



**ST CHRISTOPHER'S SCHOOL**  
**(including the EYFS, Before and After School Care)**

**Behaviour Policy**

This policy has been prepared with reference to the DfE guidance "Behaviour and Discipline in Schools' 2016" and the requirements of the EYFS Statutory Framework 2021

At St Christopher's School ("the School") our community is based upon respect, good manners and fair play. The School aims to encourage pupils to adopt the highest standards of behaviour, principles, and moral standards and to respect the ethos of the School. Promoting the emotional well-being of all of our pupils is key to their development. We aim to teach trust and mutual respect for everyone. We believe that good relations, good manners, and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We aim to develop qualities of teamwork and leadership through our extensive programme of extra-curricular activities.

The School is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to take his or her place in the modern world.

This policy applies to all pupils in the School including those in our Early Years Foundation Setting (EYFS). Our designated staff member responsible for behaviour management in EYFS is the Headteacher.

The School sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and co-operation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the School and in any written or electronic communication concerning the School. Parents are expected to support the School in managing expectations of behaviour and the provisions of this policy, both at home and at School.

We expect pupils to treat members of staff with courtesy and cooperation so that they can learn in a relaxed but orderly atmosphere, and to respond positively to the opportunities and demands of school life. They should follow the School and Class Rules and understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour.

Everyone has a right to feel secure and to be treated with respect at the School, particularly the vulnerable. Harassment and bullying in any form will not be tolerated, including online, or outside of school. Our Anti-Bullying Policy is on our website. The School is strongly committed to promoting equal opportunities for all, regardless of race, religion or belief, sex, sexual orientation, special educational needs or disability, marital status, pregnancy and maternity, or the fact that a pupil is adopted, looked after or is a carer.

The School takes its duties under the Equality Act 2010 seriously and makes reasonable adjustments for pupils with special educational needs and disabilities (SEND) or certain health conditions.

## **Involvement of Parents, Guardians and Carers**

We expect our parents as well as our staff and pupils to understand and respect the rules of the school and the expectations and responsibilities outlined in this policy. Like staff we expect parents to model positive behaviour at all times so that all pupils can benefit fully from their experiences in school.

Parents and Guardians who accept a place for their child at the School undertake to uphold the School's policies and regulations, including this policy. The School values a close relationship with parents and encourages parents to work in partnership with the School to assist in maintaining high standards of behaviour both inside and outside of School. In particular, the School expects parents to support the School's values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, extra-curricular activities and homework. Given the age of our children, the responsibility for compliance in these matters rests mainly with parents/guardians.

In the event of any behaviour management issue the School will liaise closely with parents where practical and, if relevant, other support agencies.

The School welcomes feedback from parents on the effectiveness of our behaviour management measures and all other aspects of this policy.

## **Unexplained Absences**

We will always telephone parents on the first day of an unexplained absence to determine the pupil's whereabouts, in accordance with the School's safeguarding obligations, and the School's Lost or Missing Children Policy.

Please note that it is usually the School's policy not to allow holiday to be taken during term time unless in exceptional circumstances.

## **Philosophy**

### ***We believe that:***

- children need boundaries to feel secure and thrive
- discipline needs to be consistent and fair
- we all need a chance to put right our mistakes

## **Aims**

- To recognise and promote good behaviour and respect for people and property
- To prevent bullying (please refer to the School's Anti-Bullying Policy)
- To regulate behaviour but keep rules to a minimum
- To offer reasonable adjustments to this policy in line with the Children Act 1989, Equality Act 2010 involving issues relating to our pupils with SEND and take into account the ages, aptitudes and needs of all pupils.
- It is essential that all staff understand the importance of challenging inappropriate behaviours between peers and do not downplay certain behaviours, for example, dismissing sexual harassment as "just banter" or "having a laugh".

### ***We endeavour to do this by:***

#### ***Directing Staff to:***

- Lead by example and model the behaviour expected.
- Be prepared to explain reasons for rules with a clear consistency
- Work as a team to ensure a consistency of expectation
- Keep a careful watch on the children to evaluate development and share thoughts at weekly staff meetings under agenda item 1.
- Work with the parents to aid the social and emotional development of the child.
- Make reasonable adjustments in behaviour management in respect of the understanding and capabilities of pupils with SEND.
- Placing significant emphasis on Spiritual, Moral, Social and Cultural development (SMSC), Personal, Social and Health Education (PSHE including Relationships and Health) and PSED to discuss such issues as how behaviour affects others, the importance of love and tolerance, care of our environment. These discussions may be on class, group or individual basis and are directly related to the developmental stage of the child.

Our Behaviour Policy is designed to encourage positive behaviour. Parents and Guardians will undertake to support the authority of the Headteacher in enforcing the policy in a fair manner that is designed to safeguard the welfare of the School community as a whole.

