



Rationale:

Guided by our Christian school vision all members of the school community work together to nurture a positive and respectful school culture. The relationships between adults and children are key.

Staff in school care about the children and understand their individual needs. Children are guided to follow the behaviour expectations and attitudes which are modelled by staff in their everyday interactions with others. By implementing this policy, we create an environment where children feel safe and confident that staff will respond effectively to behaviours which fall outside of these expectations.

This policy acknowledges the school's legal duties under Keeping Children Safe in Education 2021 <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

and the Equality Act 2010, in respect of safeguarding and in respect of children with special educational needs (SEN).

Aims:

- To foster a positive environment in which all children can flourish and reach their full potential
- To develop relationships based on respect and trust
- To promote and celebrate high standards of behaviour
- To outline positive practices and sanctions used in school

Behaviour expectations and attitudes – The School Rules

Children will (be):

Respectful (friendship)

- Value everyone's contributions
- Respect each other's beliefs and cultures
- Show kindness, courtesy and good manners

Reflective (wisdom)

- Think carefully about questions and ideas and the responses they give
- Reflect on their actions to help them make positive choices



Resilient (endurance)

- Learn from their mistakes and setbacks and have another go
- Forgive others and themselves if mistakes are made

Risk Takers (hope)

- Ask questions and try out new ideas, even if it is uncomfortable
- Be supportive and encouraging of others

Responsible (koinonia)

- Actively take part and try their best in school lessons and activities
- Listen carefully to their teachers and peers
- Follow instructions

Staff will:

- Provide a safe, purposeful and happy environment.
- Value and respect the unique contribution of each child in order to develop self-esteem and self-confidence.
- Be consistent in our approach when dealing with a behavioural issue
- Provide a personalised approach to the specific needs of particular pupils
- Promote self-discipline, courteous behaviour and good manners.
- Encourage and develop a respect and concern for themselves, other people and the environment.

Celebrating good behaviour and attitudes

We think it is important to recognise and celebrate good behaviour through, for example:

- positive recognition- children will be praised for their ongoing positive behaviour and attitudes through for example, positive gestures from staff (e.g thumbs up, smile), verbal praise, written comments in books, opportunity to share work with other classes / staff group and whole class rewards which are given as a result of children working together through our co-operative learning approach
- whole school worship- staff and children have an opportunity to share achievements and experiences



- contact with parents – this may be through for example a phone call home, a postcard or during contact at the start or end of a school day

Movement around 'The Cogs' (see appendix 1) can be a separate or additional response when celebrating good behaviour or attitudes.

If children are moved to the 'Super Star' cog, they will visit the Headteacher or Assistant Headteacher so that their achievement can be recognised through, some of the methods above and, receipt of a certificate.

Supporting good behaviour and attitudes

Emotional literacy

This is an approach which encourages and helps children to learn how to manage their own behaviour.

Our staff team aim to develop children's social and emotional capacity and enable them to understand and regulate their own emotional responses. We achieve this through our Christian vision, our PSHE curriculum and through the positive interactions and guidance of staff. We aim to enable our children to accept accountability and to move forward from situations by considering how small changes in their actions can create big changes in outcome.

We think it is important when addressing behaviour which falls outside of our expectations, to look first at what is happening before the behaviour takes place.

All staff are mindful of factors, both in school and at home, which could impact negatively on a child's behaviour, for example:

- Environmental – noise, temperature, proximity to others
- Emotional – state of mind e.g sad, over excited
- Cognitive – self-esteem, support required for learning
- Social – relationship / friendship difficulties

and where possible we try to address these factors and / or make adjustments to support the child to meet our behaviour expectations.



Responding to behaviour which falls outside our expectations

Restorative practice

Wherever possible we avoid punitive responses and instead children are given the opportunity, in a structured way, to learn from their behaviour or mistakes and reflect on the impact which their behaviour has had on other people, including staff. Staff listen to the concerns of all children involved in a respectful and sensitive manner. Staff support children to listen to the person or people they have hurt or upset and discuss the situation with them. Children are asked to consider their behaviour, its effect and how they can 'restore' relationships. This always includes a sincere apology for the hurt that has been caused and an agreement not to repeat the offence. It may also include other consequences which must be accepted.

