



# St Christopher's the Hall School



## Expected Pupil Behaviour

Policy Owner: Junior School Deputy Head Pastoral

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## Version Control Information

<b>Reason for Amendment</b>	<b>Role</b>	<b>Date</b>	<b>Main Changes</b>
Annual review	Junior School Deputy Head Pastoral	Lent 2026	New template  Incorporation of previously separate related documents into the main policy document.

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### 1. Introduction and Aims

This policy is applicable to: Staff and Pupils

Every child at St Christopher’s The Hall is valued and respected as an individual. We treat each child with respect and courtesy and expect our children to behave in the same way to both other children and adults. Each child is encouraged to recognise that they must accept responsibility for their actions. We help each child to make appropriate choices and realise that their actions have consequences. We recognise that when children feel happy, safe and secure they behave well and this in turn has a very positive impact on their learning.

This policy is designed to support the way in which all members of the school community can work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

#### St Christopher’s The Hall aims to:

- To create a safe, respectful, and inclusive school environment where individuality is valued and good behaviour is the norm.
- To promote self-discipline, responsibility, and independence, enabling pupils to contribute positively to the school community.
- To support all pupils in achieving the highest possible standards and their individual personal best.
- To develop pupils’ understanding of right and wrong, encouraging respectful, courteous, and tolerant behaviour towards others.
- To foster pupils’ personal, cultural and social development, preparing them to participate confidently in Britain’s diverse society and the wider world.
- To ensure a consistent, positive approach to behaviour and discipline that is understood and applied by all members of the school community, in line with DfE guidance.

- To ensure equality of opportunity by recognising and supporting pupils' individual needs, including those with special educational needs or disabilities.
- To maintain high moral standards by not tolerating bullying or anti-social behaviour in any form in line with the school's safeguarding policy.
- To continue termly House Meetings to foster a positive and constructive code of conduct that promotes responsibility, independence, and an understanding of right and wrong. These meetings will support pupils in developing respect, tolerance and courtesy towards others, and an understanding of the importance of discipline in maintaining a safe and orderly learning environment.

## 2. Legislation

This policy is based on advice from UK government policies, and informed by the following legislation:

- **Education and Inspections Act 2006**
- **Equality Act 2010**
- **DfE: *Behaviour in Schools – Advice for Headteachers and School Staff*** (latest version)

## 3. Roles and responsibilities

### 3.1 St Dunstan's Education Group

The governing body has ultimate responsibility for school's behaviour policy but will delegate day-to-day responsibility to the Head of St Christopher's The Hall.

The governing body has a duty to:

- Review this policy annually
- Ensure the school follows what is articulated within this framework

### 3.2 The Head of St Christopher's The Hall

The Head Teacher is responsible for behaviour in the school. This involves:

- Ensuring all staff in the school follow what is articulated within this framework
- Ensure all school staff receive sufficient training on how to implement the principles outlined in the policy

### 3.3 Detail all other key role holders and their duties

The Deputy Head and Phase Leaders are responsible for behaviour in the school. This involves:

- Implementing age and stage appropriate behaviour systems for each phase.

### 3.4 Staff

All staff are responsible for upholding high standards of behaviour in line with the school's behaviour policy. Staff will:

- Always model a high standard of behaviour
- Follow the rewards and sanctions steps for their phase
- Have strong communication with other staff regarding individual behavioural needs
- Have strong communication with other parents and carers regarding individual behavioural needs
- Attend all relevant training
- Record all relevant incidents onto CPOMS.

### **3.5 Pupils and parents/carers**

Pupils and parent/carers are responsible for agreeing to and upholding the school's behaviour policy. Pupils and parents /carers will:

- Treat all members of the school community with respect, including pupils, staff, parents/carers and visitors, both in school and online.
- Follow the school's rules and expectations, supporting positive behaviour, good manners, and a safe learning environment at all times.
- Work in partnership with the school, communicating openly and constructively to support pupils' behaviour, wellbeing and learning.
- Take responsibility for actions and behaviour, including engaging with restorative conversations or agreed consequences when expectations are not met.