### ***Promoting Positive Behaviour:***

At the School we reward and encourage good behaviour and celebrate curricular and extra curricular achievements from our pupils by

- Constantly praising children verbally for good behaviour and work.
- Using Housepoints, stickers stamps to reward good work and behaviour and visits to the Headteacher/ Deputy Head or Senior Teacher
- Having a weekly Merit Assembly and awarding cups annually to celebrate positive attitudes and good work
- Sending postcards home from the Headteacher to celebrate and notify parents of children's exceptional contributions or demonstrating outstanding kindness, thoughtfulness, friendship to offer a few examples.
- Listening to children with an open mind and considering all sides of a story
- Not reacting hastily or making idle threats
- Modelling desirable behaviour and praising good behaviour
- discussion and reflection in class and assembly times
- providing adequate supervision and varied activities during playtimes

## **Expected Behaviour**

We will always try to

- Be kind, polite and considerate to one another
- Tell the truth, however difficult
- Be quiet at appropriate times e.g. in assembly, when lining up at the end of playtimes.
- Walk around the School and keep to the right hand side of the stairs
- Leave things and places as we would like to find them
- Listen and follow instructions

## **Support Systems for Pupils**

Reasonable adjustments to this policy are made according to each individual child. Clarity of expectation is communicated in short clear sentences and visual aids are used when appropriate in a positive and encouraging manner.

The School is committed to work in partnership with parents to ensure that:

- They are kept informed about disciplinary issues and rewards for good behaviour relating to their child
- They can work together with the school to achieve improvements in their child's behaviour when expected standards are not met.
- Ensure the safeguarding of and respect for pupils including those with SEND
- Make reasonable adjustments in behaviour management in respect of the understanding and capabilities of pupils including those with SEND
- Ensure any sanction does not breach any other legislation and is reasonable in all the circumstances.
- Consider whether the behaviour is related to a potential safeguarding issue that may result in significant harm to the pupil. In such a situation, the School will make reference to the Safeguarding and Child Protection Policy.
- Consider if behaviour issues are the consequence of an unmet educational or other need; requiring a behaviour review or possible multi-agency or specialist assessment, with reference to the SEND Policy

## **Procedures for Unacceptable Behaviour**

It is hoped that pupils will respond to the School's positive encouragement and rewards and will comply with the School Rules at all times. However, the School acknowledges that from time to time, pupils' conduct may fall below the standards of behaviour reasonably expected by the School. Sanctions assist the School in enforcing the School Rules and help the School to set boundaries and to manage unacceptable or challenging behaviour from pupils.

The Headteacher undertakes to apply any sanctions fairly, reasonably, and proportionately and, where appropriate, after due investigative action has taken place. Sanctions may undergo reasonable change from time to time but will never involve any form of unlawful or degrading activity.

Corporal punishment is illegal and is never used or threatened at our School and we do not support parents' use of corporal punishment on their children for misbehaviour that occurs in school. Corporal punishment by parents is a safeguarding issue and will be dealt with under the School's Safeguarding and Child Protection Policy.

The following procedures are in place but we acknowledge that there will always be an element of staff judgement. For example, the action may be serious enough to skip the warning, and immediate exclusion from the playground may be more appropriate. There is zero tolerance of bullying in the School and the procedures to be followed are set out in the Anti-Bullying Policy.

All misbehaviour or disciplinary incidents will be dealt with as soon as practicable.

**Any behaviour that is physical, verbal or low-level and recurring will be recorded on a behaviour log form that can be found in the staff room.**

### **In the Playground**

- The adult on duty will talk to the child/children involved in unacceptable behaviour to determine context and find out what happened
- A decision depending on the incident or whether it was a repeated incident will be decided. This may include:
  - A warning and then a second chance to go and play appropriately,
  - A short amount of time out for reflection or
  - The child/children may be moved to a different area of the playground to play or be directed to use alternative equipment
- Recurring unacceptable behaviour is brought up in the weekly staff meeting so a complete picture can be built.

### **Repeated Unacceptable Behaviour in the Playground**

- The Headteacher or class teacher discusses the problem with the child and what could happen next:
  - Parents are informed. There is a general discussion, exchange of information and agreement on the way forward.
  - Parts of playtime may be missed to encourage the child to reflect on their behaviour.
  - If necessary, behaviour will be recorded daily with a chart going back and forth between parents and the School
  - Dialogue with parents about next steps.
  - If necessary external interventions will be accessed.

### **In Class**

- Class Rules are discussed/formulated at the beginning of every school year
- Each class shares and follows the expected behaviours outlined above in an age appropriate manner so that all children are able to understand the expectations.
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- A talk with the teacher where appropriate to discuss their unacceptable behaviour
- Children may be sent to the other class in the year group, with work, as long as the receiving teacher is fully aware of how they are expected to react
- If unacceptable behaviour persists, the Headteacher and parents are informed
- Parents and staff meet to discuss the situation, agree a plan and then review this as necessary
- Home/School behaviour chart set up with specific targets agreed with parents and the Headteacher when appropriate.
- If behaviour persists or is extreme, help may be sought from outside agencies.
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### **In Nursery/Pre-Reception**

- Behaviour expectations are shared and discussed with a child/children misbehaving
- Acceptable and unacceptable behaviour is discussed with the children
- Signs around the Nursery give the children direction and reminders, e.g. 3 people at the sand
- Staff talk quietly to the child and explain why their behaviour is not acceptable
- 2 warnings are given and then the child is allocated thinking time in a quiet space, followed by a discussion with an adult supporting them to make the right choices
- The 'Thinking Time' is immediate if a child has harmed another
- The child is taken to a quiet area away from others to cool off and talk to staff without onlookers
- If behaviour persists, parents are informed and liaison meetings are set up
- The Senior Management Team is informed
- Staff and parents review the situation
- If poor behaviour persists or is extreme, help may be sought from outside agencies.

