to recognise and promote good behaviour:

- Stickers
- House Points (Key Stage 2)
- Certificates- including Core Value Awards.
- Positive praise and smiles
- Praised in front of others
- Visit to another staff member to share work
- Dojo point or message home
- Given certificates or awards in Celebration/ Achievement Assembly.

Procedures for dealing with behaviour that challenges

We understand that for some children, they may struggle to manage their own behaviour and may not always be in a regulated calm state. When children are in a dysregulated state, there are several layers of support in place to allow different children to manage their behaviour. The pastoral lead in Key Stage Two, class teachers and auxiliary staff will work in liaison to determine the bespoke arrangements needed to support individuals with specific needs or difficulties. Once the child is regulated the behaviour choice and cause can be addressed.

Children who need additional provisions to regulate their bodies and behaviours will have a risk assessment. This will focus on safety, regulation and reintegration. They are written with the support of the class teacher, support staff and SEND Coordinator.

Assessment tools such as the Boxall Profile and SDQ's (Strength and Difficulties Questionnaire) are used in the Junior school and allow us to see the impact of provision and where we need to prioritise support.

Minor breaches of discipline are dealt with by a member of staff in a caring, supportive and fair manner. Children are made aware that they are responsible for their own words and actions.

All consequences should take individual circumstances into account and be in proportion to the incident.

Remember we should:

1. Ensure restorative conversations focus on the behaviour to be addressed.
2. Use private rather than public reprimands wherever possible.
3. Be fair and consistent.

Consequences Informal Procedure

Whenever a child is presenting with difficulties following school rules and expectations, the Teacher and support staff will always look to identify the reason for the behaviour. They will work to identify a solution e.g. change in task, change in seating, additional support before any consequences are applied.

Expectations will be clearly stated to the class or individual. The procedures below will then be followed:

1. The child will receive a discreet verbal; reminder. This empowers the child to make an informed choice e.g. I can see you are still finding it difficult to I'm reminding you that our expectation is that you..... it would make me really happy to see you if you need to take a break/ me to help you, then let me know.
2. A verbal warning is given if the behaviour continues.
At the Junior School
3. If a second warning is issued in the same day the child will need to have 'Time In'.
4. If three warnings are given in a week the child will need to have 'Time In'.
5. The child attends 'Time In'. This is time in the designated space during morning break to reflect on their behaviour choice. A message is sent to parents.
6. The length of time that a child spends in the 'Time In' room will relate to the age of the child and severity of the incident.
7. If a child has repeated visits to the 'Time In' room parents will be contacted by letter or telephone.

At the Infant School

3. If a second warning is issued in the same day the child will be given 'thinking time' within the classroom setting to reflect on their behaviour choice.
4. The length of time that a child spends in the 'thinking space' will relate to the age of the child and severity of the incident.
5. If a child has repeated visits to the 'thinking space' parents will be contacted by letter or telephone.
- 6.

Teachers may also use the following strategies to address poor behaviour choices:

- The child is separated from the rest of the class for a period of time.
- The child is sent to a member of the Senior Leadership Team.

Children in Nursery will have 'time' to reflect on their behaviour by sitting quietly in the cloakroom area with a sand timer and a staff member to support them in their reflection/ restorative conversation.

These consequences are usually followed through in order. However, there are occasions such as use of physical aggression, bullying, homophobic or racist behaviour where the child's consequence is fast-tracked to the Executive Head Teacher/Head of School and parents.

The Head of School/ Senior Leadership Team Member may become involved in dealing with an incident at any stage. If an incident is considered to be severe the Head of School will liaise with the Executive Head Teacher who has the discretion to accelerate directly to the formal procedure. In such an event the parents of all parties involved will be contacted at the earliest opportunity and fully informed of the incident.

When children are sent to the 'Time In' room or the thinking space a restorative session takes place to support positive behaviour in the future and discuss support strategies.

Children should know that they are not defined by an event. They are allowed to make a mistake and should learn from them. Once a situation is dealt with it is finished and this is made clear to the child.

Recording attendance in the 'Time In' room or 'Thinking Space'.

