



St Christopher's School

BEHAVIOUR POLICY

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To be published on	
School network	✓
School website	✓

This policy applies equally to the Early Years Foundation Stage setting, KS1 and KS2 as taught at St Christopher's School. ***This policy is reviewed annually by the Deputy Head and in conjunction with the Head.***

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Accessibility notice

To enable easier reading, this Policy is available in a larger font upon request

1. Aims of Policy

The school aims to promote good behaviour through a culture of mutual respect, active participation, positive self-image and self-motivation.

Within the school curriculum children learn the skills to develop socially, morally, ethically and spiritually: PSHCE, assemblies, golden rules and form time provide opportunities within the classroom for good behaviour to be discussed and promoted.

Behaviour management is the responsibility of **all** staff at St Christopher's.

Related Policies

- Wellbeing Policy
- Learning Enrichment Policy
- Physical Intervention Policy
- Complaints Policy
- Online -Safety Policy
- Anti-Bullying Policy
- PSHCE Policy
- Staff Code of Conduct
- Educational Visits Policy
- Admissions Policy
- Discipline and Exclusions Policy

2. Guiding Principles

This policy takes as its guiding principle 'respect for each other and the building in which we work'. It is dovetailed to be used with the **Anti-Bullying Policy**.

St Christopher's is an inclusive community. The school welcomes pupils from a wide variety of ethnic backgrounds and faiths. Everyone is treated as an individual, with the aim to develop the whole person, and equipped pupils to take their place in the modern world.

The school acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs and disabilities (SEND).

The school community of Governors, staff, parents and pupils adhere to an established routine and code of conduct, rather than to lists of rules. Education is a partnership. Staff aim to achieve a spirit of trust and cooperation. The highest values and standards of behaviour are expected inside and outside the classroom, as well as outside the school and in any written or electronic communication.

At St Christopher's School there are high expectations of pupil behaviour:

- The most effective learning takes place in a quiet, well-ordered atmosphere.
- The most effective discipline is self-discipline not imposed discipline.
- Each child must learn to be responsible for their own learning.
- Each child must show consideration for the welfare and rights of both other children and adults.
- Each child must be aware that bullying is unacceptable.

Good discipline will be maintained if parents and teachers have the same standards, and all parents are expected to fully support our school policies.

All adults, including parents, should provide good role models for the children. Uniform contributes to the ethos of the school and parents should undertake to provide the correct uniform from the official stockist at all times. Parents must support their child by ensuring regular attendance and punctuality.

3. Behaviour around the school

The school should be a calm, orderly place at all times. Therefore, the children are taught and encouraged to show respect in everything they do. 'Respect for each other and the building in which we work' is the cornerstone of all good behaviour at school.

Involvement of pupils

The most effective discipline is self-discipline. Through PSHCE lessons, P4C enquiries and 'circle time' pupils are encouraged to think about the importance of 'respect'; House Captains and Form Captains are encouraged to promote respect; and School Council gives the pupils a sense of involvement and pride in the running of the school. Pupil surveys are regularly undertaken.

Encouraging good behaviour

Classrooms

At the beginning of each new academic year pupils will work out a set of GOLDEN RULES with their form tutor. These are clearly displayed in each room. All are positive statements. In the general running of lessons, pupils are expected to:

- be on task – not distracted or distracting others
- strive to achieve the best results possible
- bring in the correct equipment (including PE clothes) each day
- help ensure that noise level is kept to a minimum
- in and around school, show respect towards each other.

Wet breaktimes

During wet play the children stay in their classrooms with adult supervision. They are expected to:

- behave in a responsible and safe way
- follow the class rules
- use equipment from the selection available for wet play
- respond positively to adults other than their own class teacher.

No child is allowed to stay in a classroom unless accompanied by an adult. Pupils are aware that this is for their own safety.