## **Use of Reasonable Force**

Like all schools, our staff may have to use reasonable force to control or restrain a pupil in specific circumstances. Teachers and any other member of staff authorised by the Headteacher have a statutory power to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" any of the following:

- Committing any offence;
- Causing personal injury to any person (including the pupil themselves);
- Causing damage to the property of any person (including the pupil themselves); and
- Prejudicing the maintenance of good order and discipline at the School.

The use of reasonable force means using no more force than needed and will always depend on the circumstances of the case.

The decision on whether or not to intervene will be a professional judgement of the member of staff concerned, and any force used must always be reasonable and proportionate to the circumstances and seriousness of the behaviour, and must take into account any disability, certain health conditions or SEN that the pupil may have.

All of our staff are trained in the circumstances in which reasonable minimum force may be used, both as part of their induction and regular refresher training on managing pupil behaviour and all staff are aware that corporal punishment of pupils is strictly prohibited. In particular, they are advised always to use their voices first and to use the minimum force necessary to restrain a pupil for the shortest possible period of time. The use of force can include either passive contact (such as standing between pupils or blocking a path) or active contact (such as guiding a pupil by the arm away from a situation). Members of staff (including non-teaching staff) may use reasonable force at any time off the School premises when they have lawful charge of the pupil elsewhere (e.g. on a school trip or other authorised out of school activity). Staff training deals with the factors that must be considered in reaching a judgement as to whether the use of physical restraint.

Every member of staff will inform the Headteacher immediately after s/he has need to restrain a pupil physically.

The School has a confidential register in the Headteacher's office, detailing the nature and date of the misbehaviour and the sanction imposed.

We will always inform a parent when it has been necessary to use physical restraint on their child, and invite them to School, so that we can discuss the incident and, if necessary, agree a protocol for managing their child's behaviour. Parents of EYFS pupils will be informed of the incident on the same day or as soon as is reasonably practicable.

## **Register of Sanctions**

The School has a confidential Serious Misbehaviour Incidents Log, a Racist Incidents Log, a Bullying Incidents Log and a Sexual Harassment Log which are stored in a locked cupboard in the Headteacher's office and kept up-to-date for staff scrutiny. These entries on these registers include the pupil's name and year group, a description and date of the incident, the action taken and the follow-up care required, so that the effectiveness of sanctions may be monitored and any patterns of behaviour recognised.

## **Serious Misbehaviour**

The School's Exclusion Policy is available on the School's website, and all parents should be aware of the more serious sanctions, including suspension and exclusion, that the Headteacher can impose for serious breaches of the School Rules.

Serious sanctions in accordance with the Exclusion Policy may also be imposed where unsatisfactory behaviour has continued despite previous disciplinary sanctions and/or warnings.

The School takes its responsibilities for safeguarding extremely seriously. All members of the School community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will always be managed in accordance with the procedures set out in the appropriate School policies and procedures, in particular the Safeguarding and Child Protection Policy.

Should an allegation made by a pupil against a member of staff be found to be deliberately invented or malicious, the School reserves the right to treat this action as serious misbehaviour by the pupil, and manage that misbehaviour in accordance with this policy, and the School's Safeguarding and Child Protection Policy and Exclusion Policy, as appropriate.

## **Contextual Safeguarding**

Staff will always consider the context and motive of a pupil's misbehaviour and consider whether it raises any concerns for the welfare of the pupil. If staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, whether inside or outside of School, they should follow the procedures set out in the School's Safeguarding and Child Protection Policy and discuss their concerns with the School's Designated Safeguarding Lead (DSL), without delay.

The School will also consider whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and will discuss concerns with the pupil's parents accordingly.

## **Complaints**

We hope that parents will not feel the need to complain about the operation of our Behaviour Policy, and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the School's Complaints Procedure (which apply equally in the EYFS setting) are on our website. We will send you copies on request.



## Monitoring and Review

The School will record all behavioural incidents and sanctions in accordance with this policy which will be used to monitor behavioural issues within the School and to evaluate the effectiveness of this policy.

The School will consider whether there are patterns of concerning, problematic or inappropriate behaviour among pupils which may indicate that there are possible cultural issues within the School which may be enabling inappropriate behaviour to occur. When patterns are identified, the School will decide an appropriate course of action, which may include more staff training, incorporating learning points into pupil's PSHE/RSE lessons, or amending this policy.

This policy is reviewed and monitored annually by the School's Senior Management Team and biennially by the Governing body.

Signed *D Roberts*  
Mr D Roberts  
Chair of Governors

Signed *B Grehan*  
Mrs B Grehan  
Headteacher

Reviewed: September 2022  
Previous Review: April 2022  
Next Review: February 2024