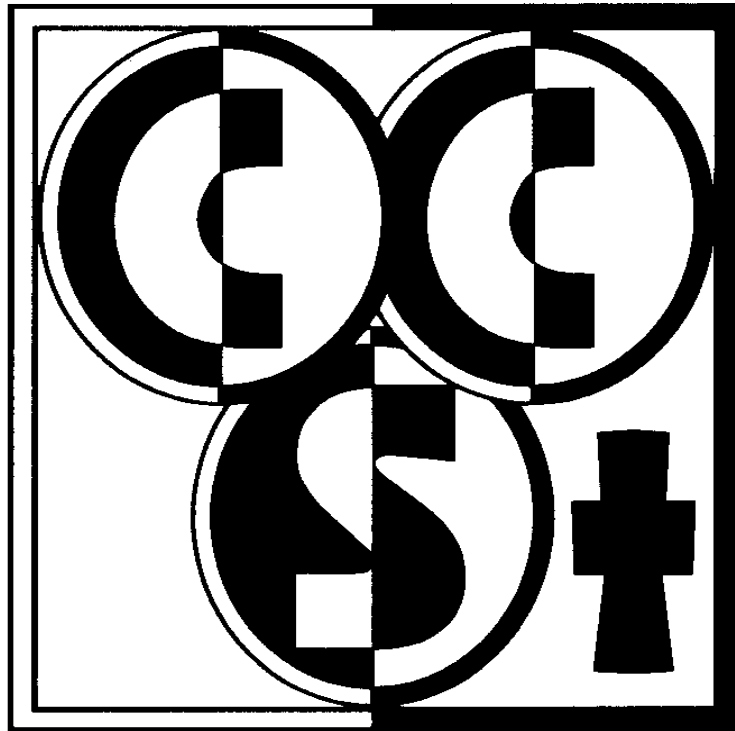


Christ Church
Church of England
Primary School



**Behaviour &
Relationships
Policy**

September 2025

Behaviour & Relationships Policy and Guidance

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Christ Church CE Primary School. It is a working document designed to enhance the development of positive relationships between children, adults working in schools, parents and other members of the wider school community.

The governors and school recognise our legal duties under the Equality Act 2010, In respect of safeguarding and in respect of children with special educational needs, and under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

At Christ Church:





Our Vision



At Christ Church:

- Pupils will feel safe, accepted, loved and positively understand their worth and potential as members of God's wider world.
- All will grow in the light of Christ and gain a positive experience and understanding of Christianity.
- Pupils will experience a depth and breadth of education of the highest quality, inspiring them to develop skills and enthusiasm for lifelong learning.

Together we learn, Together we achieve, Together we grow in the light of Christ.

Our Core Christian Values

Love



"Teacher," he asked, "which is the greatest commandment in the Law?" Jesus answered, "Love the Lord your God with all your heart, with all your soul, and with all your mind. This is the greatest and the most important commandment. The second most important commandment is like it: 'love your neighbour as you love yourself.' (Matthew 22: 34-39)

Forgiveness



Then Peter came to Jesus and asked, "Lord, if my brother keeps on sinning against me, how many times do I have to forgive him? Seven times?" "No, not seven times," answered Jesus, "but seventy times seven". (Matthew 18:21-22)

Reconciliation



Anyone who is joined to Christ is a new being; the old is gone, the new has come. All this is done by God, who through Christ changed us from enemies into his friends and gave us the task of making others his friends also. Our message is that God was making the whole human race his friends through Christ. (2 Corinthians 5: 17-19)

Introduction

Through our Christian Faith, we acknowledge our responsibility to all, to enrich lives and show love and respect within our school family.

We believe in lifelong learning aiming to equip our children to live life today and for tomorrow rooted in Christian love.

For with God nothing shall be impossible (Luke 1:37)

Our Curriculum has been designed to ensure each and every child can 'live life in all its fullness' by offering stimulating and awe-inspiring learning experiences with Christian values at its heart.

It is bespoke to the needs of the pupils at Christ Church, not only by focusing on appropriate subject specific knowledge, skills and understanding as set out in the National Curriculum, but by modelling the virtues given to us by Christ and by developing individual and collaborative learning experiences, a positive growth mind set, a sense of responsibility and challenges that take them beyond the classroom.

We are a one form entry school on the edge of Colne with a constantly evolving curriculum which responds to the needs of learners and their interests by enhancing learning experiences and raising awareness from the local area to national and global arenas. Thus, we will develop outward looking pupils who are able to engage in learning about themselves and have an understanding of the wider world and its complex cultures.

Ultimately our curriculum is intended to:

- Develop our head and body: What we learn
- Develop our hearts and character: Who we are
- Develop our actions and attitudes: How we live and learn
- Develop our moral compass: Where we fit in the world

Children are made aware that while their behaviour may be unacceptable, they as people will always be accepted and loved. **Inappropriate behaviours will be condemned not the child.** This also applies to those children who find it very difficult to regulate their own behaviours due to developmental, emotional, adverse childhood experiences and or mental health conditions. They will be supported to follow the behaviour & relationships policy/ school rules to the best of their abilities.

The adults within our school community are expected to be good role models for the behaviour of the children. All school codes of behaviour apply to everyone.

All aspects of this policy apply to all learning activities both in and out of hours learning.

