

# Policy for Behaviour and Discipline



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*Agreed by: Welfare Committee*

*Date: September 2023*

**In this policy read 'headteacher' as Executive Headteacher (the EHT may delegate some of these roles to the Head of Schools)**

## Purpose

At Christ Church, we aim to create a calm, welcoming, safe and caring environment, where all relationships are based on our Christian Values. Children have respect for themselves, other people and the school environment. All members of the school model a positive attitude and mutual respect, in order to promote children's positive self-esteem and self-discipline, whilst modelling and maintaining high expectations of good behaviour. Parents and carers actively support, model and encourage the positive behaviour of their child throughout their time at Christ Church.

We believe by working together we can achieve behaviour, which impacts positively on every child's learning experience, happiness and well-being.

Our vision is for all children to become Beacons of Light within the community and in God's family. As spiritual beacons and through our curriculum we are all:

- Communicators
- Explorers
- Readers
- Believers

Through our behaviour expectations we interweave these drivers in as many ways as possible.

For example:

**Communicators** – our behaviour expectations will help to provide a 'safe' space for children to be able to communicate their own ideas, feelings and beliefs.

**Explorers** – our behaviour expectations will support children to explore their world with confidence, from a secure and safe space.

**Readers** – as part of learning about behaviour expectations we encourage children to read widely and that includes texts which will help children to understand how to behave well towards each other and themselves and different strategies to use.

**Believers** – our behaviour expectations are based securely within the teachings of Jesus and Christian Values and these links will be explored in RE, Worship and the wider curriculum.

## Leadership and Management

### School leaders:

- Will be visible within school and consistently support staff
- Will routinely engage with all members of the school community to ensure they feel safe and supported
- Will ensure all staff know behaviour expectations and maintain them
- Will ensure new staff have an induction into behaviour expectations and ensure any training is offered when needed

- Will ask all members of the school community about their experiences, use feedback proactively and collect and monitor data and engage this with governors
- Will ensure any new pupils will be given a suitable induction
- Will ensure appropriate measures are in place to prevent child on child abuse

#### Staff responsibilities:

- To reflect behavioural events on our Christian values and motto 'We learn, we play, we care and we pray' and that forgiveness must be in line with 'Love one another as I have loved you'
- To have clear boundaries of behaviour expectations and routines and challenge and support pupils to meet them
- To teach and model expected behaviour and build positive relationships in every interaction
- To treat all children fairly and with respect
- To raise children's self-esteem and develop their full potential
- To provide a challenging, interesting and relevant curriculum for all pupils to reach full potential
- To create and provide a safe, pleasant, stimulating environment – physically, emotionally and spiritually so all children can learn
- To deal with any incidents promptly and inform parents where necessary
- To recognise that each child is an individual and to be aware of their needs and the support they need

#### Pupil's responsibilities:

- Be aware of our behaviour expectations and standards and follow these to create calm, safe environments all pupils can learn in
- Understand the duty to follow, uphold and contribute to our school culture – be a beacon of light
- Learn about Jesus and his life and follow in his teachings
- Learn about and demonstrate our Christian Values e.g. kindness, respect, love, friendship, community
- Be encouraged to be the best you can be.
- Respect other children's culture, race, feelings, beliefs and values.
- Accept responsibility for the things that you do and for your school
- Take good care of the building, equipment and school grounds.
- Understand and accept the consequence process for your actions and show forgiveness
- Ask for help or tell a member of staff if you are worried or unhappy and take part in any pastoral support for this

### Parent / Carers responsibilities:

- Understand our behaviour policy and take part in school life and its culture
- Endeavour to provide a safe, secure and happy environment at home for my child, acknowledging that they learn at home.
- Inform the school (following the correct procedure) of any concerns or worries that may be affecting my child's learning, behaviour or ability to do homework, as this can then be resolved quickly.
- Support and work with school to ensure that the behaviour management policies of the school are maintained and reinforced at home
- Raise any concerns directly and work in partnership with the school, aiming to be positive and productive, working towards supporting my child in their learning.
- To develop positive relationships with the school by reading updates, celebrating learning and achievements and being included in any pastoral and intervention work.
- Be a positive role model for all in our school community and show respect to all members of our school community.
- Not discuss school matters or issues on Facebook, Twitter or any other social media websites.

### School Systems and Social Norms

#### Ready, Respectful, Safe

Teachers have the right to teach and children have the right to learn. Children will be taught and modelled expected behaviours through our 3 R's principles:

- Ready
- Respectful
- Safe

All children should be Ready to learn, Respectful to each other and their environment and feel Safe and be safe towards others. This is embedded in routines and always using clear and consistent language. At Christ Church we are trauma informed and use this within our practice and make necessary adjustments when needed.

The school procedure begins when a child has been given a chance to correct their behaviour and has CHOSEN not to do so.