## **4. A Consistent Approach to Behaviour Management**

### **The Early Years**

Behaviour management in the Early Years will be structured around the following principles:

Staff and children will talk about a clear set of 'ground rules' governing all behaviour in the Early Years. Positive behaviour will be reinforced with praise and encouragement. Negative behaviour will be challenged in a calm but assertive manner. In the first instance, staff will try to redirect children's energies by offering them alternative and positive options. Staff will be open in stating and explaining non-negotiable issues. When dealing with negative behaviour, staff will always communicate in a clear, calm and positive manner. Staff will make every effort to set a positive example to children by behaving in a friendly and tolerant manner themselves, promoting an atmosphere where children and adults respect and value one another. Staff will work as a team by discussing incidents and resolving to act collectively and consistently. Staff will try to discuss concerns with parents/carers at the earliest possible opportunity to help identify the causes of negative behaviour and share strategies for dealing with it. Staff will encourage and facilitate

mediation between children to try to resolve conflicts by discussion and negotiation. Stories and circle times will be used to encourage discussion around positive and negative behaviour.

Once children move into the reception year, the classes will agree on a class charter that outlines behavioural expectations and ground rules. Once in Reception, the children will be able to earn merits (class dojo) and character counters for positive learning choices.

### Rewards across the Whole School (Year 1 - Year 6)

Numerous systems operate simultaneously to ensure pupils' exemplary behaviour and conduct. Such systems are outlined below.

#### Merit System

Our merit system emphasises fluidity between classes and the ability to reward children anytime, anywhere. Our focus is on recognising and praising individual effort in the moment, fostering a culture of immediate positive reinforcement which matches our school ethos of personal pastoral growth.

With the implementation of ClassDojo, merits can be awarded seamlessly across the entire school. This system empowers all staff to acknowledge and reward students for their hard work and achievements, regardless of location.

Merits are given as an acknowledgement of something specific that a child has done or achieved at school. When Merits are rewarded, they consider each child's ability and are rewarded for individual excellence. Merits are not awarded for being or doing 'the best', but for a child doing something that reflects *their* personal best.

Merits can be awarded by Class Teachers, Specialist Teachers and Senior Leadership and Teaching Assistants.

At the end of each term, the pupil with the most merits in each year group will receive a reward. This is in the form of a reward with the Head Teacher.

Class Teachers are encouraged to monitor Merits awarded to the children in their class, ensuring a consistent approach is being followed and that all children are being recognised.

#### House System

St Christopher's The Hall has four separate houses: Blyton, Campbell, Hillary and Johnson, named for people with a connection to the School. All children are assigned to houses from Reception, or whenever they join the school. If children have a sibling at the school, they will go into the same house as their sibling.

House meetings are held with the emphasis being on community and the core values we expect our pupils to embody. A Year 6 pupil will be elected as House Rep - voted for by the children themselves.

### Character Counters

At St. Christopher's, we believe that character education is paramount and therefore we have explicit values and characteristics which are embedded within our school ethos and curriculum. Character Counters are awarded when an individual child or group of children follow any of our core values, known at St Christopher's as Character Strengths. The Character Strengths have been designed to help promote good community spirit and nurture our children as they grow into responsible, active members of the school and wider community.

#### Core Values / Character Strengths

C - Common Sense

H - Honesty

A - Adaptability

R - Respect

A - Ambition

C - Creativity

T - Teamwork

E - Enthusiasm

R - Resilience

Through explicit modelling during assemblies, House Meetings, House Assemblies and class-based activities during form time, pupils are able to develop their Character Strengths.

Four labelled jars are kept in each classroom, one for each house, to collect counters. Class Teachers and Specialist Teachers (with their own classroom) have their own stash of Character Counters to award when needed. Specialist Teachers and Teaching Assistants can use the Class Teachers' counters or ask Class Teachers to award Character Counters on their behalf.

House Captains collect each class' Character Counters at the end of the week and transfer these into the House Tubes, displayed in a central spot in the school for all to see.

The House with the most character counters at the end of the term will be allowed to come in their own clothes on a day following the announcement.

Each term, form teachers will nominate one pupil in their class who really embodies our character values. These people will be recognised in assembly and the reasons for their nominations will be read out. These reasons will also be emailed to their parents to ensure clear home/school communication and to celebrate the pupils' success.