Aims of this policy

- To provide a shared understanding of “good behaviour” through living out our chosen Christian virtues.
- To ensure that the organisation of the school promotes good behaviour at all times.
- To build up good relationships between children and children, children and adults, adults and adults. Creating an ethos of kindness, compassion, responsibility, mutual respect, trust and love, enabling co-operation in all aspects of school life.
- To promote high self-esteem in all our children through Growth Mindset principles.
- To encourage all staff to consider the impact of the learning environment, all areas of the school and activities that take place, on the behaviour of the children, in planning their teaching, classroom organisation, routines and out-of-class learning experiences.
- Create a consistent, positive structure within the school that will ensure that confrontation is avoided.
- To help give staff, pupils and parents a feeling of common purpose.

At Christ Church we teach respect for others and recognise that we all have an equal part to play in the life of Christ Church School. To this end **we have one specific school rule** of which the children are regularly reminded, and encouraged to demonstrate:

‘To respect and to show courtesy and kindness to all people, at all times.’

At Christ Church CE Primary School we have a zero-tolerance approach to abuse, including bullying and all forms of child-on-child abuse.

Our Core Virtues

We follow Jesus through positively encouraging all in our school community to show:

- Love
- Forgiveness
- Reconciliation

These are made known to all children and staff, and all should keep to them. They will frequently be referred to in worship, assemblies and class discussions and will be the focus of discussions with children when praising or reprimanding behaviour.

School Approach

Opportunities to promote values such as telling the truth, keeping promises, respecting the rights and property of others, acting considerately towards others and taking personal responsibility for one's actions, occur constantly in the busy day to day life of the school. Certain subjects like Religious Education, Worship, Drama, History, PE and PSHE allow for the teaching of such values.

There is also a need to follow a more formal timetable for creating opportunities for moral development. This can be planned through both class and whole school gatherings. Three specific gatherings are in Assembly, Collective Worship and Circle Time.

Our Code of Conduct

- ❖ To respect and show courtesy and kindness to all people at all times.
- ❖ To move sensibly and quietly around school.
- ❖ To speak politely and in a low voice at all times.
- ❖ To work together to keep our school clean and tidy.
- ❖ To uphold the good name of the school.

From the earliest days in Reception and repeatedly throughout a pupil's time at Christ Church, we insist that pupils follow our agreed **Code of Conduct**. The Code is displayed in each classroom and should be presented positively, as we are not aiming to punish those failing to adhere to the Code, but to encourage, through praise and mutual respect, a desire to co-operate for the benefit of all.

All informal contact contributes to standards of behaviour. Adults working in school can help to maintain good behaviour by:

- ❖ Developing supportive relationships with children.
- ❖ Greeting pupils and starting the dialogue.
- ❖ Setting high standards of speech, manner and dress.
- ❖ Dealing with all misbehaviour – to ignore it is to condone it!

The Role of School Leaders

School leaders have a crucial role to play in making sure all staff understand the behaviour expectations in school and in ensuring that all new staff are aware of these. Leaders will provide training for staff to meet their duties and functions within the behaviour and relationships policy. This will include training on matters such as how certain special educational needs, disabilities or mental health needs may at times affect a pupil's behaviour. School leaders will also work alongside other professionals to inform our practice.

General behaviour expectations in our school

To clarify expectations and be clear on school routines, the following behaviours need to be known, and reinforced by, all staff including supply teachers, support staff, students and non-teaching staff. Teachers should constantly remind / discuss our behaviour expectations with the children.

1. [Arriving at school](#)

- ◆ Arrive at school between 8:50am and 9.00am,
- ◆ Walk quietly and sensibly into school.

2. [In the cloakroom](#)

- ◆ Hang your coat and bag up on its hook;
- ◆ Keep all PE kits in a bag and store where your teacher asks you to;
- ◆ Only handle your own property unless you are asked to touch others by the teacher;
- ◆ If the cloakroom is crowded, wait your turn;
- ◆ Always clear the cloakroom quickly – don't hang around.

3. [In the classroom](#)

- ◆ **Wait** your turn to speak;
- ◆ **Listen** to teachers, other children and adults;
- ◆ **Look after** the classroom by keeping it **tidy** and **looking after** equipment;
- ◆ Be **kind** and **helpful**, **share** equipment;
- ◆ Walk into the classroom **quietly** and sit down;
- ◆ Leave the classroom quietly;
- ◆ **Follow instructions** carefully;
- ◆ Work quietly and always **do your best**;
- ◆ **Walk** around the classroom.

4. [Assembly/Worship](#)

- ◆ Worship begins as soon as you walk into the hall;
- ◆ Sit quietly
- ◆ Make **yourself** ready to reflect or pray by calming **your mind**;
- ◆ **Listen to** others and participate in the worship as instructed by the leader;
- ◆ Take part in all aspects of worship;
- ◆ Keep the quiet in your mind as you leave the hall and go back to your classroom.

5. [In the playground](#)

- ◆ On the way out to play, go to the toilet if you need to, and collect your coat while your teacher or other adult supervises;
- ◆ Stay within the playground boundaries;
- ◆ Think about safety when you play, and act in a way that will not hurt others;
- ◆ Always think about others, how they feel, what they may need;
- ◆ When the whistle blows – walk sensibly to your line.

6. [During school meals](#)

- ◆ Make sure your hands are clean;
- ◆ Say "please" and "thank you" to all the staff who give you food and help you;
- ◆ Queue quietly without pushing, think of others;
- ◆ Try not to spill food on the floor;
- ◆ Eat your dinner sensibly, quickly;
- ◆ Use your knife, fork and spoon properly;
- ◆ Talk quietly;
- ◆ Only speak when you are not eating;
- ◆ Tidy away your tray;
- ◆ Leave your table and the floor clean and free of food;

- ◆ Respect the dinnertime staff.