Playground

All playground areas are supervised by appropriate adults during playtimes. Pupils report any accidents/ incidents to one of the adults on duty. Pupils are not allowed to enter the school building during playtime without asking permission. The adults on duty must record all concerns and incidents on CPOMS.

Pupils are encouraged to:

- be sensitive to and aware of the needs of all pupils and to be aware of any who are being bullies
- include other children in their games and ensure no child is excluded
- treat playground equipment with care
- tidy away any equipment then return, as quickly as possible, to their classrooms when the bell is rung at the end of play.

The school building

Pupils must respect and look after the fabric of the building. Parents may be asked to pay for damage to the building.

Lavatories and cloakrooms

Children are expected to behave appropriately, respect the privacy of others and maintain a high standard of hygiene. Pupils must ask permission before going to the lavatories or cloakroom.

Online behaviour / use of ICT

For online behaviour, please refer to our [Acceptable Use Policy](#).

4. Supporting pupils' wellbeing

There are many factors that may bring about temporary change in a young person's behaviour and consistent disruptive or withdrawn behaviour can be an indication of an underlying problem. Where there are concerns about behaviour, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with speech and language or mental health issues.

At St Christopher's teachers and pastoral staff track changes in pupils' patterns of attainment, attendance or behaviour, so that they are noticed and can be acted upon. All behaviour is communication. Where challenging or unusual behaviour is observed, the pastoral team will discuss support to put in place. Parents would be involved.

5. Supporting Pupils with SEND

The SEN Code of Practice states that special educational provision should be additional to, or different from, the educational provision made generally for children of their age.

Children may experience a wide range of social and emotional difficulties, or have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. Children with speech, language and communication needs (SLCN) may also have difficulty in communicating with others. Any of these issues may affect a child's behaviour in school.

The necessary provision should be made for any pupil who has special educational needs or disabilities. All members of staff understand the need to make the adjustments when dealing with the behaviour issues of pupils with SEND, particularly in regard to sanctions.

If a member of staff feels that some apparent poor behaviour may be due to an undiagnosed special need or learning difficulty, they must seek advice from the Learning Enrichment Coordinator or the Deputy Head, Wellbeing.

For more information please refer to the [Learning Enrichment Policy](#).

6. Behaviour Outside School (School Trips/Off-Site Activities/Clubs):

The Education Act (2011) outlines the responsibility of schools to manage pupils' behaviour outside school, during excursions and the power to impose sanctions (especially regarding bullying) even when the pupils are out of school and not under the lawful control of school staff.

All pupils are expected to uphold the high standards of the school when taking part in an off-site activity. These are carefully planned by the staff and will extend the curriculum for the children. The welfare and safety of all the children in a group is paramount; if a child is not able to demonstrate responsible behaviour in school, it is possible that this could pose a problem for the group as a whole whilst off-site, and the teacher may have to exclude a pupil from a trip if there are problems with general behaviour. This would be discussed with relevant members of the pastoral team. In certain circumstances, it may be possible to include a child if the parent accompanies the child. For clear guidelines and expectations of behaviour please see the **Education Visits Policy**. Clubs are co-curricular activities therefore the school reserves the right to exclude a child if their behaviour disrupts the group as a whole.

7. Recognising good behaviour

A quiet word of personal praise can be as effective as a larger, more public, reward.

All staff should aim to:

1. recognise and praise good behaviour as it happens.
2. be genuine in praise.
3. state why they are pleased.

Rewards for good behaviour include:

- Praise from adults.
- Encouraging children to praise each other.
- Positive calls and notes home.

8. Sanctions

St Christopher's endeavours to create an environment where all children appreciate the need to behave appropriately at all times. However, from time to time it is necessary to reinforce this using a series of clearly explained sanctions and consequences. These are incremental steps that sanction each unacceptable behaviour.

