Behaviour & Anti Bullying Policy

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1 INTRODUCTION

At Christ Church CE Primary, we believe a caring and cooperative ethos is essential to enable all children and staff to develop their full potential. Our school values and vision ensure whilst learning together we respect everyone's rights and feelings regardless of gender, race, religion, disability, sexual orientation, social position, appearance and intelligence. These values are encapsulated in our child-friendly Golden Rules which are central to this view (also in appendix A):

This behaviour policy provides a means of communicating our school ethos to children, staff, parents and carers. It sets out how we will create a positive behaviour culture and have high expectations of behaviour at our school. It helps make behaviour expectations transparent to the school community and seeks to provide reassurance that expectation of, and responses to, behaviour are consistent, fair, proportionate and predictable following Department for Education guidance.

Surveys and pupil councils are used to listen to the voice of the children and stakeholders. Each class sets their own class behaviour expectations reflecting our school values. The behaviour policy is explained to the children in class, in assemblies, via displays and by the school adults modelling and reinforcing expectations around school, indoors and outside.

- We show kindness; we are gentle, kind and helpful.
- We are honest; we always tell the truth.
- We aspire to do our best; we work hard to achieve our goals.
- We are responsible; we are responsible for our actions and property.
- We show respect to others; we listen and are polite and courteous
- We cooperate; we work together as a team.

2 Aims and objectives

- To ensure every member of the school community feels they belong, feels valued, secure and respected.
- To provide a calm, safe, supportive learning environment for all to succeed personally.
- To emphasise and promote good behaviour rather than focussing on misbehaviour.
- To help children learn from their mistakes and forgive the mistakes of others.
- To let children, families and staff help know what standards we expect and help children follow the Golden Rules displayed in every classroom and in communal areas.
- To have a consistent and fair approach to responding to behaviour that permeates every aspect of school life.

3 Whole school approach

The consistent and fair implementation of the measures outlined in this behaviour policy is central to an effective whole-school approach to behaviour. Consistent implementation helps to create a predictable environment. The school staff reinforce positive class and school routines

By having simple, clear and well communicated expectations of behaviour and providing staff with bespoke training to meet the needs of the pupils at the school, behaviour can be managed consistently so that both pupils and staff can thrive, achieve and build positive relationships based on predictability, fairness and trust.

Adjustments can be made to routines for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations. These adjustments may be temporary. A trauma informed approach is taken in line with our Safeguarding Policy.

The adjustments needed for those pupils with Special Educational Needs and/or Disability (SEND), whose individual needs may at times affect their behaviour, are set out below. Schools should be mindful that not all pupils requiring support with behaviour will have identified special educational needs or disabilities.

Supporting the behaviour of pupils with Special Educational Needs and/or Disability (SEND)

At Christ Church children with an EHCP or diagnosis of a special education need are supported by additional adults or their class teacher, as needed, to understand how they need to behave in a variety of situations. Social stories may be used to explain new experiences or routines in advance of them happening where possible in order to anticipate likely triggers causing anxiety, dysregulation or misbehaviour. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND. Behaviour in schools- Advice for headteachers and schools, September 2022 states;

The school should also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. It is also important for the schools to seek to try and understand the underlying causes of behaviour and whether additional support is needed. Schools need to manage pupil behaviour effectively, whether or not the pupil has underlying needs. When a pupil is identified as having SEND, the graduated approach should be used to assess, plan, deliver and then review the impact of the support being provided.

Children with SEND may have a pupil passport which is a document written specifically about their needs to be shared with the adults working with them or to support transition to a new class teacher at the start of a new school year.

Parents/carers of children with SEND will have termly meetings if the child has an EHCP. The SENDCO/SLT/class teacher will convene further meetings as required to ensure there is good communication and a consistent approach between home and school. Often the child's behaviours that are seen at home and in school are not seen in both settings as the routines, environment, people are different.

Our school will engage with external agencies to seek advice as needed to understand what the triggers may be for the misbehaviour and to put in place any preventative measures.

3a Curriculum

At our school we consistently embed our school values and explicitly and implicitly teach the children about the behaviour that is expected and encouraged, and what behaviour is not acceptable. This then requires positive reinforcement when expectations are met, while sanctions are required where there is misbehaviour. With their class, the children devise the behaviour code of conduct they expect from each other to ensure a harmonious, safe and respectful learning environment.

Links are made with the Personal Health and Social Education curriculum, at our school we use a resource called Kapow. More information about this is available on our school website in Curriculum, PSHE.

The class teachers link with external agencies e.g. The Police, RNLI, train safety to teach our children about how to behave in settings beyond our school environment.

3b Role of the school community

School leaders

- The head teacher and senior leadership team are responsible for setting standards of behaviour, for supporting staff in their implementation of the policy and for reporting to governors on the effectiveness of the policy.
- Our school celebrates examples of children who have demonstrated our school values. This is in a weekly celebration assembly, conversations with parents/carers and directly with the children.
- Training and external advice is sought to support in developing the knowledge and skills of the staff to meet their duties and functions within the behaviour policy.

