Behaviour Policy

Created: January 2015

Reviewed: January 2017, January 2018, July 2019, November 2019, October 2020, November 2021, March 2023, March 24, March 2025, January 2026

Next review: March 2027

Our Vision and Values

I have come that they may have life, and have it to the full.
John 10:10

We know the extraordinary worth of all our children. Our vision is to provide the nurture and challenge to grow children believing in their own value, their academic successes and their place in the wider family of school and community. We are all created in the image of God. Living life in all its' fullness every day.

We focus on 8 Christian yet universal values: compassion, justice, service, hope, endurance, wisdom, trust and friendship. Our vision and values are summarised for children and parents and carers as:

C ompassion
C ommunity
A spiration

Galatians 5:22–23

The fruit of the Spirit is love, joy, peace, forbearance, kindness, goodness, faithfulness, gentleness and self-control…

"Patience and perseverance have a magical affect before which difficulties disappear and obstacles vanish."
John Quincy Adams

The Governing Body accepts these principles and seeks to create an environment in the school which encourages and reinforces good behaviour. The school seeks to develop good character in our pupils. 'Effective character education will have a legacy far beyond the school gates, impacting young people as friends, neighbours, parents and carers, team members and employees, benefitting both the individuals themselves, their wider communities and broader society.' (The Church of England Foundation for Educational Leadership)

Aims

- To create an environment which encourages and reinforces good behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships in line with the principles of nurture.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.
- To support character development and equip our pupils with the skills to 'live life in all its fullness'

The Christ Church way is summarised in the words 'Compassion, Community and Achievement'. It is how we explain to children the values we expect everyone in our school to follow in how they behave. We emphasise good behaviour and reward and praise children who follow the Christ Church Way.

When children do not follow the Christ Church way, there are a series of strategies that teachers use to let the child know that their behaviour is not acceptable and to give them a chance to alter their behaviour.

STANDARDS OF BEHAVIOUR

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. Thus the school has a central role in the children's character development and social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals. The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles. Our approach is influenced by our Christian beliefs as set out in the Church of England definition of Character Education:

'Character education equips young people to grow in wisdom, hope, community and dignity and is shaped by an understanding of God at work in the world, present and active in shaping each individual's developmental story. It is fundamental to the pursuit of academic excellence and stands at the heart of all aspirational teaching, learning and pastoral care.'

School Ethos

We are a nurturing school. The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children. All staff should follow **restorative practises**. As adults we should aim to:

- Maintain high expectations and high levels of support for all pupils
- Manage conflict using restorative practises
- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all.

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in

their own learning, and structured feed- back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. Teaching at Christ Church follows the principles of metacognition and self-regulated learning. It follows that lessons should activate prior knowledge, explicitly teach strategies to support understanding, provide models, provide opportunities to practice and memorise and provide opportunities to reflect on learning in a structured fashion. Teachers should scaffold learning so that all children are able to access learning at age related expectations as set out in the national curriculum. Effective feedback can be used both as a supportive activity, providing feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

In addition we teach children explicit children expected of them referred to as 'the behaviour curriculum'. These give clear guidance to staff and pupils of expected behaviour at different points in the school day.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Our environment is designed to provide a clam, nurturing, safe space in which our children can learn. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave. Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment. Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Criticism should be a private matter between teacher and child to avoid resentment.

Rules and Procedures

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour. Rules and procedures should:

- be kept to a necessary minimum;
- be positively stated, telling the children what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be consistently applied and enforced;
- promote the idea that every member of the school has responsibilities towards the whole.

Positive Behaviour

It is essential that positive behaviour is recognised and rewarded. Our emphasis is on rewards/praise to reinforce good behaviour, rather than on failures. We believe that rewards/praise have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements.

This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.

