



**CHRIST CHURCH FIRST SCHOOL**

# **-Behaviour Policy-**

**Headteacher: Mrs A Graham**

**Chair of Governors: Mr M Bird**

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*Version 2*

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## Christ Church C.E. First School -BEHAVIOUR POLICY-

*"But the fruit of the Spirit is love, joy, peace, forbearance, kindness, goodness, faithfulness, gentleness and self-control..." (Galatians 5:22-23)*

### **Introduction**

At Christ Church First School, we believe that all pupils have the right to be educated in a safe, caring and supportive environment without distraction and disruption to their learning. To ensure that our pupils develop self-discipline and an awareness of responsibility to others is a joint one, parents, carers, pupils and staff need to work in partnership. The purpose of this policy is to make clear to everybody involved in the life of the school exactly what is expected of the pupils and staff to ensure a calm, purposeful and successful school environment.

### **Aims**

- To value and appreciate one another, irrespective of age, gender, creed or race, and to acknowledge that everyone has an important part to play within our school community
- To provide a safe, caring and calm environment in which quality learning can take place
- To promote fairness, consistency and clear expectations throughout the school community
- To recognise caring and co-operative behaviour and to discourage anti-social attitudes
- To provide a clear and consistent approach to behaviour that is understood by all stakeholders

### **School Rules**

We have 3 simple rules. This allows for consistency throughout the school for children and school staff. These rules are:

**-READY-**  
**-RESPECT-**  
**-SAFE-**

- **Ready** simply means that the children are prepared and attentive whatever they are requested to do.
- **Respect** requires children to be kind in thought and word and deed. This is discussed in class and during worship to deepen children's understanding of how they can show respect.
- **Safe** explains how children can keep themselves safe both in and out of school, whether that be in the classroom, on the playground, or online.

These three simple rules underpin all the work we do at Christ Church.

### **Other strategies:**

To support our behaviour strategy we offer a differentiated curriculum, aimed at meeting the needs of all children. The school also offers a range of extra-curricular activities to help children become involved in school life in a positive way and to enhance the curriculum.

All staff are trained in Emotion Coaching and use this to support children to regulate their feelings and emotions (where needed) should an incident arise.

We:

- explain and demonstrate the behaviour we wish to encourage
- recognise and highlight good behaviour as it occurs
- praise children for behaving well
- encourage children to be responsible for their own behaviour

In addition, we encourage the growth of positive behaviour by recognising and rewarding achievement in both academic, personal and social development as follows:

- verbal feedback in lessons
- public praise – during worship
- sending children to the Headteacher or other relevant member of staff for recognition
- awards – recognition in worship
- special responsibilities
- informing parents/carers of particular examples of good behaviour: e.g. kindness, caring through notes home/word of praise at end of school day
- house points

### **Unacceptable Behaviour:**

There is no place for violence, bullying, harassment (racial, sexual or other), vandalism, rudeness, bad language or dishonesty within our school community.

*(Please refer to Peer on Peer Abuse in our Whole School Safeguarding Policy).*

Occasionally children may have difficulty finding the right behaviour. As a staff, we will always try to discuss behaviour choices with a child to establish the reason behind their choices. We see behaviour as form of communication. When dealing with unacceptable behaviour, we are conscious to always maintain a child's self-esteem and communicate that it is the behaviour that is bad, not the child.

Depriving a child of any part of the school curriculum will only ever be considered as a last resort. Extra work such as maths or writing, will not be given as this promotes a negative image of academic work, quite the opposite to our aim.

The adult responsible should deal with minor infringements at the time. It weakens the authority of those such as class teachers and lunchtime supervisors to make undue use of the school leadership team. Consequences should, whenever possible, be immediate and of an appropriate duration. If the behaviour is deemed serious, a Behaviour Log will be completed (Appendix 1)

Should a concern be raised by a parent, the teacher involved will complete a Parental Concern form and this will be passed on to the Headteacher and stored in line with GDPR. (Appendix 2)

### **Strategies for minor infringements might normally include:-**

- non-verbal sign such as a look or a head shake
- clear reminder of expectations
- time out, at teacher's discretion (this must be supervised)
- appropriate handling of attention seeking behaviour
- a reminder in private so as not to shame a child
- repetition of tasks, if necessary

### **More serious consequences might include:**

- removal from the scene of disruption
- isolation within the classroom

- withdrawal of privilege – loss of break time
- informing and discussing with parents

**For more serious offences or continued transgressions:**

- logging of incidents
- separating from class and referring to Headteacher/SLT
- establishing a behaviour contract with child and parents/carers
- beginning the staged model of the Special Educational Needs Code of Practice

In case of persistent or very serious misbehaviour, pupils may be excluded from school:

- for a fixed period
- permanently

*(See National Guidelines on exclusion)*

For more information, please see:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/488034/Behaviour and Discipline in Schools - A guide for headteachers and School Staff.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

Mobile phones, digital recording devices, portable gaming devices, digital cameras are not to be brought onto the premises without express permission. Use of these devices without permission is unacceptable and any use of a recording device without permission will be in breach of this policy as well as data protection legislation and confidentiality rules and may lead to a permanent exclusion from the school.