  Training will Include how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour.
- The head teacher and senior leadership monitor patterns in behaviour and seek to understand the reasons and what measures can be put in place to instigate an improvement.

Staff

At Christ Church CE Primary School the staff strive to form positive relationships with all children in order to create a calm and safe environment for pupils whilst establishing clear boundaries of acceptable pupil behaviour. Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by this policy.

Parents/Carers

- We collaborate actively with parents/carers so that children receive consistent messages about how to behave at home and at school. The crucial partnership with parents/carers is set out in the Home–School Agreement which is shared with parents/carers at the start of the school year. We explain the Golden Rules in the school home school agreement, and expect parents/carers to read and support them.
- We inform parents/carers immediately if we have concerns about their child's welfare or behaviour. This helps school staff to understand if there may be an underlying cause for the change in behaviour.
- If the school has to use reasonable sanctions to discipline a child, we expect parents/carers to support the actions of the school. If they have any concerns about the way the incident has been dealt with, they should initially contact the class teacher. If the concern remains, they may contact the head teacher and, if informal discussions cannot resolve the problem, the school has a concerns and complaints policy which will be followed.

Children

We are very proud of our nurturing whole school ethos. The older children aspire to look after the younger children and act as role models for them. Every class collaborates to devise their class set of expectations of behaviour based upon our school values. These are simple and clear with consequences for misbehaviour.

Children have opportunity to feedback about how they feel at school in surveys and pupil voice activities.

Governors

- The governing body is responsible for reviewing the behaviour policy and its effectiveness.
- Governors visit the school regularly and observe standards of behaviour, this is supported by the school's external school improvement partner.
- Governors support the head teacher who has the day-to-day authority to implement the school's policy on behaviour.

4. Responding to Behaviour

4a. Good behaviour

Using positive recognition and rewards provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards should be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture. Children need to learn what good behaviour looks like, and are taught how to behave in a variety of situations and social circumstances. Examples of rewards may include:

• verbal praise;

• communicating praise to parents via a phone call or written correspondence;

• certificates in celebration assemblies, weekly newsletter

• positions of responsibility,

• whole-class or year group rewards, such as a popular activity

• class based rewards e.g. Value Points awarded towards achieving a certificate and House system

4b. Misbehaviour

When a child's behaviour falls short of the school's expectations we seek to understand the cause of the behaviour through discussions with the child, parents/carers and other agencies where appropriate. However, we make it clear that certain behaviour is unacceptable and further action may be needed. This may be through sanctions or pastoral approaches. In some instances, it may lead to suspension and permanent exclusion.

When the children devise their class rules/class charter the school adults also share what will happen if these are not followed. This ensures the children understand that the school adults will respond to their behaviour in a calm, consistent, fair and proportionate manner.

Our school adults take time to support children to understand and meet the behaviour expectations of the school and demonstrate that they are able to accept their behaviour was not acceptable and show how it can return to acceptable behaviour. At times children will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules or what is appropriate at a particular time. Our school does apply sanctions in order for children to understand that there is a consequence for their misbehaviour.

Stepped Approach - Christ Church uses a stepped approach to responding to unacceptable behaviour. This begins with addressing low level behaviour and can be seen in **Appendix B & B1**.

The senior leadership will support class teachers to decide upon an appropriate sanction considering the pastoral and welfare needs of the individual child; this is in line with KCSIE and the Equality Act

4c. Child on child abuse

Our school will follow the guidance set out in part 5 of KCSIE. The school DSL will seek advice from external agencies on a case by case basis. Inappropriate language and behaviour between pupils is unacceptable and will not be tolerated and parents/carers will be informed. School staff understand that this behaviour must not be treated as 'banter' between children. Any disclosure of abuse will be listened to, taken seriously, investigated and acted upon in line with the Safeguarding Policy.

4d. Time out of class

The safety of all is paramount. If a child's behaviour endangers the safety of others, the class teacher stops the activity and may need to prevent the child from taking part for the rest of that session. Sometimes children become dysregulated and need time out of class to regulate themselves. This time out of class would be kept to a minimum and under the supervision of a member of school staff. If behaviour monitoring shows that a child is demonstrating repeated disruptive behaviour or requiring a pattern of time out of class the senior leadership team, class teacher and if necessary SENDco will meet with parents/carers and seek the advice and support of external agencies if needed in order to support the child and adults working with the child.

4e. The use of reasonable force

Detailed advice is available in Use of Reasonable Force – advice for school leaders, staff and governing bodies. There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.
Members of staff have training in how to use reasonable force. to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils. Link within **13**.

When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Parents/carers of the child will be informed on the same day, if a member of school staff has had to use reasonable force.