Strategies to encourage good behaviour at our school include:

- A morning greeting as children arrive
- Giving individual DoJo points
- Recognition boards
- Recognising each child's achievement as they leave the room
- Stickers
- Certificates given out at the weekly celebration assembly
- Positive notes - Texts, phone calls or postcards home

This list is by no means exhaustive, and teachers often use strategies that are tailored to the needs and interests of specific children.

Negative Behaviour

From time-to-time children may display negative behaviour in most cases these can be managed within the classroom. The following strategies should be used:

1. Reminder – quiet and as private as possible to avoid disturbing others. This may be non-verbal e.g. tapping the desk to draw the child's attention back to their work or a light touch on the shoulder.
2. Caution - using a 30 second script.
3. Last chance – using a 30 second script
4. Timeout – This will usually be given within the room
5. Repair - 2 minute impositions (this must be carried out immediately, either at break, lunch or end of day and must not be carried into the next day.) The teacher carries out a quick restorative circle to ensure that the harm has been acknowledge and relationships restored. This may take place as a whole class conference if appropriate.
6. Imposition- the child is given additional homework to complete and the parent must sign to say they are aware of it.

Conflict between pupils and negative classroom behaviour should be dealt with restoratively. The most common approach is a restorative conference. This involves all parties being given the opportunity to express their feelings. A set list of questions is used to guide the conference. The person displaying challenging behaviour will be asked first. The questions are as follows:

Restorative Questions	Responding to those harmed	Restorative Questions	Responding to challenging behaviour

What happened?
What were you thoughts at the time?
What have your thoughts been since?
How has this affected you and others?
What has been the hardest thing for you?
What do you think needs to happen next?

What happened?
What were you thinking about at the time?
What have your thoughts been since?
Who has been affected by what you did?
In what way have they been affected?
What do you think needs to happen next?

Where the whole class is affected this may be carried out as a whole class circle time.

The aim of restorative practices is to develop community, as well as managing conflict and tensions by repairing harm and building relationships.

Although restorative practices and rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful punishment. The use of punishment should be characterised by certain features: -

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- Group punishment should be avoided as they breed resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.

Sanctions range from expressions of disapproval, through withdrawal of privileges, to referral to the Headteacher, letters to parents and carers and, ultimately and in the last resort, suspension exclusion (Following the DfE document: https://assets.publishing.service.gov.uk/media/64ef773513ae1500116e30db/Suspension_and_perm anent_exclusion_guidance_september_23.pdf ' updated 1st August 2024). Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence.

Where anti-social, disruptive or aggressive behaviour is frequent sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the Educational Psychologist or local authority inclusion team. This possibility should be discussed with the SENDCO and Headteacher.

Record Keeping

Incidents of serious or persistent poor behaviour should be recorded using CPOMs. It is essential that in incidents regarded as bullying, SLT are informed and a clear record of actions taken is kept.

Communication and parental partnership

We give high priority to clear communication within the school and to a positive partnership with parents and carers since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Headteacher so that strategies can be discussed and agreed before more formal steps are required. A positive partnership with parents and carers is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents and carers are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour. The school will communicate policy and expectations to parents and carers. Where behaviour is causing concern parents and

carers will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents and carers.

SEND

Where a pupil is unable to meet the school's expectations over a period of time, the child should be referred to the pastoral team for assessment. (See appendix 1). They should also refer to the SEMH range guidance (see appendix 2). The school recognises the need to support pupils experiencing difficulties and employs a graduated approach to pupils with SEMH needs as outlined in our provision map document.