Sanctions are determined by the nature of the behaviour on a case-by-case basis, so that flexibility and reasonable adjustment can be afforded depending on the age, ability or SEND of the pupil. All incidents should be reported on CPOMS in the first instance and will be handled in a fair, caring and supportive manner. The Form Teacher will ensure parents are communicated with either via a written note or by telephone. Incidents of a more serious nature are referred to the Head or Deputy Head, Wellbeing, and further consideration taken.

Pupils are made aware that they are responsible for their own actions and the pupil will be reprimanded in a thoughtful and compassionate way. The school believes that all sanctions must always be proportionate and fully rejects the use of corporal punishment, recognising that it is illegal in all circumstances.

In determining whether a sanction is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

Suitable sanctions include:

- Setting the pupil a specific task, e.g. a piece of writing connected with the incident (e.g. the child's version of the incident) or writing a letter of apology.
- Contacting parents by phone or by speaking to them at the end of the day in the presence of the child to ensure that the correct version of events is reported.
- If it is considered appropriate, a writing task as above may be set, to be done at home so that parents are involved and are asked to sign it.
- Continual disruption in class, despite warnings, will result in the pupil being put on report, signed at the end of each lesson by the teacher.
- Inappropriate behaviour in the playground may result in a similar report.
- In very serious cases, the Head might take further action, including internal suspension, a fixed term or permanent exclusion of the pupil from the school.

Pupils who have made false allegations against staff will have appropriate sanctions applied. The seriousness of such allegations will be explained to the pupil and their pre-existing understanding of that seriousness assessed when deciding on the appropriate disciplinary response.

- It is also not acceptable for a child to be required to work on their own in a classroom or the library unless there is a member of staff with them at all times.
- No member of staff should ever strike a pupil or threaten to do so.
- Physical intervention should only be used in extreme circumstances e.g. when another child is seriously threatened, and then only the minimum physical contact e.g. holding the upper arm, should be used (please see the **Physical Intervention Policy**.) Physical intervention should be seen firmly within the context of the school Behaviour Policy and remains an action of last resort. It must not be deployed as an alternative behaviour management strategy.
- The policy and supporting procedures are made known to the whole school i.e. all staff, parents/carers and children.
- The Deputy Head Wellbeing is allocated responsibility for overseeing the implementation of the policy and procedures.

For more information please refer to the [Physical Intervention Policy](#).

The school's policy on Discipline and Exclusions is set out on the website (see the [Discipline and Exclusions Policy](#)), and all parents and pupils should be aware of the more serious sanctions, including suspension and expulsion that the Head can impose for serious breaches of the rules and regulations, including criminal behaviour. Examples of serious breaches of the rules and regulations include:

- Use or supply of substances that could be abused, such as illegal drugs, solvents or legal highs
- Theft
- Bullying of any kind, including cyberbullying
- Breach of Acceptable Use Agreement
- Physical assault/ threatening behaviour
- Fighting
- Damage to property, including computer hacking
- Persistent disruptive behaviour
- Parental behaviour
- Racist or sexist abuse

- Sexual harassment
- Sexual misconduct
- The use, possession or supply of alcohol, tobacco, cigarette papers, e-cigarettes or vaping kits
- The possession or use of prohibited and dangerous items, which include weapons, any form of blades, fireworks, stolen items

The possession or use of any item that a member of staff reasonably suspects has been or is likely to be used to commit an offence or cause harm. The above related to use or possession on site or whilst representing the school off site, including school trips.

9. Violence Against Staff or Pupils

There are no circumstances in which violence towards any pupils or members of staff is acceptable. This includes acts of violence by other staff/pupils or members of the public. Any acts of violence should be reported to the Head immediately and appropriate action will be taken, involving appropriate disciplinary procedures and contact with the police if necessary.

10. Remote Learning

During the remote learning phase of learning, the school maintains the same expectations of its pupils in regards to their behaviour during live sessions and their online conduct, which will be routinely monitored. Peer-on-peer/ child on child abuse, or concerns around behaviour which may be perceived as such, will be referred to the designated safeguarding lead. Please also see the child protection, anti-bullying and online safety policies.