**Step 1:** Non-verbal warning

**Step 2:** Say the child's name

**Step 3:** Verbal reminder on what behaviour is wrong and how to change it.

**Step 4:** Children will be moved to another area of the classroom to re-engage with their learning for the remainder of the lesson. Children will be spoken to at end of lesson and apologise. It is the teacher's responsibility to try and support a change in behaviour e.g. moving, providing support

**Step 5:** Children may be sent out to an agreed adult. When re-entering children will need to have a restorative conversation with the teacher. Parents to be informed after school or by phone call. If a child needs to, they will go on a behaviour support card for school and parents to work in partnership to support the child and change the behaviour.

If behaviour continued or in the case of high level disruption the pupil will be sent directly to the Headteacher or in absence a member of the SLT. Parents will be contacted and necessary consequences and action taken. See exclusion policy.

Some children may need an individual behaviour plan and system to meet their individual needs. When responding to incidents the main priority is to ensure safety for pupils and staff and restore a calm environment for children to learn and thrive in. They should be dealt with in a consistent, fair and proportionate manner and de-escalation techniques used if needed. Reasonable force may be used for safety, following government guidance.

### Positive Rewards

**Praise** – Verbal, written, sticker, friendly word or gesture, referral to another adult

**Star of the Day** – A child will be chosen daily. They will have special responsibilities and privileges e.g. taking the register, leader of the line. All children have equal opportunity in this to encourage them to take on this role and have a chance of responsibility.

**Class Reward** – As a class a reward for whole class behaviour will be decided. This will be received when a class completes their target e.g. 30 marbles in the jar

**CERB award** – One child each week will be chosen in Prayer and Praise assembly to be rewarded for showing an element of our CERB drivers

**Christian Value award** – One child each week will be chosen based on them showing the half termly Christian Value e.g. love, respect

**Proud Cloud** – If a child has had a consistently good day or achieved something in their work, homework, reading book etc they will receive a 'Proud Cloud' which is recorded on Class Dojo. Each child is aiming for 30 'Proud Clouds' on their Class Dojo. Once they have achieved 30 they will receive their own clothes on that Friday.

Children can apply for other responsibilities such as being part of the Beacon and Ethos team. Other Year 6 responsibilities will also be handed out. Year 6 are also 'buddies' to the Reception class.

### Pupil Support

An essential part of our behaviour management lies in the fact that each child knows that consequences will be imposed for unacceptable behaviour. We want to prevent behaviour from recurring. Some children may need targeted support or interventions alongside these too. The principles upon which consequences are based are that they should be:-

- reasonable and proportionate
- consistent, fair and understood by the child
- trauma informed – are there any needs or contributing factors
- restorative conversation afterwards to reflect on actions, show forgiveness and plan how the behaviour won't recur.

- Consequences should be used for deterrence, protection and improvement in behaviour

Behaviour may be divided into different levels of disruption and this may affect the consequence.

**Low level** - This is day-to-day classroom behaviour that would be handled by the class teacher and TAs. Examples would be: calling out, tapping, fidgeting, swinging on chairs, persistent talking, carrying on working when the teacher is talking, leaving seat during working time, negative use of body language, stopping others working.

**Medium level** - This is behaviour that could lead to involvement of a senior teacher. Examples would be: continually behaving in any of the above ways **and/or** drawing others into negative behaviour, arguing, not sharing, answering back

**High level** - This is serious behaviour that would lead to involvement of the Headteacher or a member of SLT. Examples would be: continually behaving in any of the above ways **and/or** violent behaviour, aggressive behaviour of any sort, inciting others to behave badly, damaging furniture or property, stealing, inappropriate language, walking away or out of the classroom/school, refusing to do as asked to a member of staff, racist remarks/comments, bullying.

Children may be identified to take part in ELSA sessions with our learning mentor. External agencies are also used where appropriate (for example CAMHS)

### Secrets to Success

At Christchurch CofE Primary School it is our belief that by planning for both academic and personal development, all children are able to learn effectively so that they are equipped to grasp all the opportunities available to them in a rapidly changing world.

We are using the work of renowned educator Chris Quigley, who has identified key principles for children to follow and called them the 'Secrets to Success'

These secrets will underpin our school expectations (rules) and our curriculum and the core skills that are taught to your child every day.

We have focused on 6 of the 'Secrets to Success' that are taught throughout our school with a focus upon a new secret each half term. Each secret links to Christian values in line with our Christian ethos. Children also complete a challenge based on these, half termly as part of a 'Secrets to Success' award.

The 6 we focus on are:

At Ellesmere Port Christchurch we try new things (hope, reflection, courage)

If children are willing to try new things, they may just find something they are good at. Even better than this, they may find something that they love doing. Most successful people love what they do.

At Ellesmere Port Christchurch we work hard (perseverance, resilience)

Although it may seem attractive to design a curriculum that is fun for children, it is also important to plan activities that will make children work hard. No real success comes without hard work.