Exclusion Please See our Suspension and Exclusions policy

On occasion it may be necessary to Suspend or exclude a pupil. We follow the document:

https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf

Alternatives to exclusion include:

Strategies to Support Pupils at Risk of Suspension and Permanent Exclusion

Tier 1: Classroom Support
The class teacher will apply strategies and rewards outlined in our behaviour policy

Tier 2: Nurture Team Support
The teacher continues to have concerns beyond the usual strategies outlined in our behaviour policy and refers to the Nurture Lead. The Nurture Lead will observe and offer feedback and support to the teacher she may also work with the child within the classroom or in the nurture provision. A mental health intervention e.g. 'Drawing and Talking' or 'Lego therapy' might be used.
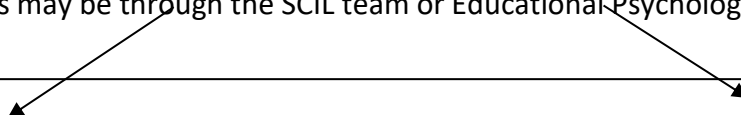
Tier 3: Nurture Support
The teacher and Nurture lead continue to have concerns or the child's needs are of a high level. The child may attend nurture. This will be part time and for a one term program in the first instance. Children will be assessed using the Boxall Profile and a programme put in place to meet their social/emotional needs. External advice may be sought.

Tier 4: Full Time Nurture Support
The pupil completes the course in Nurture but continues to have difficulties maintaining classroom expectations. The child is referred to long term Nurture Support this may be full time or part time depending on individual need. The child is assessed using the Boxall profile and the reintegration tool. External advice will be sought. This may be through the SCIL team or Educational Psychologist where appropriate.

The child makes progress against reintegration targets and begins to reintegrate into their mainstream classroom

Reintegration is unsuccessful
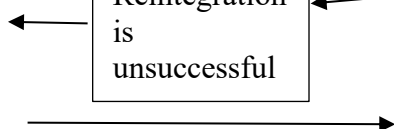
Tier 5: **External Support**
The child has long term, high levels of need. Non of the above strategies has had impact. The child will be referred for external support

Reintegration is successful and the child transfers to high school successfully

Peer on Peer abuse (including bullying)

Peer on Peer abuse refers to abuse perpetrated by one child against another. This can include bullying, cyber bullying, physical abuse, sexual violence, sexual harassment, upskirting or sexting. Any such incidents are taken very seriously. Actions will be taken in line with our safeguarding policy and may involve referrals to external agencies e.g. the police or children's social care.

Bullying is a form of peer on peer abuse. It can be carried out in person or using technology (cyber bullying). Bullying is never acceptable and Christ Church Academy takes it very seriously. We have an 'anti-bullying charter' which all children are taught about and agree to follow. The anti – bullying charter defines bullying as 'several times on purpose' or STOP. This charter sets out the expectations around friendships but also makes sanctions for bullying clear to all. We follow the BDAT anti Bullying policy document available on the BDAT website or via the link on our own website.

Positive Handling

On occasion it may be necessary to manage behaviour through control or restraint. The school's approach is set out in our Positive Handling and use of reasonable Force Policy which is reviewed annually.

Sexual Abuse and Sexual Harassment

Staff must challenge any form of derogatory and sexualised language or behaviour. Staff should be vigilant to sexualised/aggressive touching/grabbing. Recent DFE guidance states sexual violence, sexual harassment and harmful sexual behaviour in the context of developing a whole school safeguarding culture, where sexual misconduct is seen as unacceptable and not banter or an inevitable part of growing up. It should be recognised that these issues are likely to occur and so schools should have procedures in place to deal with them.   These are outlined in our Safeguarding and Child Protection Policy.

Mobile Phones

In line with the DfE document 'Mobile Phones in School: Guidance' published February 2024, we do not allow pupils to use mobile phones or any personal devise capable of taking photographs and sending and receiving messages within school. Students in upper Key Stage 2 who are traveling to and from school alone may use mobile phones as part of their parents and carers ensuring the safety at these times. Children are required to hand their mobile phones in at the school office or to teachers when they arrive at school and they can collect them as they leave at the end of the school day.

Appendix 1
Ethos and Values
Our ethos and values form the basis of our collective worship and our BASE curriculum. In addition we teach financial awareness through lifesavers.