### Celebration Assembly Stickers

Celebration assembly stickers are given every week during a Friday morning assembly. Children are nominated by their Class Teacher for a wide range of reasons, be it their community spirit, personal achievements or individual excellence - not just academic attainment. Children are rewarded with a sticker, bestowed to them by The Head, and celebrated in front of the whole school. The emphasis in these assemblies is on the breadth of achievements so that every child is valued and celebrated and feels a sense of pride.

### Sanctions across the Whole School

Sanctions are applied when positive reinforcements and rewards have failed, or where it is necessary in the circumstances to show appropriate disapproval. Children are reminded that they are responsible for their own actions and that breaking rules will lead to sanctions.

The following measures can be used to manage low-level poor behaviour:

- Simple verbal reminders
- Non-verbal communication with the child; particularly in whole class situations such as on the carpet
- Highlighting examples of good behaviour as a reminder/model
- Separating children who find it challenging working or playing together appropriately
- Providing a quiet place where the child can calm down before discussing the issues with an adult
- Temporarily confiscating property if this is thought to be contributing to the poor behaviour

When it becomes necessary to deal with a child who is misbehaving and thereby disrupting the learning of the class or themselves, the following approach is used by staff:

1. **In the Early Years**, disruptive behaviour is dealt with by the Early Years staff by talking to the child and giving clear explanations of their expected behaviour. This may mean taking the child away from the situation to a quieter area. If the behaviour escalates or is persistent, all incidents are monitored and recorded to establish if any patterns emerge. Parents will be invited in to meet with the teachers to discuss strategies to help with the behaviour. More serious cases will be added to CPOMS and an individual support plan will be considered.
2. **In the Pre-Prep**, the first step will be a verbal warning, the second step will be a time-out from playtime, and the third step will be to see the Head of Pre-Prep and parents will be informed. In extreme cases, the child will be seen by the Head Teacher. More serious cases will be added to CPOMS and an individual support plan will be considered.
3. **In the Prep School**, the first step will be a verbal warning, the second step will be a time-out, and the third step will be to see the Head of Prep School and parents will be informed. More serious cases will be added to CPOMS and an individual support plan will be considered.

Any child who receives five sanctions in one term will be sent to see the Head to discuss their choices.

During break and lunchtimes, children in the Prep School, who are not displaying the correct behaviour will be given a 'Warning' and then a 'Timeout'. This will then be noted and checked by the Head of Prep each week. If a child appears in the behaviour book more than three times in a week, they will be sent to the Head of Prep to discuss their behaviour.

(See Appendix A for sanction steps displayed in all classrooms to support teachers and pupils)

### Additional Sanctions

Additional Sanctions, although these would be used sparingly and after much consideration of the incident, might include withholding participation in any school trip that are not an essential part of the curriculum. It also includes the possibility of fixed term or permanent exclusion from school.

Where pupils do not respond to preventative strategies to combat bullying/child on child abuse or other antisocial behaviour, further action will be taken. Disciplinary action will also be taken against pupils who are found to have made malicious accusations about staff. (*Refer to Safeguarding Policy*). In this case, parents will be kept fully informed and will be involved in this process. If the need arises, a meeting may be arranged with other agencies e.g. Educational Psychologists, Family GP, Social Worker to come up with appropriate strategies to help improve the situation.

**Exclusion would only be considered in a case of extreme and persistent disruptive - please refer to the Exclusions Policy for further information**

## **5. Monitoring**

This policy will be reviewed by Phase Leaders annually.

At every review, the policy will be approved by the St Dunstan's Governing Committee

- The Head sets behaviour standards and oversees day-to-day discipline, including monitoring rewards and sanctions.
- SLT, House Leaders and all staff promote positive behaviour, keep parents informed, and apply rewards and sanctions fairly and consistently.
- All staff model high standards, encourage self-discipline, and address unacceptable behaviour across the whole school.
- In Early Years, staff manage behaviour using clear, positive strategies; physical punishment is never used, and any physical intervention is recorded and parents informed.
- Behaviour policies and procedures are reviewed regularly in staff and SLT meetings, with staff contributing to discussions and solutions.

- Rewards and sanctions are applied consistently and in line with the Equal Opportunities Policy.
- Pupils are involved in behaviour expectations, contributing their views and agreeing to an annual Class Charter.

