



Christ Church CE Primary School

Behaviour Policy

Written by SMT
Reviewed – September 2025
Next Review – September 2026

This policy is designed to promote and maintain positive behaviour at
Christ Church Primary School

Vision

"As God loves us all, our vision at Christ Church is for everyone in our family to feel equal, valued and prepared for life in modern British society. While walking humbly with our God, our children will become wise, compassionate, independent and resilient learners in an inclusive and safe environment. We strive for success, spiritual fulfilment and a life lived 'in all its fullness'. Believe and Achieve!"

Book of Micah: Verse 6:8

What does the Lord require of you? To act justly, and to love mercy and to walk humbly with your God.

How does our Behaviour Policy link with our vision?

At Christ Church, we commit to making it our mission to promote resilience and positive behaviour and wellbeing for all our pupils. We believe children are unique before God and should be given the opportunity to be looked after and catered for the individual emotional, moral and spiritual need.

Our behaviour policy follows Jesus's example of being merciful and he invites us all to do the same, showing what our hearts are like towards others. We must freely and willingly show compassion and kindness to others. This is shown by valuing each other; by forgiving freely and reaching out to others without expecting anything in return.

At Christ Church we teach children about acting justly, this means living your life with a sense of right and wrong; doing the right thing, at the right time. God is summoning us to eliminate any unjust actions or thoughts of injustice. We need to see others as God does – deserving dignity, respect, love, care and being treated as equals. We are all made in God's image.

We believe outstanding behaviour ensures that our children flourish no matter what their background, faith or ability. We want our children to be resilient and healthy ambassadors of God in our modern society and we aim to nurture well-rounded, respectful and confident children.

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's Positive Mental Health Policy outlines the specific procedures that will be used to assess these pupils for any Social Emotional Mental Health-related difficulties that could affect their behaviour.

The school aims:

- To prepare each child for the opportunities and experience of life in a multi-faith society.
- To teach that caring for each other is central to promoting understanding, respect and consideration.
- To have happy, healthy, independent learners who realise their full potential through personalised teaching and learning in a safe and secure environment.
- To celebrate and nurture our faith commitment and show that God is at work within our community.

Positive Behaviour Management.

At Christ Church School, we support our children with their behaviour by having three rules. These rules are:

- Show good manners at all times
- Care for everything and everyone
- Follow instructions with thought and care

These rules are displayed all around school and consistently referred to by staff when rewarding behaviour and giving children consequences.

Roles and responsibilities

The ***governing board*** will have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The ***head teacher*** will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any social emotional mental health related drivers of poor behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any social emotional mental health related issues that could be driving disruptive behaviour.

The **senior mental health lead** will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with social emotional mental health related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with social emotional mental health difficulties.

The **SENDCO** will be responsible for:

- Collaborating with the head teacher and the senior mental health lead, as part of the Learning Behaviours, to determine the strategic development of behaviour and policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the SLT and SMT up-to-date with any changes in behaviour.

Managing Behaviour around School

Please see Appendix 1

Managing Behaviour at Lunchtime

Lunchtime supervisors encourage the children to follow the 3 steps for managing their emotions and dealing with conflict:

- Stop – calm down
- Tell me what the problem is and make a plan
- Go with the plan

When dealing with inappropriate behaviour, children are asked about their actions and may need to stand with the lunchtime supervisor or stand at the 'Think Again Wall' to reflect upon their behaviour.

Lunchtime supervisor liaise with the class teacher, so that they are aware of any lunchtime incidents.

Responding to Inappropriate Behaviours

Please see Appendix 2

Instances of inappropriate behaviour will be taken seriously and dealt with immediately, in line with appropriate sanction.

Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

All staff via CPOMS will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Support, such as targeted discussions with pupils, a phone call with parents, and discussions into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring.

Whole School Rewards and Sanctions

Please see Appendix 3

We acknowledge that in order to achieve a level of self-worth, we need to teach the children what is worth valuing and what expectations we have for them. Extrinsic rewards naturally reinforce understanding and give pleasure/confirmation of efforts to children, parents and staff.

We have a range of rewards as follows:

- All children from Reception to Year 6 are in house teams: Hope, Charity, Patience and Faith. Children receive class dojos for their house team for: work/effort/attitude/behaviour. Each week, we award the house team with the most points in our Star Pupil Assembly and they are publicly applauded. The house that wins at

the end of each term has a very special prize.