To be a good learner, we need to be…	Christian Values		Foundation Stage	Key Stage 1	Key Stage 2
Positive: Encouraging others, Happy, self belief (not moaning) even when things are tough, celebrating the good in things makes other people smile	**Hope Thankfulness Encouragement**	What are we doing today…… I can't wait !!!	Smiling, overcoming and ignoring barriers, interested in talking to others	Smiling, working with others well, holding their head up high, makes learning fun e.g. when accessing continuous provision	Tackling problems with a smile, not giving excuses leads conversations
Motivated: Have get up and go, Enthusiastic, try your best, want to learn, thirst for learning, want to be better	**Hope Peace**	'I will….'	Excited about learning, asks questions about their environment, celebrates achievements	Celebrates achievement, Joins in to the best of their ability with whole class and group work	Knows their targets and how they are going to get there, celebrates achievements and can accept praise Joins in all tasks, takes responsibility for own learning, completes tasks at home
Confident: Not too shy or arrogant, believing they can succeed or do well	**Humility Trust**	I can and I am	Responds to new things without getting upset. Begins to appreciate what they are good at	Has a good sense of self Knows what they are good at	Has a good sense of self Knows what they are good at and uses their strengths appropriately
Curious: Interested, asks questions inquisitive,	**Wisdom Justice**	'What would happen if…?	Explores environment and resources, wants to know	Asks questions, forms questions and researches to find answers,	Asks well-formed questions, extends research.

tries things out			how things work, investigation area	takes things apart to see how they work	

Ethos and Values

To be a good learner, we need to be…	Christian Values		Foundation Stage	Key Stage 1	Key Stage 2
Independent: Can do things on my own knows what to do next thinks for themselves can make decisions	**Trust Service**	'I am going To….?'	Dressing and undressing, Accessing resources, setting up areas, tidying up, toileting, follow routines	Use appropriate resources to help them, accessing continuous provision, deciding where to go next, following routines	Choosing appropriate resources to help them, following instructions on how to complete a task, organise their work, not copying, following routines
Risk-taker: Tries new things, pushes limits, goes one step further. Not afraid to have a go, adventurous doing things that you don't know if you can do	**Endurance Creation**	'Can I …?	Trying new things like new food, using chopsticks. Learning new skills like riding a bike, do things in front of others	Exploring new areas of the shared area, contributing to group discussions	Answering questions even when they are not sure, experimenting with words in their writing/speaking, trying challenging methods
Problem Solving: Know what the end goal is, can break tasks down into manageable parts, can make decisions	**Endurance Compassion**	'How…?'	Finding the solutions to arguments and peer problems. Puzzles, water, constructions, den making	Solve problems set up in shared area, use 'wonderwall' resolve arguments	Work through a process to solve Maths problems, plan Science experiments, resolve arguments
Creative: Resourceful, imaginative,	**Creation Joy**	'What can I do?	Role play, modelling, dance,	Making suggestions for	In Art using different