4f. Searching, screening and confiscation

Detailed guidance for schools can be found in Searching, screening and confiscation at school within **13**.

For Primary school aged children, school staff will contact parents / carers if a child brings something inappropriate or unsafe into school. If the child did not want to hand it to a school adult willingly parents / carers would be asked to attend school to support their child. If there was a safeguarding concern the school staff would have a duty of care to report in line with the school's Safeguarding Policy.

5 Mobile phones, digital devices and prohibited items.

In agreement with the child's class teacher, children in Year 6 can bring a mobile phone to school to support their contact with parents/carers during their journey to/from school. The mobile phone is not to be used within the school grounds and is handed to the class teacher and stored in class during the day and returned to the child as they leave at the end of the day. Children are also not allowed to have other digital devices in school such as watches that can connect to the internet. School will not allow children to bring their phones to school if there is any mis-use of them.

We have a zero-tolerance policy towards any prohibited items, including illegal drugs and alcohol being brought into school.

6 Online incidents

Our curriculum teaches children about how to keep themselves safe online; including what to do to help protect themselves and how to conduct themselves online with kindness and respect for others. Online behaviour incidents will happen outside of school and parents/carers are responsible for this behaviour. School will work with parents/carers if incidents that occur online have a negative impact on the children's behaviour and well-being in school.

7 Behaviour outside of school premises

Our children are often out and about participating on school trips and workshops and we expect the same standards of behaviour off school site as we do in school. We also expect our children will behave as well for the adults facilitating these external events as they would for school adults. Sometimes if a child's behaviour has not been good in school and the school trip risk assessment indicates that the child may not follow instructions and will not be able to keep themselves or others safe, the headteacher may decide that the child cannot participate in the trip or workshop. The school will work with parents/carers to seek ways to support the child to have access to the trip/workshop but the final decision will be made by the head teacher.

Behaviour in schools- Advice for headteachers and schools, September 2022 cites (link within **13.**); Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

8 Dealing with suspected criminal behaviour

In cases when a member of staff or headteacher suspects criminal behaviour, the school should make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations should be fully documented, and schools should make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, schools should ensure any further action they take does not interfere with any police action taken. However, schools retain the discretion to continue investigations and enforce their own sanctions so long as it does not conflict with police action. Children's social services may also be reported to as needed.

9 Dealing with prejudice and discrimination

To prevent discriminatory bullying a whole school culture and approach is needed to create an ethos that reflects the importance of feeling safe and being part of an inclusive and supportive community. Our school has due regard for the Public Sector equality duty. See Equalities Policy and Objectives

https://christchurch.bristol.sch.uk/equality-diversity.

All matters of prejudice, discrimination or harassment related to gender, ethnicity, religion or disability will be taken seriously, are fully investigated and will not be tolerated.

We ensure that we support children to celebrate differences at our school. We have a diverse community and seek to encourage our children and families to learn about and understand each other.

We build understanding about difference by teaching and incorporating it into school life. For example, teach pupils about different races, cultures and religions and have visible role models and positive images of disabled people, lesbian, gay, bisexual and transgender people (LGBT), women, people from different faiths and minority communities across school.

We ensure our children know how to report incidents of perceived discrimination and we reinforce that their concerns will always be acted upon, as the adults will seek to listen and understand what has happened. Children have a right to feel safe in school, to be themselves and communicate their concerns.

See Appendix E.

10 Anti-bullying

The anti-bullying alliance provides the United Against Bullying (UAB) programme that supports school with resources to reduce bullying and improve the wellbeing of all children, focusing on those most at risk, including children and young people with SEND, children and young people who experience racist and faith-targeted bullying, sexual bullying, homophobic, biphobic and transphobic bullying, looked-after children, young carers and those on free school meals.