At Ellesmere Port Christchurch we push ourselves (determination, resilience)

Successful people need to push themselves. A great curriculum needs to push children and teach them about the need to push themselves. Of course, it is much easier to push yourself if you see the point to what you are doing. That is why the curriculum needs to be engaging and relevant for children.

At Ellesmere Port Christchurch we imagine (hope, wisdom)

Successful people have ideas. They use their imagination and are prepared to be wrong. The curriculum needs lots of opportunities for children to use their imagination.

At Ellesmere Port Christchurch we understand others (empathy, love, respect, kindness, community)

No one has experienced success by thinking about themselves. Successful people understand others. The curriculum needs to help children to realise that collaboration is what the real world is about.

At Ellesmere Port Christchurch we don't give up (determination, endurance, faith, resilience)

The curriculum needs a certain degree of danger and risk if children are to experience the real world. They need opportunities to fail in a safe environment and learn to have another go.

At Ellesmere Port Christchurch we show respect to God's world and creations.

## **SEND**

At Christ Church we understand that some SEND children may display unacceptable behaviours. We will always consider the behaviour/consequences in relation to their need and make any adjustments needed. This may need to be involved in their graduated approach and the impact of this considered. We will anticipate any likely triggers and put support in place for this.

## **Foundation Stage**

Children will follow our Proud Cloud system. An appropriate time out spot may be used if children need chance to calm down.

All behaviour will be explained and children supported on how to improve.

## **Lunch and Playtime**

On the playground we expect the same standard of behaviour as in the school building.

If an incident happens all children involved will be asked to come and speak to the person on duty. If it can be solved this is encouraged. If a consequence is necessary this will be passed to the class teacher or SLT/Headteacher to be decided.

At lunchtime children should be sent to Lunch club or a teacher if this is needed. This gives the children chance to calm down, reflect and talk about how they can change their behaviour next time.

## **Assembly**

If a child is disruptive in assembly they will be asked to remain behind afterwards to apologise to member of staff. All classes should have an assembly line to ensure minimal disruption.

### Child on Child Abuse

All reports of child on child abuse should be reported to the Designated Safeguarding Lead immediately. Each incident will be considered on a case by case basis.

At Christ Church sexual violence and harassment will never be accepted, tolerated and will be sanctioned. All staff will challenge inappropriate language and behaviour and ensure any victims feel safe, supported and dealt with seriously. High standards of conduct between pupils and staff will demonstrate and model manners, courtesy and respectful relationships.

### Online Behaviour

Though online behaviour incidents happen outside of school we recognise at Christ Church that it can have a significant impact on the culture of the school. Through E-Safety lessons we teach the children that the same standards of kindness, respect and dignity should be adhered to and make parents aware that it is their responsibility to monitor their child's online use.

### Method of Recording

Accurate records are needed and all incidents are now recorded on CPOMS.

Talk to each child individually and record information.

After the incident is calm, staff should reflect with the children on what Christian values could help us and if relevant what Bible stories could teach us to react differently.

Early response is an important factor in eradicating bullying and for maintaining co-operative behaviour. ALL staff should respond immediately to signs of bullying. They can then make brief notes and inform Executive Head or Head of School who will interview children and record the incident. The Behaviour Policy operates alongside the 'Anti Bullying Policy'.

### Curriculum

At Christ Church we provide an inclusive curriculum for all and we know the importance to explicitly teach and model what good behaviour looks like within this and also give additional support to those who may need it. Within our curriculum we use our Heartsmart, RSE and No Outsider lessons to teach anti-bullying, keeping safe and allowing the children to talk openly in a safe and loving environment. We understand the importance of mental health and wellbeing for all children and staff.

### Banned Items

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.



### Staff Induction, Development and Support

As part of their induction all members of staff will read the policy and be given the opportunity to discuss with a member of the leadership team. During September INSET training a recap of the policy will take place and any updates to the policy will be shared with staff. Staff will take part in Team Teach training every three years.

### Monitoring.

The Executive Headteacher/Head of School will monitor the effectiveness of this policy and ensure that appropriate records are kept. This monitoring and relevant records will be shared with governors for review.

### Appendix 1: Written statement of behaviour principles

The Governing body of Christ Church CofE Primary School feel that the Behaviour Principles should take full account of and reflect that the school is a Church school which takes its values and principles from Christian teaching. In addition, it should reflect, the rights and responsibilities of the school, its children, and the parents and carers as set out in the DfE guidance on school discipline and behaviour.

Good behaviour should be promoted through the development of a positive environment and ethos, together with high quality teaching and learning, the high profile of our distinctive nature as a church school and procedures which:

- 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
- All of our behaviour principles based securely within the teachings of Jesus and Christian Values
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- 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 Welfare Committee annually.