## **6. Links with other policies**

This behaviour policy links to the following policies:

- Safeguarding Policy
- Anti-bullying Policy
- Exclusion Policy

**APPENDIX A - SANCTION STEPS DISPLAYED IN THE CLASSROOMS FOR PRE-PREP AND PREP:**

Level 1			
Behaviour Issue	Possible Sanction	People involved	Support
<ul style="list-style-type: none"> <li>- Failing to listen</li> <li>- Distracting others</li> <li>- Name calling</li> <li>- Off task</li> <li>- Shouting out</li> <li>- Pushing in line</li> <li>- Poor use/ handling of school equipment</li> </ul>	<ul style="list-style-type: none"> <li>- Nonverbal/verbal reminder</li> <li>- Recorded in the book (breaktime)</li> <li>- Work to be completed in their own time.</li> <li>- Miss part of play or lunchtime.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher on duty/Class teacher</li> <li>Pupil</li> </ul>	<ul style="list-style-type: none"> <li>- Positive reinforcement of expected behaviours</li> <li>- Role modelling high expectations</li> <li>- Consistent use of rewards e.g. Character counters and merits</li> <li>- Conversation with children and clarity of expectations.</li> </ul>
Level 2			
Behaviour Issue	Possible Sanction	People involved	Support
<ul style="list-style-type: none"> <li>- Persistent repetition (three times) of level 1 low level behaviours.</li> <li>- Deliberate but minor physical aggression e.g. hair pulling/pushing/deliberate tackle in football.</li> <li>- Inappropriate language or being rude to other pupils or members of staff.</li> <li>- Repeatedly ignoring instructions from a member of staff.</li> <li>- Deliberate damage to school property.</li> </ul>	<ul style="list-style-type: none"> <li>- 1:1 conversation talking through why the behaviour is unacceptable.</li> <li>- Miss part of playtime or lunchtime play.</li> <li>- Speak to the Head of Phase for further support and to speak to the pupils involved.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher/Pupil/Head of Phase</li> </ul>	<ul style="list-style-type: none"> <li>- Behaviour expectations made clear to the child</li> <li>- Strategies put in place to support identified needs e.g. visual timetables, personal organisers, visual prompts</li> <li>- Discussion about strategies for anger management and correct responses.</li> <li>- Advice to support children in making correct choices.</li> </ul>
Level 3			
Behaviour Issue	Possible Sanction	People involved	Support
<ul style="list-style-type: none"> <li>- Consistent repetition of level 2 behaviours</li> <li>- Intense physical abuse e.g. fighting, hurting or spiteful behaviour</li> <li>- Intense verbal abuse e.g. swearing, racism, sexism, offensive name-calling or remarks relating to disability, sexuality etc. or other bullying either face to face or online</li> <li>- Deliberate refusal to comply with adult requests</li> </ul>	<ul style="list-style-type: none"> <li>All incidents in this level to be logged on CPOMS.</li> <li>CT To speak to pupil's parents (Call/face to face)</li> <li>Pupil spoken to by Head of Phase/SLT.</li> <li>Timeout during break and lunchtimes with CT/SLT</li> </ul>	<ul style="list-style-type: none"> <li>Teachers/SLT/</li> <li>Pupil/Parents</li> </ul>	<ul style="list-style-type: none"> <li>- Behaviour Support Plan involving parents, child and staff with specific targets. Parents and SLT to be informed of the SENCO assessment if appropriate.</li> </ul>
Level 4			
Behaviour Issue	Possible Sanction	People involved	Support
<ul style="list-style-type: none"> <li>- Consistent repetition of level 3 behaviours.</li> <li>- Repeated bullying incidents (Child on Child)</li> <li>- Violent/ dangerous behaviours towards other pupils/adults.</li> </ul>	<ul style="list-style-type: none"> <li>- Removal from the classroom, adult to take to a place of safety</li> <li>- Time out with SLT</li> </ul>	<ul style="list-style-type: none"> <li>Teachers/PSLT/DSL/DDSL/Parents/Pupils</li> </ul>	<ul style="list-style-type: none"> <li>As above.</li> <li>Advice from agencies if required.</li> </ul>