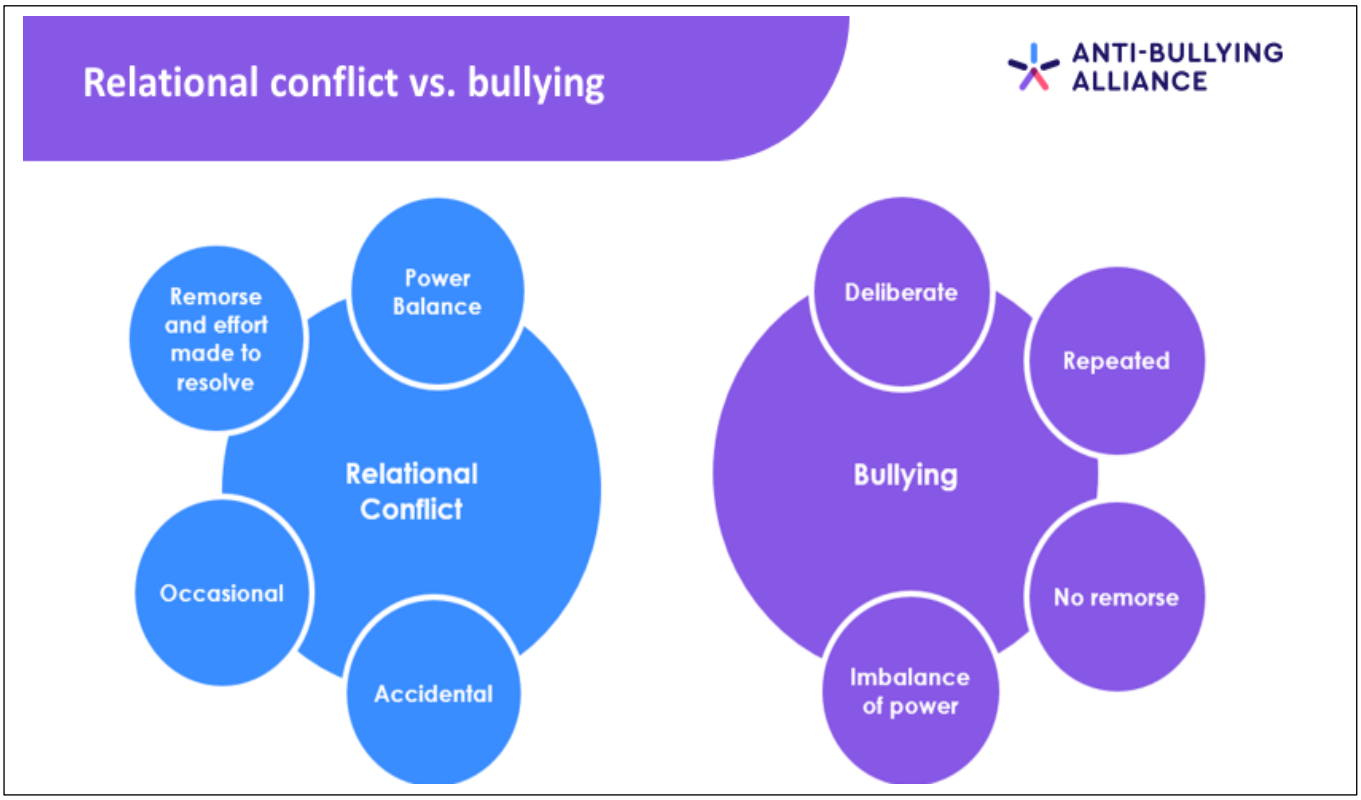
https://anti-bullyingalliance.org.uk/

Our school engages with the UAB Programme and utilises the resources provided by it. The content of the behaviour policy detailed so far sets out actions to prevent bullying in our school community. Hurtful behaviour should be brought out into the open, discussed and dealt with.

Difference should be celebrated and diversity is welcome in our school community. We take and plan opportunities to learn about each other and discrimination is taken seriously and will not be tolerated. The PSED (Public Sector Equality Duty) covers those with protected characteristics and our whole school approach aims to prevent and tackle discriminatory bullying.

10a Definitions of bullying and conflict/misbehaviour

We define bullying as repeated verbal or physical hurt caused by an individual or group. It is not the occasional unpremeditated hurtful comment or action of another; we understand that children will have occasions when not everyone will behave towards us as we would like and developing resilience and appropriate responses and strategies to deal with relational conflict are important. The table below sets out a clear pictogram to show the difference between conflict and bullying. We do everything in our power to ensure that all children attend school free from fear so if we discover any bullying or intimidation, we act immediately offering support to all involved.



10b How to Report bullying

All staff receive safeguarding training including the signs to look out for regarding the safety and well-being of our children. Our safeguarding policy sets out how to record and report concerns.

In assemblies and in class the children are explicitly reminded about who and how they can talk to/report concerns to.

External agencies who support the operation of our school are inducted to our school reporting procedures. All visitors are asked to read a key information card on entry to our school.

Our website and policies detail how to report concerns, see Appendix F

All information will be treated in confidence in line with our school policies and if external agency advice and support is needed it will be shared with the consent of those involved unless there is evidence that this will cause further harm to those involved.

10c Types of 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

Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion

10d Baiting and banter

This advice is taken from https://anti-bullyingalliance.org.uk/

'You' in this section could be any child or adult. Discussions in school with the children are adapted to the age of the children.

Bullying rarely happens in isolation and sometimes it is necessary to investigate and involve a wider group to help others to understand how their behaviour contributes to bullying. This section provides/demonstrates what can be unwanted verbal behaviour and how to respond to it.

Baiting can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonise those who might be bullying others to get them to bully. Sometimes baiting is used secretively to try and get a person to explode in a rage or react negatively/loudly so that they get into trouble.

If someone is baiting you, here are some examples of what you should and should not do.

What **NOT** to do:

Don't take the bait!

Don't argue with a person or appeal to their sense of reason or logic while they are baiting you. They want you to rise to it!