**Physical restraint or guidance:**

There may be rare occasions when, for a child's own safety or for the safety of others, a child may need to be physically restrained by staff. This will always be carried out in accordance with guidelines in the Staff Handbook, which are based on County recommendations. Staff members are trained in Restrictive Physical Intervention and will use the minimum necessary force to achieve this.

*(See policy for physical restraint.)*

**Lunchtime Supervisors**

Lunchtime supervisors have been made aware of this behaviour policy and have agreed to implement the rules where they apply to them and their time with the children. In the playground and the dining room, they try to be positive with the children and take notice of good behaviour, kind acts, etc.

Time out will be given if necessary to allow children a "cooling off" period. For this purpose, children will stand by the railings on the yard. In the event of more serious problems, children will be brought inside to the Headteacher.

**"Be the best you can be in God's beautiful world"**

## **Part 2**

### **Vulnerable children**

Looked After Children, those on Child Protection or adopted from care are highly likely to have suffered some form of Adverse Childhood Experience (ACE). This level of trauma often plays out as poor behaviour in school as children struggle to self-regulate and are unable to verbalise their feeling and emotions.

This behaviour needs to be viewed as communication. A child who cannot verbalise feelings or emotions, especially very young children, may display undesirable behaviours in the classroom or on the playground. Hidden behind this behaviour, may be a complex feeling of shame and mistrust as these children may feel that they are to blame for the 'things' they have experienced (shame) at the hand of their primary care-giver or other responsible adult (mistrust of adults).

As a school, it is essential that we provide a stable, predictable, loving, caring environment wherein children can learn to trust adults and we can support children to flourish and fulfil their potential. This is not an easy task but if we get it right for our most vulnerable children, we get it right for all children.

Dealing with undesirable behaviour in the classroom is something teachers do on a daily basis and do it effectively for the most part. It is never good to draw attention to an individual in a way that could make them feel shame, unless there are clear safety reasons to do so. Behaviour is best dealt with quietly, discreetly, either with a quick word in class, a look or by speaking to a child at break or outside of the classroom. This must follow obvious safeguards for staff members.

When children behave badly, the first step should always be to find out if there is something wrong. As a general rule, behaviour is a display of some unmet need or something wider-reaching. Younger children, particularly, will display behavioural signs as they struggle to cope with emotions, feelings or reprimands from adults. This is why it is important to forge relationships with children before punitive measures ruin our chance.

Naturally behaviours that hurt others are not acceptable. These behaviours should be discussed calmly with a clear explanation why these acts are unacceptable – not only in a school environment but also socially in the wider world. For children who find it difficult to self-regulate and inflict pain or injury on others, it is essential that consequences are swift, consistent yet supportive. No child should be isolated or left alone for a long period of time as this will only lead to a deeper feeling of shame and neglect. Pupils in need of further support may be placed on a Positive Behaviour Support Plan and school work alongside parents to complete and review this.

Where behaviour of pupils needs to be monitored for CP or PEP reasons, it is important that this communication is done discreetly and does not involve the child in question. These records are required to establish if their behaviour is forming a pattern as the child may have an unmet SEMH

need. For these purposes, please complete a Behaviour Monitoring Log (appendix 2) document and hand it to the person responsible for that child's records.

Looked after children – A Graham  
Child Protection – A Graham & SA Barr



CHRIST CHURCH C.E. FIRST SCHOOL – Behaviour log

*Appendix 1*

Name of pupil/Year group	
Date of incident	
Staff present	
Details of incident:	
Action taken:	
Parent informed: Yes / No <i>(Please summarise the outcome of conversation)</i>	
Signed:	Date:



Name of pupil/Year group	
Date of meeting	
Staff present at meeting	
Nature of concern:	
Action following meeting:	
Signed:	Date:



BEHAVIOUR MONITORING LOG

Name	
Year	
Date	Behaviour displayed (inc. staff initials)

*This form must be kept in line with GDPR*