7. In the toilet

- ◆ When you have used the toilet – flush it;
- ◆ Respect other peoples' privacy;
- ◆ Make sure the taps are turned off after you have used them, be responsible about using the water;
- ◆ When you have finished, look to see if you have left the toilets clean and tidy.

8. Around school;

- ◆ Walk in a line sensibly, one behind the other
- ◆ Look to see if there is someone behind you, if there is hold the door open for them;
- ◆ Move around the school quietly and sensibly;
- ◆ Be polite to, and make way for, adults and visitors to the school.

9. During swimming and outings

- ◆ Sit down on the bus or coach and always wear your seat belt;
- ◆ Walk in pairs or in single file as instructed;
- ◆ Look and think – remember road safety rules;
- ◆ Be polite and set a good example to everyone;
- ◆ Get changed quickly, quietly and sensibly at the swimming baths;
- ◆ Respect your own and other people's property;
- ◆ Obey instructions immediately.

10. During indoor playtimes

- ◆ Use the games and equipment that your teacher has agreed to (no scissors);
- ◆ Walk around sensibly and quietly;
- ◆ Respect classroom equipment, including rainy-day things;
- ◆ Tidy-up quickly when asked to;
- ◆ Share and play fairly;
- ◆ Stay in your own classroom;
- ◆ Always ask if you need to leave the classroom or go to the toilet.

11. After school clubs

- ◆ The same rules apply as in normal class time
- ◆ Ensure you are **prepared** and have the correct resources with you
- ◆ **Wait** your turn to speak;
- ◆ **Listen** to teachers, other children and adults;
- ◆ **Look after** the classroom by keeping it **tidy** and **looking after** equipment;
- ◆ Be **kind** and **helpful**, **share** equipment;
- ◆ Walk into the classroom **quietly** and sit down wait for the after school register;
- ◆ **Follow instructions** carefully;
- ◆ Work quietly and always **do your best**;
- ◆ **Manners and appropriate language** to be used at all times to all people.

Children should never be allowed to remain in an unsupervised classroom or sent out of the classroom to stand in an unsupervised area. If it is felt necessary to keep a pupil in for disciplinary reasons, the onus is on the teacher to supervise the situation. If it is felt necessary to ask a child to leave a classroom due to bad behaviour, the child should be sent to another classroom initially (pre-arranged with the class teacher and this should be for no more than 15 minutes). As a final resort the Assistant Headteacher; Assistant SENCO or Headteacher should be sent for. It is important to ensure the child has reached the intended destination and does not leave the school premises.

Each teacher or other adult working in school needs to insist these rules are upheld. It is through consistent and collective use that the children will come to appreciate the value of rules to each individual.

It may be necessary from time to time to concentrate on one rule, this could be discussed at circle time, assembly, etc.

We aim that all children comply with the rules and in turn show any who do not conform, what is unacceptable.

Classroom Discipline

Children spend the majority of their time at school in the classroom environment. It follows that the most influential factor on their overall behaviour in school will be the organisation of that classroom.

We have agreed rules for **all** pupils in all classrooms. These rules should always be presented positively by stating the reasoning behind them whenever they need to be referred to. These are a hybrid of our general behaviour expectations.

Rules to help us learn:

- ❖ We arrive on time for the start of the lesson.
- ❖ We show we are listening by being still and looking at the person speaking.
- ❖ We always try our best with our work.
- ❖ We do not disturb or annoy other children.
- ❖ We work together and do not interrupt when another adult or child is speaking.

Rules to keep us safe:

- ❖ We never run or chase in the classroom.
- ❖ We do not throw anything at all.
- ❖ We do not help ourselves to the property of others. We never go into another person's tray, pencil case, coat pocket or bag.
- ❖ We sit properly on a chair.
- ❖ We do as we are told first time by all adults working in school.

Behaviour Management / Safeguarding

The emphasis in school is always on acceptable, positive, assertive discipline. During the week stickers and certificates are given to children who achieve something special in class for either work or behaviour.

Individual teachers also use other strategies to encourage good behaviour in the classroom. In Year 6, children also have the opportunity to become a prefect and have special responsibilities (such as Reception class buddy). We are fortunate at Christ Church that the vast majority of our children behave very well and work hard in their classes. However, if a child behaves in an unacceptable manner and chooses to break our school rules, a number of steps will be taken in order to improve their behaviour.

The school rules are discussed with the children and they are designed to make Christ Church Primary a happy and safe school. Should serious problems occur, parents will be asked to come into school to discuss their child's behaviour and to work co-operatively with school to improve the problem.

The governing body have a duty under section 175 of the Education Act 2002 to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. Where staff consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm they will report this to the Designated Senior Lead for Safeguarding and Child Protection

and will follow the schools' safeguarding policy. **In line with KCSIE 2025 all staff at Christ Church are aware of systems which support safeguarding.** Staff should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary.

Where allegations of bullying are made, or child-on-child abuse (**which includes: bullying – including cyberbullying, prejudice-based and discriminatory bullying; physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm; sexual violence and abuse in intimate relationships; sexual harassment; consensual and non-consensual sharing of nude and semi-nude images; upskirting and initiation/hazing type violence and rituals**), school staff will follow agreed procedures in the schools Anti-Bullying Policy.