Don't retaliate and fall into a trap.

What **TO** do:

Learn to recognise baiting for what it is. If you know what they are trying to do it is easier to rationalise it.

Remember that the bait you can see often has nothing to do with what the other person really wants.

Remember that what the person is feeling is temporary and they will probably feel different in a few days or a few hours.

Talk to an adult you trust such as a teacher or parent and explain what they are doing and why you think they are doing it.

If falsely accused, politely, briefly and calmly state the truth one time only.

Try to remove yourself from the situation calmly. End the conversation and exit the space/room.

Get support - describe what has happened to someone who understands your situation and can help you come up with a reasoned, effective plan of how to deal with it.

Banter

Just because 'banter' doesn't constitute all the elements of bullying doesn't mean it's acceptable.

All offensive, threatening, violent and abusive language and behaviour is always unacceptable, whatever your role

This includes any negative language or behaviour in relation to / referring to a protected characteristic under the Equality Act 2010 i.e. age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex (gender), sexual orientation

Language and behaviour can have different meanings, in different contexts. If you're unsure, ask what was meant

Just because someone uses certain language to refer to themselves it doesn't necessarily means it's acceptable, nor does it make it ok for you to use it

Just because you think something is banter or a joke doesn't mean other people will

People won't always feel confident to speak up if they are offended by something. They might even go along with it so as not to draw attention to themselves

Third parties might be offended, even if they're not part of your conversation

11 Fixed term and permanent exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. We follow current government guidance on exclusion from maintained schools and academies. (For procedures for exclusion see Appendix D) The circumstances that may warrant a suspension or permanent exclusion to occur can be found within the section 'Reasons and recording exclusions' within the 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement guidance'

The head teacher keeps a record of any child who is excluded for a fixed-term or who is permanently excluded.

The governing body is responsible for monitoring the rate of suspensions and exclusions, and for ensuring that the policy is administered fairly and consistently paying particular attention to current government guidance and legislation on matters of equality and discrimination in schools. See Appendix C.

https://www.gov.uk/government/publications/school-exclusion

12 Monitoring and review

The head teacher monitors the effectiveness of this policy on a regular basis, reports to the governing body and, if necessary, makes recommendations for further improvements.

To support children schools will keep records of mis-behaviour in order that it can be addressed and supported as well as capturing clearly and timely the circumstances of the incident. All adults working with children at our school are inducted with the school's procedure for recording and communicating incidents.

The head teacher keeps a record of any child who is excluded for a fixed-term or who is permanently excluded

The governing body is responsible for monitoring the rate of suspensions and exclusions, and for ensuring that the policy is administered fairly and consistently paying particular attention to current government guidance and legislation on matters of equality and discrimination in schools.

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

13 Links to other policies

Online safety

Prevent Duty

Home school agreement

Staff code of conduct

Safeguarding policy

Well-being policy

SEND policy

Behaviour in schools guidance Sept 22.pdf

Searching, screening and confiscation at school - GOV.UK (www.gov.uk)

School suspensions and permanent exclusions - GOV.UK (www.gov.uk)

Preventing Radicalisation (The Prevent Duty)

Equality Act 2010

Public Sector Equality Duty

Keeping Children Safe in Education

Working Together to Safeguard Children,

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

APPENDIX A: GOLDEN RULES

Our Golden Rules & Dealing with Breaches of the Golden Rules

The Golden Rules

- We show kindness; we are gentle, kind and helpful.
- We are honest; we always tell the truth.
- We aspire to do our best; we work hard to achieve our goals.
- We are responsible; we are responsible for our actions and property.
- We show respect to others; we listen and are polite and courteous
- We are polite and courteous; we don't answer back.
- We cooperate; we work together as a team

When children breach the Golden Rules, teacher discretion is required. Because we believe that teachers and their classes aim to forge strong relationships, teachers should judge cases on their merits. Knowing the child, their background and their needs is essential so the school aims to ensure that professionals communicate well with each other so that we act appropriately and in a measured way.

Some children may need a simple understated reminder, such as a raised eyebrow, hand gesture or quiet word, to moderate their behaviour. However, to ensure consistency, where this is not enough, the school has a series of flowcharts that detail sanctions to follow should a child or children continue to demonstrate bad behaviour. The aims of these flow charts is to enable a shared understanding of the process by teacher and pupil and to reduce overtly emotional responses from the situation. Appendix B details the procedures taken when the Golden Rules are breached.