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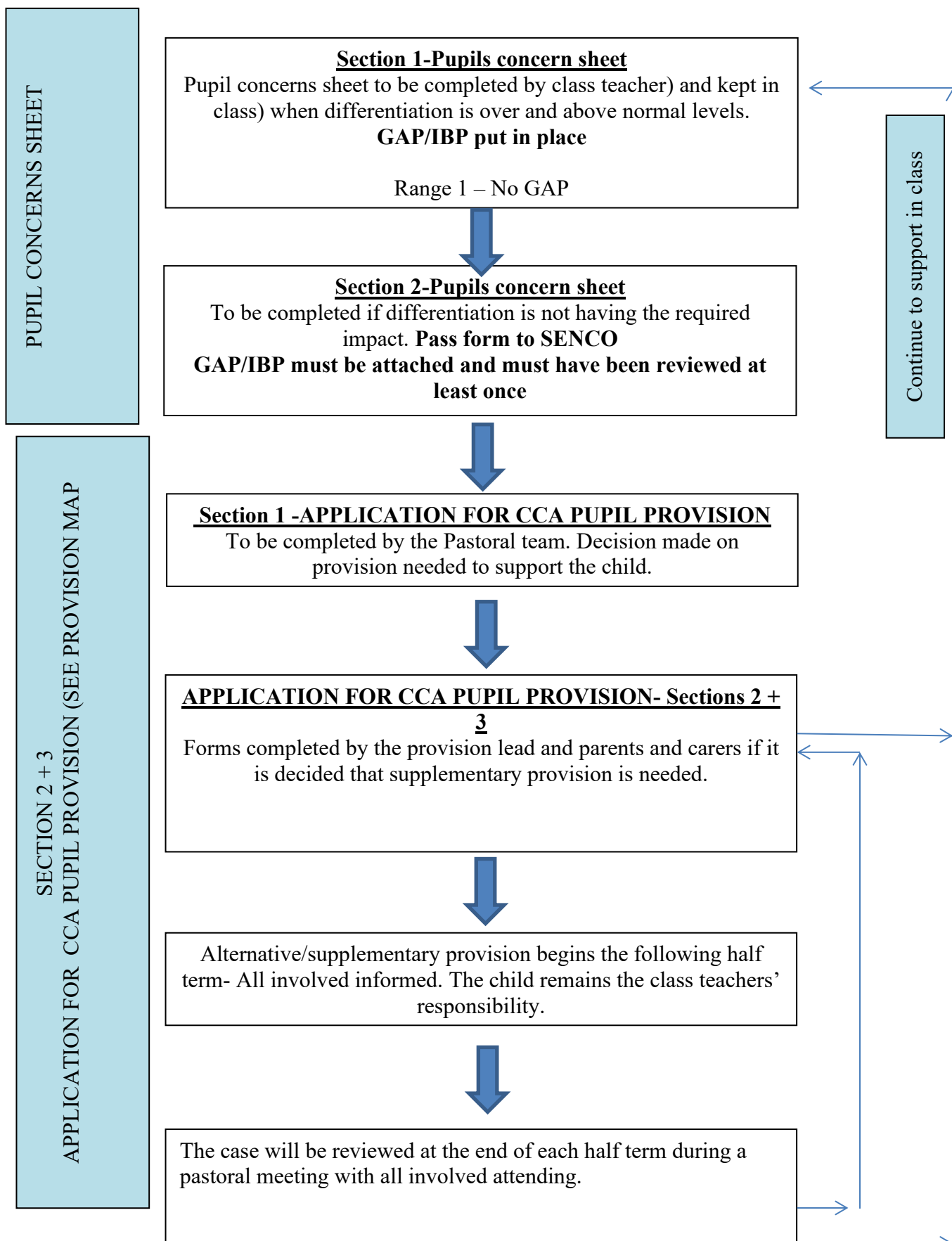|					
thinking outside the box, suggesting ideas, making connections, inventive, trying things out			music, selecting resources, finding alternative uses for things, improvise	presentation, shaping things, choosing good words in writing, exploring Science concepts in different	Materials in different ways, presenting non-fiction work, varying vocabulary and materials for effect

Ethos and Values

To be a good learner, we need to be…	Christian Values		Foundation Stage	Key Stage 1	Key Stage 2
Reflective: Thinks about what they are doing, suggest how to change things, evaluate, thinks about consequences, ask 'why?	**Justice Peace**	'Why'	Make changes to what they are doing e.g changing the adhesive when building a model, the best shape block in a construction or den, understanding others feelings	Can suggest improvement to their work, know why something happened e.g Something falling over, Someone being upset	Evaluating their work can say what they did well, suggesting improvements, understanding their actions towards others and why others might be upset
Honest: Doing the right thing admitting when mistakes are made, trustworthy tells the truth, accepting responsibility	**Humility Justice**	'I did…	Learning to tell the truth despite possible consequences	Telling the truth despite Possible consequences, be able to differentiate between real and imagination	Able to self assess work realistically, can offer constructive criticism without causing offence Telling the truth despite possible consequences, know that no-one is perfect, reflect on when lying is acceptable
Resilient: Determined, stickability,	**Wisdom Thankfulness**	'I can (just not yet)'	Riding a bike, fastening Zips, handling tricky objects	Enjoys 'tricky' problems, not flitting between activities in	Doesn't ask for help too Readily, is willing to make