The class teacher will maintain a written record of all verbal warnings given to each child. Where there are two in one day or three in a week this will be reported to the Head of School by the end of the day on Friday of each week.

Children attending the 'Time In' room will be given a slip to take with them to outline the reason for their visit. The staff member will then work restoratively with the child. Any work produced or reflections completed will be attached to the slip and sent to the Head of School at the end of the week.

Parents will be informed by Class Dojo or at the end of the day if their child has been in 'Time In' or the 'Thinking Space' that day.

Formal Procedure

If a child persistently behaves in an unacceptable way, or displays behaviour that may threaten the safety of the individual or other children/adults, it may be deemed necessary by the Executive Head Teacher/Head of School to apply one of the following:

- issue a formal warning- Letter home

- invite parents for a behaviour support meeting
- suspension/ fixed term exclusions
- impose a permanent exclusion (as a last resort). The LA Policy on Exclusions will be followed.

Individual Behaviour Plans/Special Arrangements

In cases where individual children experience difficulty in behaving as we would wish them to, and little progress has been made to improve their behaviour choices, the child will need to be considered for a bespoke behaviour plan, and where appropriate, referrals to external agencies may be made.

In Key Stage 2 the child may be identified for additional support from the schools Pastoral Lead.

Following support from within school or external agencies it may be necessary to consider other approaches e.g. an Education, Health and Care Plan (EHCP), attendance at a short stay placement away from the main school site, modified timetable (where appropriate and in line with guidance), suspension or permanent exclusion.

Meeting the Needs of children with SEND

In response to the Equality Act 2010, and in terms of safeguarding and supporting pupils with special educational needs, it is recognised that some pupils require a more sensitive and differentiated approach when dealing with behaviour.

A graduated response will be taken and will reflect each individual child's additional needs.

Please refer to the SEND Policy for further detailed information.

Bullying

Although such incidents are uncommon in school, children and their parents are encouraged to report any incidents to the class teacher/Senior Leadership Team. The Senior Leadership Team co-ordinates any problems and deals with these as necessary by informing parents, recording outcomes and noting the incidents. Staff are vigilant with regard to behaviour amongst children promoting positive and co-operative attitudes.

Children are shown how to minimise incidents of bullying and how to report these through discussions in class, worship times and the Personal, Social, Health and Economic (PSHE) curriculum. There is also separate information on the anti-bullying policy and guidelines available in school.

The school raises the profile of bullying through Anti-Bullying Week, Worship and PSHE sessions.

Playground leaders at each school offer support for children on the playground.

Positive Handling

There are very limited circumstances in which the use of positive handling is appropriate:

- where a pupil's behaviour is at risk of causing injury to him/herself;
- where a pupil's behaviour is likely to cause injury to others (adults or children);
- where a pupil's behaviour is likely to cause serious risk of damage to property.

On all occasions the use of positive handling will be reported to the Executive Head Teacher/Head of School and to parents. A written record of the incident, including the use of positive handling, will be recorded on the child's record.

Why use positive handling?

Positive handling will only be used when necessary and will be reasonable and proportionate to prevent injury or harm.

It is not possible to define every circumstance in which positive handling would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise within the above categories. Staff should always act within the school's policy on behaviour and discipline, particularly in dealing with disruptive behaviour.

Staff are aware that when they are in charge of children during the school day, or during other supervised activities, they are acting in loco parentis and should, therefore, take reasonable action to ensure pupils' safety and well-being.

Appendix 1: Statement of Behaviour Principles

Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

All pupils, staff and visitors are free from any form of discrimination

Staff and volunteers set an excellent example to pupils at all times

Rewards and consequences are used consistently by staff, in line with the behaviour policy

The Behaviour Policy is understood by pupils, parents and staff

The Behaviour Policy explains that exclusions will only be used as a last resort.

Pupils are helped to take responsibility for their actions

Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the governing board on an annual basis.

This Policy should be read in conjunction with the following policies-

SEND Policy

Anti-Bullying Policy

Well Being and Mental Health Policy

Appendices

Appendix A – Home School Agreements

Appendix B – Zones of Regulation

Appendix C – Restorative Conversation Example Template