THE GOLDEN RULES in home school agreement

Christ Church C of E Primary School

'Together we Learn' Golden Rules

We (the school) undertake to -	I (the pupil) will try to -	I (the parent/carer) will aim to-
Provide a rich and balanced curriculum delivered in ways that are developmentally appropriate to our children in accordance with the School Charter	Do my best	Have read the School Charter. Encourage my child to have a positive attitude to learning
Develop each child's potential, both in educational terms and as a member of society	Concentrate on learning and let others do the same	Support the Aims, Values and Policies of the school
Encourage your child to develop lifelong learning skills and positive attitudes to life's opportunities and challenges	Work on building my own learning power	Model for your child the learning skills and values covered by the school
Provide a safe, orderly and caring school experience for your child	Follow the school rules – take care of each other, our building and equipment	Support your child in following school rules. Follow the Driver's Code of Practice and park my/our car considerately
Aim to be inclusive in all things	Respect differences	Let us know if you or your child feels excluded
Treat children, parents/ carers and one another with respect and tolerance. Show zero tolerance to bad manners and unkind behaviour	Be polite, kind and thoughtful towards everyone	Treat staff, other parents and children with politeness and respect
Keep you informed about school, its curriculum, organisation and your child's progress	Join in review sessions so that I know how I am progressing. Work on improving my targets	Read school communications and respond if appropriate. When homework is set, ensure that it is completed within the set time schedule
Provide guidance to enable you to support your own child's learning at home	Read at home every night and complete any homework given	Share your child's reading book; prompt them to bring one home
Respond promptly to any concerns you or your child may raise with the school	Tell a member of staff if something is worrying me or if I am hurt or not feeling well	Approach the appropriate person with regard to any concerns or information
Welcome your support and involvement in the work of the school and your child's development	Wear my school uniform daily. Look after my own belongings, share good ideas with staff for improving things at school	Ensure your child attends regularly, is punctual and wears their school uniform each day. Avoid taking children out of school during term time

APPENDIX B:

CHRIST CHURCH BEHAVIOUR STEPS STRATEGY AND SYSTEM

Step 1. Rule reminder - I notice that you... (describe behaviour). At Christ Church we (describe positive behaviour choice). This is your reminder.

Step 2. Warning - I notice that you... (describe behaviour). At Christ Church, we (describe positive behaviour choices). This is your warning. If you choose to repeat the same behaviour choice, you will have a consequence. Choose your next steps carefully. **First tick in behaviour folder.**

Step 3. Reflection Time in Class - You have chosen not to follow our rule about (describe rule). At Christ Church, we … (describe behaviour).

As a consequence, you will go to the **reflection table** for 5/10 minutes (depending on child's age-5 mins KS1, 10 mins KS2) and complete a reflection sheet, thank you for listening (walk away, don't look back, provide take up time).

Second tick in behaviour folder. Lost learning time to be made up at next break/lunchtime.

Step 4: Reflection time in partner class. Pupil continues to make negative behaviour choices. A **third tick** is placed against name in behaviour folder. Pupil misses an additional 5 minutes (KS1) or 10 minutes (KS2) at the next playtime/lunchtime with class teacher/TA to make up for lost learning time. A second reflection sheet is completed (incident added to CPOMs by CT/TA).

Step 5: RESET, RESTORE and RETURN to LESSON If child continues to make negative behaviour choices, **SENDCO or DHT** is called to come to the classroom to collect the child to complete their reflection time.

Child completes a third reflection sheet if appropriate. **SENDCO or DHT** may use this time to take the child for a **walk and talk**, "I need to get you back to learning".

Forth tick against name. Lost learning time is made up at play/lunchtime- KS1 -15 minutes, KS2-20 minutes. **The child should be returned to the classroom within 15 minutes**. **SENDCO or DHT** to keep a register of children coming out of class – date and time, plus time returned to spot patterns in behaviour that can be addressed.

Step 6: If negative behaviour persists, **DHT/HT** is called to come to the class and escort the child to their office /library with their learning. Child to remain out of class to complete their fourth reflection sheet if appropriate and will remain out of class for the remainder of that session am/pm.

NB: If a child reaches steps 5/6 a member of SLT will call parents to inform them. Steps 3 and 4 to be communicated by class teacher to parent at the end of the day or by telephone. Class

teacher/TA to record all steps 3 and above on CPOMs. Behaviour logs will capture improving or persistent patterns.

Appendix B1

Behaviour Steps at Christ Church - Pupil Version

Step 1. RULE REMINDER

I need to make a better choice in how I behave.

Step 2. WARNING

This is my warning. If I choose to repeat the same behaviour choices, I will have a consequence.

Step 3. REFLECTION TIME IN CLASS

I have chosen not to follow our rules.

5/10 minutes on the reflection table to change my behaviour.

I will lose 5/10 minutes of my playtime.

Step 4: REFLECTION TIME IN ANOTHER CLASS

I have continued to make the wrong behaviour choices.

5/10 minutes reflection in another class.

I will lose 5/10 minutes of my playtime.

Step 5: RESET, RESTORE and RETURN to LESSON

My behaviour is unacceptable.

I will complete my learning with Miss Holland or Mrs Richardson.

I will lose 15/20 minutes of my playtime.