Pupils with Special Needs

Christ Church is an inclusive school. We have high expectations of all our pupils. That said, some behaviours are more likely to be associated with particular types of Special Educational Need, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will therefore often need to be considered in relation to the individual pupils identified need and developmental stage, although it does not follow that every incident of misbehaviour will be connected to the special educational need.

Where such concerns arise, parents and other professionals will be consulted to discuss ways of supporting the child. We will try to ascertain likely triggers of misbehaviour and put in place support to prevent these. Examples of preventative measures may include: short, planned movement breaks for children who struggle to sit for long periods; adjusting seating plans to allow a pupil with a hearing or visual impairment to sit in sight of the teacher; training for staff in understanding conditions such as autism.

Parents and teachers will need to consider ways in which home and school can work together to promote good behaviour. Staff need to be aware that some children with behaviour difficulties can be 'labelled' by other children and often get blamed for things they haven't done - the 'whole picture' is required.

Please refer to School's SEND Policy.

Rewards and Praise

AT ALL TIMES WE ARE POSITIVE ABOUT OUR CHILDREN

Teachers have high expectations of all our children in terms of both achievement and behaviour and adopt a positive approach to behaviour management. We believe that giving positive feedback to the children is important to reinforce good behaviour and to encourage others in appropriate social behaviour. Pupils need to be caught keeping the rules. We believe that the social skills need to be recognised with rewards that bring joy to the heart!

Here are some practical examples of positive feedback at Christ Church CE Primary School:

- ◆ Giving verbal praise : "Well done", "Excellent" or more specific praise which reinforces good behaviour and ensures that the child is clear about what you are praising e.g. "Well done for saying 'Thank you', that was very polite." "I can see that you have worked really hard today, well done". "You have eaten your dinner really quickly today; I'm very pleased with you."
- ◆ Staff giving talking time to children to get to know them better
- ◆ Raffle tickets
- ◆ Praise stamps/stickers
- ◆ Marbles in the jar
- ◆ Lucky dip tickets

- ◆ “Circle time” and PSHE opportunities
- ◆ Displays of children’s work
- ◆ Send the child to another teacher/ Headteacher to discuss good work
- ◆ Communicating praise to parents
- ◆ Written comments on work
- ◆ Giving responsibility, e.g. school council, faith group, play leaders, prefect, role of monitor for specific tasks
- ◆ Individual classroom rewards

Sanctions Overview:

We aim to create a healthy balance between rewards and sanctions with both being clearly specified. Pupils should learn to expect fair and consistently applied sanctions for inappropriate behaviour. All systems are flexible to take account of individual circumstances. The emphasis of the school discipline policy is on **REWARD** and **PRAISE**, which should be given whenever possible for both work and behaviour.

To achieve these aims, a response to behavior may have various purposes which include:

- **Deterrence:** sanctions can be effective deterrents for a specific pupil or a general deterrent for all pupils at school.
- **Protection:** keeping all children safe is a legal duty of all staff. A protective measure in response to inappropriate behavior, for example removing a pupil from a lesson, may be immediate or after assessment of risk.
- **Improvement:** to support pupils to understand and meet the behavior expectations of the school and reengage in meaningful education.

Staff will always take into account any contributing factors that are identified after a behaviour incident has occurred.

Teacher’s Powers (taken from DfE ‘Behaviour in Schools’ February 2024)

There are times in school, when children may show negative behaviours, despite a plethora of positive praise and rewards. When this happens:

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 & 91 of the Education and Inspections Act 2006)
- Staff can issue sanctions any time pupils are in school or elsewhere under the charge of a member of staff, including on school visits.

The sanction is lawful if it satisfies the following three conditions:

- The decision to sanction a pupil is made by a paid member of school staff (but not one who the Headteacher has decided should not do so) or an unpaid member of staff authorised by the Headteacher.
- The decision to sanction the pupil and the sanction itself are made on the school premises or while the pupil is under the lawful charge of the member of staff; and
- It does not breach any other legislation (for example in respect of equality, special educational needs and human rights) and is reasonable in all the circumstances. (Section 91 of the Education and Inspections Act 2006)

In considering whether a sanction is reasonable in all circumstances, one must consider whether it is proportionate in the circumstances of the case and consider any special circumstances relevant to its imposition including the pupil's age, any special educational needs or disability they may have and any religious requirements affecting them (Section 91(6)(b) of the Education and Inspections Act 2006).

The Headteacher may limit the power to apply particular sanctions, or to sanction particular types of pupils, to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

Corporal punishment by school staff is illegal in all circumstances.

At Christ Church CE Primary School only the Headteacher or Assistant Headteacher can sanction pupils being placed in 'detention'.

Below are suggestions for behaviour sanctions. **All class teachers should, where appropriate, operate a stepped approach to sanctions, which allow children to identify the next consequence.** Children for whom this approach is not appropriate, will have an individual plan detailing alternative rewards and sanctions.

As with matters relating to reward, **consistency is vital** and should be appropriate to each individual situation. This policy is designed to empower both teaching and support staff in our mutual desire to create a just, secure and happy learning environment

Staff should also remember;

Be calm – children should be dealt with calmly and firmly referring to what the action is and why the action is being taken.

Volume of voice - adult voices should remain quiet and controlled at all times

Logical consequences – A logical consequence is a sanction that should “fit” the offence. It generally has two steps. The first step is to stop the misbehaviour. The second step is to provide an action that recalls children to the agreed codes of behaviour, reinstates the limits, and teaches alternative behaviours.

Fresh Start – although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start.

Language – use language linked to right and responsibilities, for example, choices, respect, feelings of others and pupil rights and responsibilities.

If the school agreed codes of behaviour are broken the following sanctions may be taken:

(Sanctions will be differentiated to the needs of the children)

1. Children will be given a verbal warning by the class teacher, teaching assistant or welfare supervisor;
2. Loss of a 'minute'
3. 'Time out in class' will be used. However, a child **should not** be removed to the corridor and left unattended.
4. Teachers can send the pupil to another class. When sending a child to another class, the teacher should ensure the receiving teacher knows why they are being sent. Children should only be removed to another class base for a specified amount of time (no more than 15 minutes) after which they will return to their class base.

5. After a combination of the above sanctions the Assistant Head Teacher, Assistant SENCO or Head Teacher should be sent for.

- More serious behaviour may involve meeting with parents.
- Children may be asked to complete extra work or repeat unsatisfactory work until it meets the required standard.
- Children may be required to miss their playtime.
- Children may be given a lunchtime detention.
- Children may be given school based community service – such as tidying a classroom or helping to clear up the dining hall at meal times.
- Children may be placed 'on report' for behaviour monitoring.

Extremely poor behaviour must be reported to the headteacher or assistant headteacher immediately. A letter will be sent home or a phone call made to the parents. For continual unacceptable behaviour or in case of serious verbal or physical violence the child may be excluded from school. This could take the form of a fixed-term suspension, or on rare occasions, may take the form of a permanent exclusion. Only the Headteacher has the power to suspend/exclude – this includes the ability to exclude pupils for behaviour off site. Advice will be taken from the Local Authority (LA) in this instance and LA procedures followed which comply with DFE statutory guidance on exclusion (August 2024).

Correcting negative behaviours

We believe that as adults we should follow the example set by Jesus and confront with skill and not force! While 'being clear' and 'giving positive feedback' will go a long way towards creating a positive climate and encouraging appropriate social behaviour, we have a variety of strategies to discourage or stop unwanted behaviour.

We use our professional judgement to select from the following strategies when appropriate:

- ✓ **Clear rules**-Teaching and formulating
- ✓ **Assertive "I"** Messages- I see/ I hear/I like statements
- ✓ **Rule Reminder**- Asking pupils which rule has been broken and getting the pupil to reflect on why this has happened and how they can put it right next time.
- ✓ **Future Focus**- Ask questions "What happens next?" –If a child doesn't own up go hypothetical- "If you had.....what would happen next?"
- ✓ **Choice direction**- Identify three things that could happen next
- ✓ **Tactical/Planned ignoring** (this is particularly effective if followed up by praising another child for appropriate behaviour)- ignore now go back at a time when there is no audience, when you are calmer and when you have more control over the situation
- ✓ **Distract/ Divert**- Call for child on another pretext and ignore behaviour until a good time to confront
- ✓ **Non-verbal signals** (eye contact, frowning, raising eyebrows, shaking head,)
- ✓ **Dramatic pause**- start loud and get quieter, finishing with a silent gesture
- ✓ **Silent signal**-Build silent signals for whole group attention seeking.

This is not a definitive list. New strategies are being introduced alongside growth mindset principles.



Pupil Conduct outside the school gates, Visits, school journeys and school transport:

All of the aims, responsibilities and guidance set out above apply when children are identifiable as a pupil of this school outside of the school gates or involved in any educational, sporting or social activity off the school site including online conduct. All children are ambassadors for their school and expectations of behaviour and discipline are as high as those within school. For the avoidance of doubt, the principles and provisions of this policy will apply in all situations when children are:

- 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 misbehavior at any time, whether or not the conditions above apply, that

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

Teaching Assistants / Midday Supervision

Teaching Assistants, Lunchtime supervisors, and all paid staff with responsibility for children have the power to discipline. It is school policy that all non-teaching staff **MUST** inform the child's class teacher or the Assistant Head or Headteacher of any incident giving them cause to reprimand a child. This will ensure that teaching staff are fully aware of any situations when dealing with children in class / liaising with parents.

If children misbehave in the playground, they will be reprimanded and the children will be asked to talk through the incident and discuss appropriate choices, if applicable. Children may be given 'time out' in the designated place on the field/playground. Behavioural incidents will be recorded using CPOMS, incidents will be monitored by the Assistant Headteacher and Headteacher.

Contact with parents

Teaching staff routinely report on a child's behaviour at Parents' Evenings and the annual written report at the end of the year. However, where a child's behaviour is causing concern class teachers will contact parents informally at an early stage to seek their support in resolving the issue-see sanctions. This will be by telephone, face to face meeting or email from school email address.

Where inappropriate behaviour persists, staff will contact parents to discuss other strategies. These may include:

- ◆ Setting up positive behaviour charts, modification support programmes
- ◆ Withdrawal from extra-curricular activities
- ◆ Early Help Assessment.
- ◆ Involvement of outside agencies such as the Behaviour Support Service through Children Family Wellbeing Service / District 13 Behaviour Hub.

Serious incidents of inappropriate behaviour will be dealt with by the Headteacher.

A record will be maintained giving details of when parents have been contacted by school or have made contact with school.