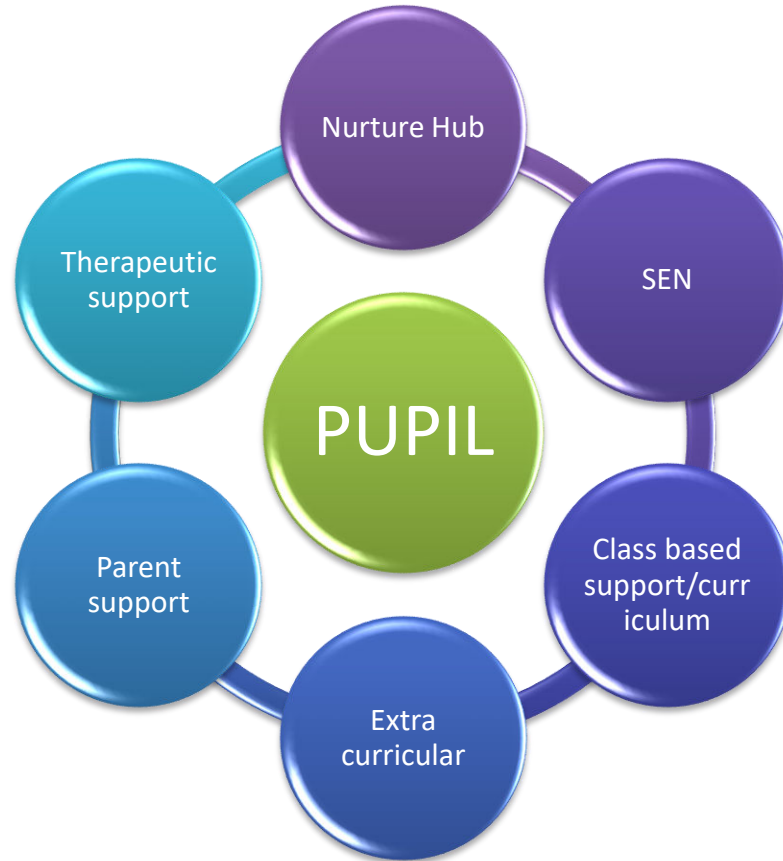|					
Doesn't give up, has another go, tries again, thinks I can, doesn't mind making mistakes, knows mistakes are needed to get better		Next time 'I will'	like scissors, sellotape	the shared area	Mistakes and then make them better: Times tables, tests
Kind and Caring: Awareness of others, speaking nicely, gentle, thoughtful	**Friendship Compassion**	'Can I help you?	Sharing, turn taking, learning to say sorry with adult support, checking someone is ok, talking politely to one another, be aware of body language, helping others when they are stuck		

Appendix 2 SEN procedures flow chart

PUPIL CONCERNS SHEET

SECTION 2 + 3
APPLICATION FOR CCA PUPIL PROVISION (SEE PROVISION MAP)

Section 1-Pupils concern sheet
Pupil concerns sheet to be completed by class teacher) and kept in class) when differentiation is over and above normal levels.
GAP/IBP put in place

Range 1 – No GAP

Section 2-Pupils concern sheet
To be completed if differentiation is not having the required impact. **Pass form to SENCO**
GAP/IBP must be attached and must have been reviewed at least once

Section 1 -APPLICATION FOR CCA PUPIL PROVISION
To be completed by the Pastoral team. Decision made on provision needed to support the child.