My parents will be told.

Step 6: My behaviour is still unacceptable.

I will complete my learning with Mrs Richardson or Mr Oldfield.

I will lose another 15/20 minutes of my playtime.

My parents will be told

APPENDIX C: PROCEDURES FOR EXCLUSION

If the Headteacher decides to exclude a child, he/she informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school will inform the parents how to make any such appeal.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

Shorter term exclusions are reported to the governing body through the Headteacher's report.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

When necessary the governing body will form a committee made up of between three and five members to consider any exclusion appeals on behalf of the governors.

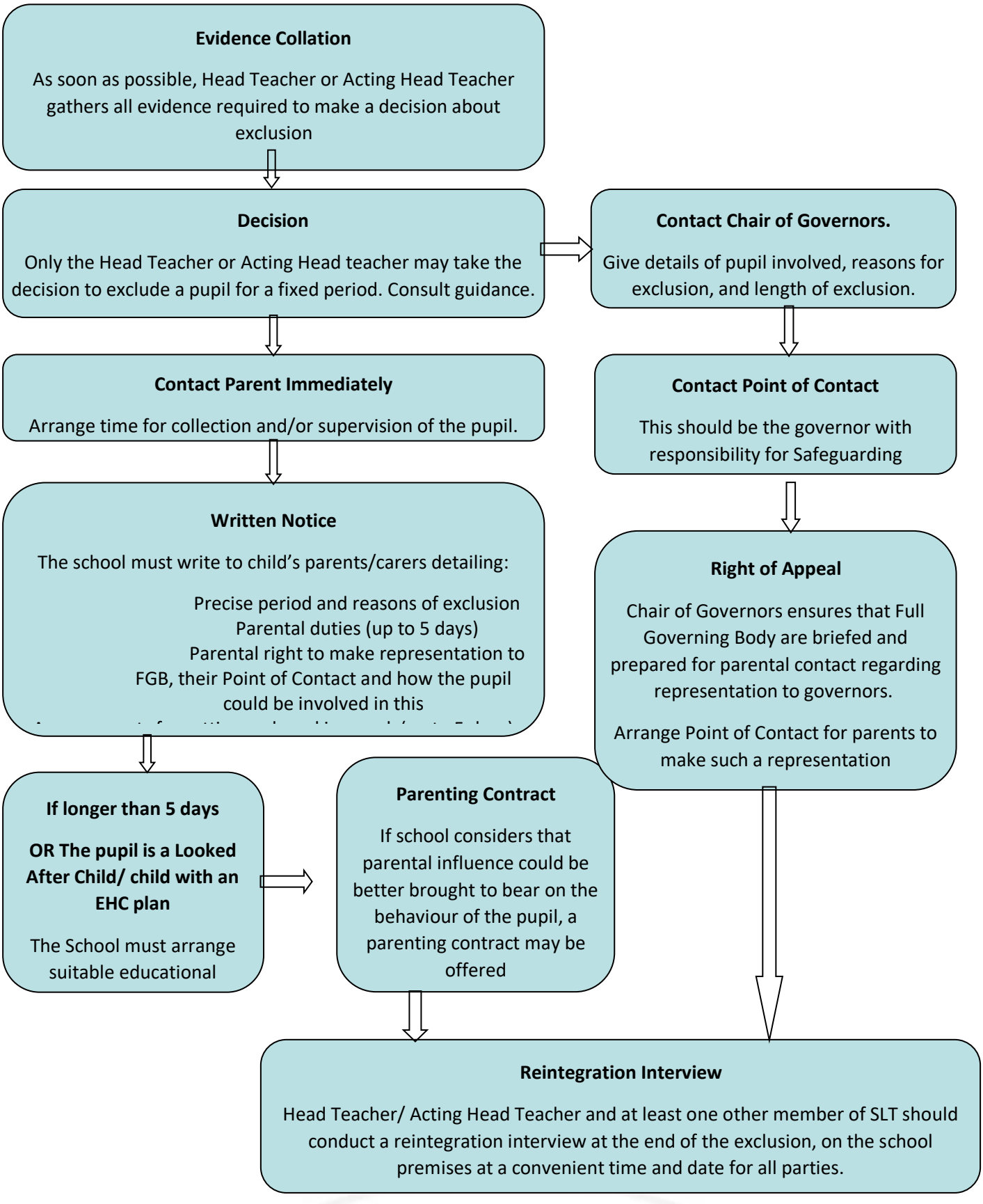
When an appeals panel meets to consider exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this decision.

If/when the child returns to school, every effort will be made to reintegrate him/her

Fixed-term and Permanent Exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary and the process below.



APPENDIX D: PROCEDURES FOLLOWING SERIOUS INCIDENTS

Teachers are briefed on

- The importance of recording evidence as soon as possible while memories are still fresh and uncontaminated;
- The circumstance requiring referral to social services, police or any other external body;
- The need to contact any parents or carers concerned as soon as possible. The need to inform the Chair of Governors and either the vice Chair or another non- staff Governor.