Sanctions

At times, after using the above approaches and as a result of discussions with those involved in an incident, sanctions may be appropriate. These include the following responses:

- if there is low level disruption during a lesson (e.g. inappropriate talking, calling out, movement around the room)
 - individual non-verbal correction (using proximity / gestures etc)
 - if it continues, positive group correction (eg, everybody should be....)
 - if it continues individual anonymous correction (still waiting for 2 people...)
 - if it continues private individual correction (a quiet word while other children are working)
 - if it continues the child may be asked to work on a table on their own or be sent with work to a partner class for a time. The child may also miss some, or all, of their playtime to complete unfinished work or have privileges removed.
- repeated incidents of behaviour which falls outside our expectations may result in the child being asked to complete a 'Restorative Record', at intervals through the day, with their teacher, for a set number of days.
- the Headteacher or Assistant Headteacher will be informed of repeated incidents of behaviour which falls outside our expectations, (this may be incidents within the same day or same week) and will take appropriate action.
- if an incident happens on the playground, a warning may be given by the staff member. The child may be asked to walk with the staff member on duty or be sent into school to calm down. Consequently, the child will miss some, or all, of their playtime.
- occasionally more serious incidents happen or behaviour which falls outside our expectations can be repeated or persistent. If that happens we will work with parents / carers and may also contact supporting services where appropriate.
- in exceptional circumstances, especially if the safety of other children may be at risk, the headteacher can use a suspension from school. The school works proactively to avoid this by



engaging with parents/carers and local support services. A suspension provides time for the school, supporting services and parents/carers to plan next steps and how to manage a child's future behaviour. The school follows the North Yorkshire policy on suspension and permanent exclusions.

Movement around 'The Cogs' (see appendix 1) can be a separate or additional response when responding to behaviour which falls outside our expectations.

Use of reasonable force

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

In some circumstances, staff may use reasonable force to restrain a child to prevent them:

- causing disorder
- hurting themselves or others
- damaging property

Incidents of reasonable force must:

- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Equality and Inclusion

This policy acknowledges the school's legal duties under Keeping Children Safe in Education 2021

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

and the Equality Act 2010, in respect of safeguarding and in respect of children with special educational needs (SEN).

At Christ Church School, everyone is equal and we treat each other with dignity and respect. We believe every child and adult in our school has the right to thrive in a safe, nurturing and caring community, without fear of being treated unkindly or experiencing bullying behaviour, irrespective of physical appearance, gender, race, religion, ethnicity, socioeconomic background, academic ability, disability, sexual orientation or gender identity.



SEND

For most children with SEND their needs will be met through our procedures for supporting good behaviour and attitudes, as described above. Some children may require an individual behaviour management plan which provides additional support, whilst still working in conjunction with this policy.

Anti- Bullying

We have a zero tolerance to bullying.

Section 89 of the Education and Inspections Act 2006 states that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst childrens.

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Bullying behaviour, both on and offline is always unacceptable and incidents of bullying will always be taken seriously and acted upon. Please refer to the school's anti-bullying policy.

Racist, sexist, homophobic or discriminatory behaviour

We have a zero tolerance to racist, sexist, homophobic or discriminatory behaviour, including sexual violence and sexual assault. Through explicit curriculum teaching, supported by a positive and respectful school culture, children know that unacceptable physical and verbal behaviours should be immediately reported to a member of staff and that any concerns a child has will be taken seriously.

Staff receive regular safeguarding training and follow the guidance set out in Keeping Children Safe in Education 2021 <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Parents, carers and visitors

The school aims to work in partnership with parents/carers. If parents/carers have concerns or information about their child's wellbeing, emotional needs, behaviour or any other concerns they should, in the first instance, talk to their child's class teacher.



If a child's behaviour is a cause of concern in school or the classroom parents/carers will always be informed about what has happened and the steps the school has taken. A joint approach between school and home is generally beneficial for all concerned and, most importantly, for the child.

The views and opinions of parents/carers are valued.

The Governing Body and Headteacher strongly believe that our school should be a welcoming and safe place for our children, staff, parents and visitors alike, and that our parents share that belief. We have legal responsibilities for the safeguarding and wellbeing of our children and staff, and a duty of care to all users of our school.

All adults who enter our school site at any time set examples of behaviour and conduct which influence children and young people, and we believe that they should therefore demonstrate high standards of conduct in order to encourage our children to do the same. Parents, carers and visitors must show respect to all other parents, carers, children, staff and visitors.

All members of staff have the right to work without fear of violence and abuse and we expect parents, carers and other visitors to behave in a reasonable way at all times.

Adults who do not behave in an acceptable manner may be asked to leave the site and the Headteacher has the right to further restrict their access. This policy highlights our expectations in respect of the conduct of parents, carers and visitors to our school and outlines the steps that will be taken where behaviour is considered to be unacceptable.