Detention

Teachers have a power to issue detention to pupils (aged under 18). At this school governors have agreed that this sanction may only be approved by a member of the senior leadership team (Assistant Head or Headteacher). DFE Guidance (Feb 2024 'Behaviour in schools Advice for headteachers and school staff) notes that parental consent is not required for detentions. However, it is noted that with lunchtime detentions '*staff should allow reasonable time for the pupil to eat, drink and use the toilet*'.

Detention will be used as a 'last resort'.

Policy for Screening and Searching Pupils

The governors recognise that there are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

At Christ Church CE Primary school Governors have agreed that any item confiscated will be returned to the child's parent.

- 2. Power to search without consent** for: weapons; knives; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images; any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and any item banned by the school rules which has been identified in the rules as an item which may be searched for. The legislation sets out what must be done with prohibited items found as a result of a search: (weapons and knives and extreme or child pornography must always be handed over to the police otherwise it is for the teacher to decide when and if to return a confiscated item).

Governors at Christ Church CE Primary School have agreed that whilst such items have never been confiscated before where staff are suspicious that a pupil has any item listed above then they MUST follow legislative guidance with regards to handing over weapons and knives to the police, otherwise staff will hand over other items to the headteacher who will in turn contact parents to discuss the incident. The Headteacher may decide (depending upon the severity of the incident) to inform other agencies (Children's Social Care, School Nurse, Police etc).

Policy for the restraint of pupils:

(Please see Use of Reasonable Force Guidance July 2013)

The use of physical force by teachers and others authorised by the Headteacher to control or restrain pupils is sanctioned by section 93 of the Education and Inspections Act 2006. Teachers can use 'reasonable force' to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
- Restrain a pupil at risk of harming themselves through physical outbursts.

Schools Cannot:

- Use force as a punishment – it is always unlawful to use force as a punishment.

Before intervening physically a teacher/TA should tell the pupil who is misbehaving to stop, and the consequence of what will happen if he/she does not stop. The teacher/TA should continue attempting to communicate with the pupil throughout the incident, and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. A calm and measured approach to the situation is needed and a teacher/TA should never give the impression that they have lost their temper, or are acting out of anger or frustration to punish the pupil.

It is advisable for a teacher/TA to summon help from another adult. The pupil should be informed that help has been sought.

Physical intervention can take several forms. It might involve;

- physical interposing between pupils

- blocking a pupil's path
- holding
- leading a pupil by the hand or the arm
- shepherding a pupil away by placing a hand in the centre of the back

Any other forms of restraint are not acceptable, particularly if they may cause injury to the child. Staff should always avoid holding or touching the pupil in a way that might be considered indecent.

In the event of a serious incident the teacher/TA must provide a written CPOMS record. Details must include;

- the name(s) of the pupil(s), and where the incident took place
- the names of any other staff or pupils that witnessed the incident
- the reason that force was necessary (e.g. to prevent injury to the pupil, another pupil or member of staff)
- how the incident began and progressed, including details of the pupil's behaviour, what was said by each of the parties, the steps taken to defuse or calm the situation, the degree of force used, how it was applied and for how long
- the pupil response and the outcome of the incident
- details of any injury suffered by the pupil, another pupil, or a member of staff and of any damages to the property
- the written account should be signed, dated and shared with the Headteacher

The Headteacher will take responsibility for informing the parents verbally or in writing of any serious incident. Minor incidents should be reported by teachers to parents verbally on the day of the incident. If the child is collected by someone different then a phone call should be made to inform the parents.

Bullying

The school takes bullying very seriously. However, the term "bullying" needs to be clarified. It is our experience that, after investigation, many children who speak about being bullied have in fact fallen out with another child. This may have resulted in inappropriate behaviour, but is not bullying.

The Anti-Bullying Alliance defines bullying as: "The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online".

There are four key elements to this definition:

- hurtful
- repetition
- power imbalance
- intentional

Keeping Children Safe in Education 2025 (paragraph 33) notes that child-on-child abuse can include bullying (including cyberbullying, prejudice based and discriminatory bullying).

The most obvious situation is where one or more children, on repeated occasions, deliberately act in such a way as to distress another child. In such cases, the bullies are more readily identifiable. There may be cases, however, where a child is subjected to inappropriate behaviour on repeated occasions, but the perpetrators change from incident to incident. In these cases, it is not always appropriate to label individual children as a bully.

We make reference to the acronym below to help children understand that bullying is hurtful behaviour that happens:

Several
Times
On
Purpose

The Anti-Bullying Alliance notes that bullying behaviour can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc
- Verbal – name calling, sarcasm, spreading rumours, threats, teasing, belittling
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc
- Online/Cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect – can include the exploitation of individuals

The school has a number of strategies for dealing with these situations at a group, class or whole school level. All children are encouraged to speak out and talk to an adult if they have any concerns, in the knowledge that all staff will listen and act swiftly in order to deal with such issues.

Please refer to schools' Anti-Bullying Policy.

Mobile Phones

We actively discourage children from bringing mobile phones into school, but accept that older children (Year 6) walk to school alone and parents may wish them to carry a phone. Children are told that on arrival to school the phone must be switched off and handed in to the class teacher. The phone will be returned to the pupil at the end of the school day.

At Christ Church mobile phones cannot be used during the school day – allowing access to mobiles in school introduces complexity and risks, including distraction, disruption, bullying and abuse and can be at the detriment of learning. Should parents need to communicate with their child during the school day then this should be done through the school office.

Racial Harassment

The school has a duty under the **Race Relations Act 1976** to promote race equality. This means that there is a duty to:

- Eliminate unlawful racial discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups

As a school it is particularly important that we help children to understand other cultures and the wider world. In line with the Government's 2011 Prevent Strategy, schools are specifically required to actively promote fundamental British Values – which include mutual respect and tolerance of those of different faiths and beliefs.

Racial abuse of any kind is not tolerated in school and all incidents are dealt with immediately. There may be some children who do not understand the significance or seriousness of their actions. Because of this, first time offenders are dealt with under normal school sanctions. However, they are made aware of the seriousness of their actions and told what the result of a subsequent incident will be.

Where a child is proved to have been involved in a further racist incident, parents are contacted immediately and appropriate sanctions are imposed.
The incident is recorded using LA guidelines and a copy of the report is sent to the LA and any incidents are reported at governing body meetings.

Pastoral Care for School Staff

Governors (who are the 'employer' at Christ Church CE Primary School) will not automatically suspend a member of staff who has been accused of misconduct, pending an investigation. The governing body will instruct the head teacher to draw on advice detailed in the 'Procedure for Managing Allegations Against Adults in Schools & Education Settings' issued by Lancashire County Council when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

Signed: (Headteacher)

Signed: (Chair of Governing Body)

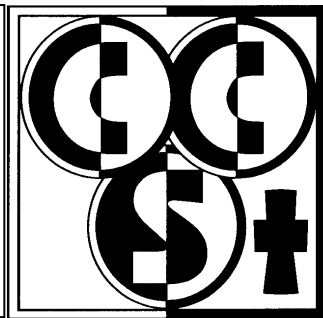
Date:

Review date: **September 2026**

Christ Church CE Primary School

Behaviour Management:

Playtime - A Graduated Response



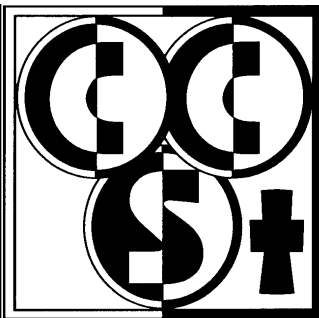
If children do not follow our school expectations at playtime / lunchtime they will move through graduated sanction stages. These are as follows:

1. Verbal warning/private 'telling off'. The child chooses to stop or move to the next stage.
2. Time out for a short period of time on either the yard/playing field (within full visibility of teacher/non-teaching member of staff).
3. The class teacher / Assistant Headteacher will be informed at the end of each lunchtime of any incidents that have occurred.
4. When the child's name has been entered into the behaviour log (CPOMS log) three or more times in any one week then the matter will be referred to the Assistant Headteacher and Headteacher who will discuss the possibility of lunchtime detention.
5. It is identified good practice that where it is agreed that a lunchtime detention should take place then contact should be made with parents / carers to advise of the situation.
6. The detention will be supervised by the Headteacher and/or the Assistant Headteacher. A record of detentions will be kept by the Headteacher.
7. If inappropriate behaviour continues after three detentions then parents will be called to a meeting with the Headteacher and SENCO to devise a behaviour support programme with an associated behaviour plan and targets.

Christ Church CE Primary School

Behaviour Management Summary:

In Class - A Graduated Response



If children do not follow our school expectations during lessons they will move through graduated sanction stages. These are as follows:

1. Children will be given a verbal warning by the class teacher, teaching assistant or welfare supervisor;
2. Loss of a 'minute'
3. 'Time out in class' will be used. However, a child **should not** be removed to the corridor and left unattended.
4. Teachers can send the pupil to another class. When sending a child to another class, the teacher should ensure the receiving teacher knows why they are being sent. Children should only be removed to another class base for a specified amount of time (no more than 15 minutes) after which they will return to their class base.
5. After a combination of the above sanctions the Assistant Head Teacher, Assistant SENCO or Head Teacher should be sent for.

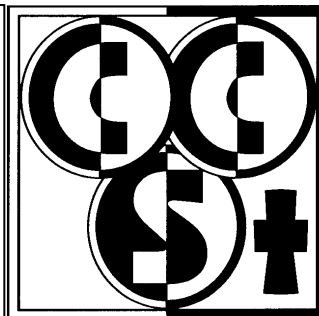
- More serious behaviour may involve meeting with parents.
- Children may be asked to complete extra work or repeat unsatisfactory work until it meets the required standard.
- Children may be required to miss their playtime.
- Children may be given a lunchtime detention.
- Children may be given school based community service – such as tidying a classroom or helping to clear up the dining hall at meal times.
- Children may be placed 'on report' for behaviour monitoring.

Extremely poor behaviour must be reported to the headteacher or assistant headteacher immediately. A letter will be sent home or a phone call made to the parents. For continual unacceptable behaviour or in case of serious verbal or physical violence the child may be excluded from school. This could take the form of a fixed-term suspension, or on rare occasions, may take the form of a permanent exclusion. Only the Headteacher has the power to suspend/exclude – this includes the ability to exclude pupils for behaviour off site. Advice will be taken from the Local Authority (LA) in this instance and LA procedures followed which comply with DFE statutory guidance on exclusion (August 2024).

Christ Church CE Primary School

Behaviour Management Summary:

General Behaviour Expectations



To clarify expectations and be clear on school routines, the following behaviours need to be known, and reinforced by, all staff including supply teachers, support staff, students and non-teaching staff. Teachers should constantly remind / discuss our behaviour expectations with the children.

1. Arriving at school

- ◆ Arrive at school between 8:50am and 9.00am,
- ◆ Walk quietly and sensibly into school.

2. In the cloakroom

- ◆ Hang your coat and bag up on its hook;
- ◆ Keep all PE kits in a bag and store where your teacher asks you to;
- ◆ Only handle your own property unless you are asked to touch others by the teacher;
- ◆ If the cloakroom is crowded, wait your turn;
- ◆ Always clear the cloakroom quickly – don't hang around.

3. In the classroom

- ◆ **Wait** your turn to speak;
- ◆ **Listen** to teachers, other children and adults;
- ◆ **Look after** the classroom by keeping it **tidy** and **looking after** equipment;
- ◆ Be **kind** and **helpful**, **share** equipment;
- ◆ Walk into the classroom **quietly** and sit down;
- ◆ Leave the classroom quietly;
- ◆ **Follow instructions** carefully;
- ◆ Work quietly and always **do your best**;
- ◆ **Walk** around the classroom.

4. Assembly/Worship

- ◆ Worship begins as soon as you walk into the hall;
- ◆ Sit quietly
- ◆ Make **yourself** ready to reflect or pray by calming **your mind**;
- ◆ **Listen to** others and participate in the worship as instructed by the leader;
- ◆ Take part in all aspects of worship;
- ◆ Keep the quiet in your mind as you leave the hall and go back to your classroom.

5. In the playground

- ◆ On the way out to play, go to the toilet if you need to, and collect your coat while your teacher or other adult supervises;
- ◆ Stay within the playground boundaries;
- ◆ Think about safety when you play, and act in a way that will not hurt others;
- ◆ Always think about others, how they feel, what they may need;
- ◆ When the whistle blows – walk sensibly to your line.

6. During school meals

- ◆ Make sure your hands are clean;
- ◆ Say "please" and "thank you" to all the staff who give you food and help you;
- ◆ Queue quietly without pushing, think of others;

- ◆ Try not to spill food on the floor;
- ◆ Eat your dinner sensibly, quickly;
- ◆ Use your knife, fork and spoon properly;
- ◆ Talk quietly;
- ◆ Only speak when you are not eating;
- ◆ Tidy away your tray;
- ◆ Leave your table and the floor clean and free of food;
- ◆ Respect the dinnertime staff.

7. In the toilet

- ◆ When you have used the toilet – flush it;
- ◆ Respect other peoples' privacy;
- ◆ Make sure the taps are turned off after you have used them, be responsible about using the water;
- ◆ When you have finished, look to see if you have left the toilets clean and tidy.

8. Around school;

- ◆ Walk in a line sensibly, one behind the other
- ◆ Look to see if there is someone behind you, if there is hold the door open for them;
- ◆ Move around the school quietly and sensibly;
- ◆ Be polite to, and make way for, adults and visitors to the school.

9. During swimming and outings

- ◆ Sit down on the bus or coach and always wear your seat belt;
- ◆ Walk in pairs or in single file as instructed;
- ◆ Look and think – remember road safety rules;
- ◆ Be polite and set a good example to everyone;
- ◆ Get changed quickly, quietly and sensibly at the swimming baths;
- ◆ Respect your own and other people's property;
- ◆ Obey instructions immediately.

10. During indoor playtimes

- ◆ Use the games and equipment that your teacher has agreed to (no scissors);
- ◆ Walk around sensibly and quietly;
- ◆ Respect classroom equipment, including rainy-day things;
- ◆ Tidy-up quickly when asked to;
- ◆ Share and play fairly;
- ◆ Stay in your own classroom;
- ◆ Always ask if you need to leave the classroom or go to the toilet.

11. After school clubs

- ◆ The same rules apply as in normal class time
- ◆ Ensure you are **prepared** and have the correct resources with you
- ◆ **Wait** your turn to speak;
- ◆ **Listen** to teachers, other children and adults;
- ◆ **Look after** the classroom by keeping it **tidy** and **looking after** equipment;
- ◆ Be **kind** and **helpful**, **share** equipment;
- ◆ Walk into the classroom **quietly** and sit down wait for the after school register;
- ◆ **Follow instructions** carefully;
- ◆ Work quietly and always **do your best**;
- ◆ **Manners and appropriate language** to be used at all times to all people.

Children should never be allowed to remain in an unsupervised classroom or sent out of the classroom to stand in an unsupervised area. If it is felt necessary to keep a pupil in for disciplinary reasons, the onus is on the teacher to supervise the situation. If it is felt necessary to ask a child to leave a classroom due to bad behaviour, the child should be sent to another classroom initially (pre-arranged with the class teacher

and this should be for no more than 15 minutes). As a final resort the Assistant Headteacher; Assistant SENCO or Headteacher should be sent for. It is important to ensure the child has reached the intended destination and does not leave the school premises.

Each teacher or other adult working in school needs to insist these rules are upheld. It is through consistent and collective use that the children will come to appreciate the value of rules to each individual. It may be necessary from time to time to concentrate on one rule, this could be discussed at circle time, assembly, etc.

We aim that all children comply with the rules and in turn show any who do not conform, what is unacceptable.

What will I do differently next time?

Ephesians 4:32

Be kind to one another, tender hearted, forgiving one another, as God in Christ forgave you.

Today I made the wrong choice and did the wrong thing.....



Responsibility : *Who is responsible for my behaviour?*



Kindness : *Who can help me be kinder to others?*



Forgiveness: *Who do I need to forgive me?*



Love : *Who should I show love to?*



Joy: *How do I feel now that I have put things right?*