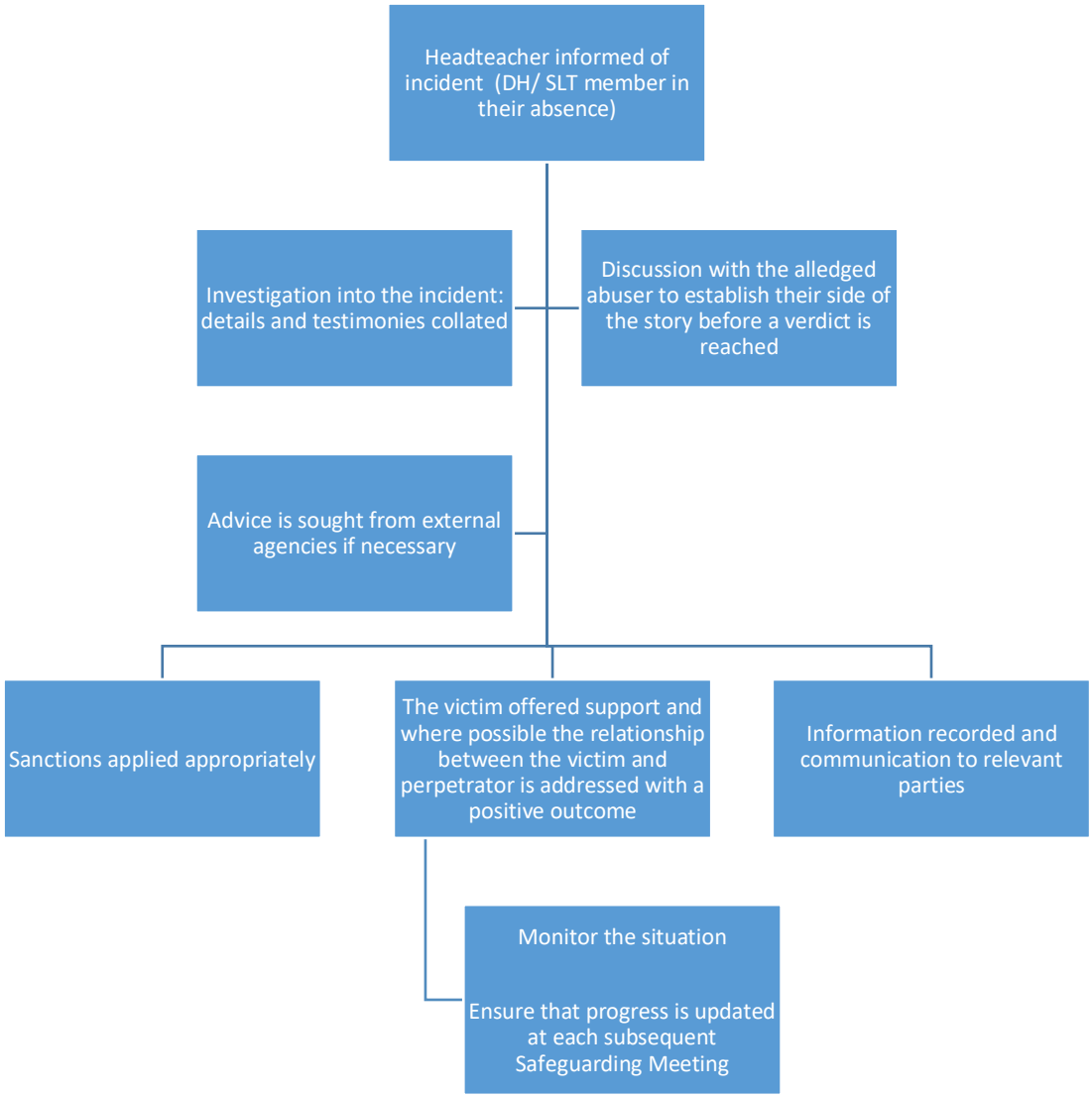
The governing body will be briefed in due course while accepting that there may be limitations on the disclosure of information where children of parent governors are involved in order to protect the children's identities.

The Head teacher and chair of Governors will if necessary only provide factual information to the school community, unless this conflicts with the welfare of any child.

Advice will be taken from the school Health and Safety advisor

APPENDIX E: PROCEDURES FOR DEALING WITH INCIDENTS OF PREJUDICE AND DISCRIMINATION

We take all incidents of prejudice and discrimination very seriously. To ensure that we investigate matters in a sensitive and effective way, the following flowchart is followed:



The school will log all instances and report the number of instances to the FGB on a termly basis.

APPENDIX F: PROCEDURES FOR DEALING WITH BULLYING

Similar procedures apply as with the incidents of prejudice and discrimination