Examples of unacceptable behaviour

- Shouting at members of staff, either in person or over the telephone;
- Use of offensive language towards other adults, staff or children;
- Physically intimidating members of staff and/or other parents or pupils;
- Approaching someone else's child in order to question or chastise them;
- Physical abuse, threatening, oppressive or aggressive behaviour;
- Using aggressive hand gestures;
- Swearing;
- Pushing;
- Hitting, eg slapping, punching, kicking or poking;
- Breaching the school's security procedures;
- Attempting to gain entry to any part of the school in disregard of procedure or without permission;
- Entering the school site under the influence of alcohol or drugs;
- Smoking/vaping/using drugs whilst on school property;
- Bringing alcohol onto school premises or excessive consumption of alcohol at school events;



- Bringing dogs, with the exception of Assistance Dogs, on to the school site without the explicit permission of the Headteacher;
- Damaging or destroying school property;
- Displaying any signs and/or handing out notices or messages which could cause unreasonable upset and/or harm to any member of staff, governor, parent or child.

The above list shows examples of unacceptable behaviour, however, this is not exhaustive. Should any of the above occur on school premises, or any other behaviour which is considered unacceptable, the school may feel it is necessary to take action by contacting the appropriate authorities or considering restricting the offending adult from entering the school premises.

School-related issues which parents or carers may have concerning the school, pupils or their families must be brought to the attention of a member of staff. Parents or carers must not try to resolve any issues themselves by direct action. If issues cannot be successfully resolved by speaking to a staff member, the correct course of action is for parents and carers to use the school's Complaints Procedure as appropriate. This is available on the school website or a copy can be requested from the school office.

We expect all communication between parents and the school to be conducted in a polite and respectful manner. Communication may be similarly restricted if it becomes unacceptable, for example, abusive, persistent or threatening emails or text/voicemail/phone messages or other written communication.

Social Media

On occasions some parents are tempted to make comments about the school, school staff, other parents and/or pupils on social media. Social media is not the forum for raising concerns or complaints about the school. If parents have a concern about the school, they can raise their concern directly with the Headteacher and complaints can be raised through the school's Complaints Procedure.

Parents and carers should take care when posting messages on social media. Parents are expected to treat everyone with respect and professionalism – even on social media - and adults should set a good example to their children and other pupils. Do not use social media to criticise the school or its staff or pupils or make inappropriate comments.

In the event that any pupil or parent/carer of a pupil is found to be posting inappropriate comments on social media, they will be reported to the appropriate 'report abuse' section of the social media site and consideration will be given to taking further action. Making potentially defamatory, offensive or derogatory comments about others on social media could have legal implications. In



addition, threats of violence can lead to a criminal action. The school will also expect any pupil or parent/carer to remove such inappropriate comments immediately.

Legal framework

Under Section 547 of the Education Act 1996 it is an offence for any person to be on school premises to cause or permit a nuisance or disturbance. It provides the right to remove and prosecute any person who is believed to have committed an offence.

Whilst a parent or carer of a child attending the school normally has implied permission to be on the school premises at certain times and for certain purposes, this permission may be withdrawn if the parent or carer exhibits behaviour which the Headteacher believes is unreasonable. This also applies to all other individuals invited into the school for other reasons.

In the event of any parent/carer/visitor breaching this Policy then proportionate action will be taken, for example:

- Parents, carers or other visitors exhibiting unacceptable behaviour could have their access restricted which prevents access to the school premises.
- Anyone who has had their access restricted and then ignores the restriction and enters the school site may be removed from the school site and prosecuted, if it is believed they have committed an offence.
- The Governing Body, in conjunction with the Headteacher North Yorkshire County will take the lead in authorising the removal of a person believed to be causing a nuisance or disturbance, and, if necessary, will bring legal proceedings against them.

In cases where the unacceptable behaviour is considered to be a serious and potentially criminal matter, the concerns will in the first instance be referred to the Police. This will include any or all cases of threats of violence, and actual violence, to any child, staff, visitor, contractor or Governor of the school. This will include anything which could be seen as a sign of harassment of any member of the school community, such as any form of insulting social media post or any form of social media cyberbullying.



Appendix 1 - The Cogs



Children will (be):

Respectful (friendship)

- Value everyone's contributions
- Respect each other's beliefs and cultures
- Show kindness, courtesy and good manners

Reflective (wisdom)

- Think carefully about questions and ideas, and the responses they give
- Reflect on their actions to help them make positive choices

Resilient (endurance)

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Risk Takers (hope)

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Responsible (koinonia)

- Actively take part and try their best in school lessons and activities
- Listen carefully to their teachers and peers
- Follow instructions

Friendship
 Friendship is feeling comfortable with each other, being able to tell each other the truth and share joys and sadness.

Wisdom
 Wisdom is more than just knowledge; it is understanding the consequences of our thoughts, words and actions.

Endurance
 Endurance is recognition that life is sometimes difficult and that it is important not to give up when things get tough. Endurance is only possible where there is hope.

Hope
 Hope is not just wishful thinking, it is a firm belief that God can be relied upon in the future because we have experienced His love in the past.

Koinonia
 Koinonia means 'that which is common' or 'community'. Koinonia describes how we are joined together within our Church School Community.