APPLICATION FOR CCA PUPIL PROVISION- Sections 2 + 3
Forms completed by the provision lead and parents and carers if it is decided that supplementary provision is needed.

Alternative/supplementary provision begins the following half term- All involved informed. The child remains the class teachers' responsibility.

The case will be reviewed at the end of each half term during a pastoral meeting with all involved attending.

Continue to support in class

Appendix 3
Provision Map

At Christ Church Academy we have an ethos and philosophy that ensures all children get the support that is required to maximise their potential for success.

We invest in the children's social, emotional and academic development to ensure we harvest balanced children who can go on to contribute positively into society.

We have an approach that is multi systemic and supports all ages and abilities. Children can access the support that is needed when it is needed. We don't not have a systematic process or hierarchy to pupils accessing support.

The various approaches named above have a detailed policy attached that is evidenced in either the SEN, inclusion or behaviour policy.

Please see the below:

- **Nurture Hub**

To maximise the success of the current inclusion support team, promote inclusion in school, and develop an early intervention ethos matched to student need. Use a whole staff team approach (one voice) to ensure that the clarity of purpose and direction of inclusion is supportive, challenging and keeps the balance of academic, social and emotional progress. By supporting all children and ensuring that we are not focusing solely on negative behaviour but we will improve the teaching and learning outcomes in the school for all children.

There are two pathways within our nurture provision:
1) Children attend nurture groups but remain an active part of their main class group while spending appropriate times within the nurture group according to their need and typically return full time to their own class within two to four terms. Nurture groups assess learning and social and emotional needs and give whatever help is needed to remove the barriers to learning. There is great emphasis on language development and communication.
2) The Nurture+ is designed to meet the needs of children displaying extreme social, emotional and behavioural difficulties and to cater for a responsive and or/crisis need when required. This is designed to complement the other interventions as part of the provision map and to ensure that children have access to in house acute support services and external assessment.

- **Class based support/curriculum**

  To work under the direct instruction of the teacher, usually in the classroom with the teacher, to support access to learning for pupils and provide general support to the teacher in the management of pupils and the classroom. To take a lead in delivering allocated sessions.

- **Extra-curricular**

  We run lunch time activities each day. Additional coaching staff are brought in to ensure our children have access to quality specialist support that can develop them not only physically but also socially. The sessions are designed to reinforce the key messages from in class. Also the TA's supervise at lunch to ensure that consistency of approach is key and deliver engaging activities both inside and out.
  The Primary PE funding is used to deliver physical activities after school this can range from dance, gymnastics, multi sports, bush craft and orienteering and covers all areas of the PE curriculum as well as having a focus on health and well-being. This enables us to offer most sessions for free to pupils.

- **Therapeutic**

  All children at Christ Church have access to staff trained in ' Drawing and Talking' and in Lego Therapy. This will be time limited and measured on outcomes for the targeted young people.

- **Parent/Family Support**

Through targeted identification and joint agency working for example, through the 'Early Help' panel we are able to assess and track the most vulnerable pupils and families and provide targeted support and interventions. This support is bridging the gap between education and social care and responding to an ever changing need.

Referral System

The referral process to enable pupils to access the different supports is managed by the SENCO and the pastoral lead. It is anticipated that the deputy head may have some involvement as named safeguarding person.

A standard form will be completed by the class teacher and discussed at the Friday PM inclusion meeting. From this a support plan will be put in place by the inclusion team and the referral directed to the most appropriate and agreed upon intervention. Assessment will then take place and a programme identified with action points.

The support will be monitored, assessed and reviewed weekly, half termly and termly. The above provision map works in tandem with the behaviour, safeguarding and curriculum policies as well as other relevant school policies. The role of the SENCO is paramount in this process and in ensuring that the provision map is developed to meet the needs of the pupils on an ongoing basis.

EXPECTATIONS

All of the above are intended to tie in with wider school improvement policies and reinforce expectations of both behaviour and learning.