- For children's work/attitude/effort, in addition to frequent praise from staff, 2 children from each class receive a Star Pupil Certificate which is awarded in our whole school celebration assembly each week. Often work is shared with the whole school to publicly praise standards of work. We celebrate children's efforts which are especially linked to our core values of Hope, Charity, Patience and Faith.
- Each term, we reward children in our Brilliant Behaviour Awards ceremony. Staff are asked to choose two children for exceptional classroom behaviour.

Classroom Behaviour

A class agreement is drawn up by the children and their new teacher that is based on the three rules. These agreements are age appropriate and are intended to be easy to manage.

This agreement is what forms the basis of the classroom rules for the year. Children who follow the rules are rewarded with class dojos.

Other types of awards are:

- Non-verbal praise (gestures)
- Verbal praise
- Written praise
- Stickers
- Stickers and stamps in books by class teacher and Head Teacher
- Sharing work with other teachers/classes
- Sharing good news with parents

Learning Behaviours

We recognise the importance of making time to establish a basis for shared behaviour and learning expectations in September. During this establishment phase, teachers teach children skills necessary to:

- co-operate and show tolerance
- listen attentively and provide and receive constructive feedback
- understand the importance of trying their best, reflect on their work and effort
- balance imagination with strategic thinking
- be resourceful
- ask good questions
- persist when faced with difficulty.
- develop resilience

Consequences/Sanctions

Teachers follow a 5-step approach when dealing with inappropriate behaviour. In appropriate behaviour is seen as breaking the classroom rules or where low level disruption occurs and affects their learning or the learning of others. The adult that gives a consequence out is responsible for the repair and rebuild phase. This is indicative of our core Christian belief of forgiveness.

Children's names are recorded on a behaviour sheet, which is changed each week. This is collected by the learning behaviours team:

- Head teacher
- Deputy head teacher
- SENDCO
- Learning Mentor

HT and DHT to run a forgiveness room (for those who need to miss some golden time). It is a space to:

- reflect on behaviour
- think about who they need to say sorry to.
- reflect on better choices

Pupils Conduct outside the School Gates

Teachers have a duty of care for pupils and as such may discipline pupils for misbehaving outside of the school premises. The school's behaviour procedures will apply to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school. Parents will be notified as a matter of course.

Any misbehaviour when the child is:

- taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing school uniform or
 - in some other way identifiable as a pupil at the school
- or misbehaviour at any time, whether or not the conditions above apply, that:
- could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.

For further information please see the DFE document on 'Behaviour and Discipline in Schools - A Guide for Head Teachers and Schools Staff.'

Confiscation of Inappropriate Items

School staff can search a pupil for any item banned under the school rules, if the pupil agrees. However, staff have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items. School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline. Parents will be informed where potentially harmful items or substances have been found and any weapons or items which are evidence of an offence must be passed to the police as soon as possible. Appropriate sanctions will apply in line with our behaviour policy.

For more information please see the DFE document, "Screening, Searching and Confiscation – Advice for Head Teachers, Staff and Governing Bodies.'

Sanctions for Malicious Allegations against Staff.

Pupils that are found to have made malicious allegations will have breached our school's behaviour policy. Appropriate sanctions will be applied which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed). For further information please see the DFE document–

‘Dealing with Allegations of Abuse against Teachers and other Staff’). Please also see the school’s Safeguarding Policy.

Working with Parents

The school actively encourages close links between parents and teachers. Teachers are available on a daily basis to discuss any concerns and the Learning Behaviours Team is there to offer holistic, practical and pastoral support to parents.

Serious Incidents

“One-off” serious incidents should be referred to a member of SLT and will be dealt with on an individual basis. Parents will be informed and involved in the decision regarding appropriate sanctions. Any incidents of serious aggression, bullying, racism, radicalism/extremism or homophobia must be logged and reported to a member of SMT straight away.

Policy References

Anti-Bullying Policy

PSHE Policy

Restraint Policy

Safeguarding Policy

Mental Health and Wellbeing Policy

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

Education Act 1996

Education Act 2002

Education and Inspections Act 2006

Health Act 2006

The School Information (England) Regulations 2008

Equality Act 2010

Voyeurism (Offences) Act 2019

DfE (2013) ‘Use of reasonable force’

DfE (2015) ‘Special educational needs and disability code of practice: 0 to 25 years’

DfE (2018) ‘Mental health and behaviour in schools’

DfE (2021) ‘Sexual violence and sexual harassment between children in schools and colleges’

DfE (2022) ‘Behaviour in schools: Advice for head teachers and school staff’

DfE (2022) ‘Keeping children safe in education 2022’

DfE (2022) ‘Searching, Screening and Confiscation: Advice for schools’

DfE (2022) ‘Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement’