

# **Christ Church C of E (VA) Primary School and Nursery**



## **Behaviour Policy**

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At Christ Church Primary School, we believe that every member of our school community should feel valued, respected and treated as an individual, in accordance with our Christian belief:

*Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It does not dishonour others, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil but rejoices with the truth. It always protects, always trusts, always hopes, and always perseveres.*

*1 Corinthians 13:4-7, 13*

This policy reflects the values, ethos and philosophy of Christ Church in relation to behaviour support.

At Christ Church, everyone has a part to play in the promotion of high standards of behaviour. We aim to create an environment in which pupils can learn and develop to their full potential. We encourage positive behaviour through high expectations and mutual respect between pupils, and staff and pupils.

At Christ Church, all staff working with our children receive training in behaviour support. Our approach has an emphasis on consistency, on the teaching of internal discipline rather than imposing external discipline, and on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, when a crisis does occur, it adopts techniques to reduce the risk of harm. An important aim of Hertfordshire Steps is to provide opportunities to support and debrief both children and staff after a crisis, particularly if physical intervention has been required.

Staff are trained in level one 'Steps' training and new staff joining the school will receive this training as soon as it is available to them. We have two members of staff who are accredited Hertfordshire Steps tutors and deliver the initial training and annual refreshers to our staff.

## **The Curriculum**

We believe that prosocial behaviour should be taught, just as we teach other areas of the curriculum. Pupils are taught about their feelings and emotions during everyday teaching opportunities and PSHE lessons, including Collective Worship sessions (assemblies). A calm, engaging, well ordered learning environment with opportunity to grow within a clear structure is conducive to positive behaviour as it is to effective learning. All children should be treated sensitively; criticism should never damage self-esteem focussing on the behaviour rather than the individual child.

A distinction must be made between developmental behaviour and persistently anti-social and challenging behaviour. Some children, including those with SEND who have specific needs that impact on their behaviour, may find it difficult to follow the school and class rules. Individual strategies will therefore need to be implemented to support them. This may include the use of clear targets (Individual Targets on a PSP – see SEND policy) with specific rewards, alternative rewards or consequences. At times, the outside agencies will need to be involved to develop bespoke strategies, appropriate to individual children's needs.

## **A Therapeutic Approach**

At Christ Church we recognise that negative experiences create negative feelings and that negative feelings create negative behaviour, whilst positive experiences create positive feelings and positive feelings create positive behaviour. It is the responsibility of every adult at our school to seek to understand the reason why a young person is presenting problem behaviour and change the circumstances in which the behaviour occurs. We believe in being curious, rather than being judgmental.

Behaviour management and responses need to be personalised and designed to meet the specific needs to each individual child, their age and any special circumstances that affect the pupil. To enable change, we need to understand the child's behaviour not just suppress the behaviour.

'Early Diagnosis' and 'Roots and Fruits' exercise supports staff in identifying the underlying influences on behaviour. This exercise helps adults to list a child's positive and negative experiences in life that may have led to their negative feelings and behaviour.

## **Supporting All Learners**

### **Common strategies used in every classroom or specific dynamic (e.g. group intervention):**

- All adults use calm voices
- Learning environment is calm and orderly
- Expectations of behaviour for children and adults are clear and well understood
- Children are given simple and clear instructions
- Children know what is expected of them, they know what they are supposed to be doing
- Praise is used to refocus or reinforce the desired behaviour
- Zones of Regulation are used to support children regulate their emotions
- Mindfulness sessions take place after lunch.

### **Agreed universal reasonable adjustments (for some children):**

- Additional instructions are given or repeated
- Children are asked to move seats.
- Time-out is given to refocus.
- Checking-in for learning or emotional wellbeing.
- Lining up order.
- Use of timers.
- Use of visual timetables.
- Use of differentiation in lessons.
- Use of special equipment.

**Agreed and clearly communicated responses outside reasonable adjustments (for few children).**

- Use of safe spaces, including rooms outside pupils' classrooms.
- Social and emotional interventions (group or individual)
- One-to-one support (for specific times or activities)
- Movement breaks.
- Reduced timetable (for specific duration only).
- Playtime nurture lunchtime club.
- Sensory circuits.
- Additional snacks and drinks.

## Pro-social behaviour consequences

|             | What does it look like?                                                                                                                                                                                                                                                                                                                                                                                     | Strategies used by staff                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | How it is recorded                                                                                                                                                                                                                                                      |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Golden Book | <p><b>Consistently</b> following the school golden rules and demonstrating the school values.</p> <p><b>Significant</b> improvement in behaviour.</p> <p>Achievement of <b>personal targets</b>.</p> <p><b>Significant improvement</b> in attitude to learning.</p> <p><b>Exceptional manners</b> demonstrated <b>consistently</b> to all adults and children.</p> <p><b>Always</b> being a role model.</p> | <ul style="list-style-type: none"> <li>- Assemblies reminding the children how they can show the values and what our rules are.</li> <li>- PSHE and RE lessons.</li> <li>- Circle time in classes.</li> <li>- Zone of Regulation</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>- Golden book entries.</li> <li>- Records are kept in the Head Teacher's behaviour folder (Golden Book entries monitored by class teachers half-termly).</li> <li>- Weekly Newsletter</li> <li>- Celebration assembly</li> </ul> |
| Silver      | <p>The school values are followed, <b>additional effort</b> is evident.</p>                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>- Staff to move children's names onto 'Silver' when they show positive behaviour (getting near Gold)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>- Names are displayed in the classroom (part of traffic lights)</li> <li>- 20 silver stars equal one golden star</li> </ul>                                                                                                      |
| Green       | <p>The school values are followed.</p>                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>- Rules and values are displayed in each classroom and around the school with visual examples.</li> <li>- Visual cards with rules displayed are used for children with special needs.</li> <li>- Teaching styles are varied; lessons are engaging.</li> <li>- Questions are directed to the child to encourage participation.</li> <li>- Other adults in the room are used effectively.</li> <li>- The child's position may be changed. Children are teamed up with a good role model.</li> <li>- Organise the classroom and the equipment to pre-empt possible reasons to be distracted or wander.</li> <li>- Individual trigger points are known and avoided, when possible.</li> <li>- Differentiate expectations.</li> <li>- Give lots of public and private praise for positive behaviour as shown by the individual or the class.</li> <li>- Smile and show warmth.</li> <li>- Give and encourage responsibility.</li> </ul> | <ul style="list-style-type: none"> <li>- Individual names are displayed in the classroom on green (traffic lights display).</li> <li>- All names are always on green at the beginning of each day, giving children opportunity of a fresh start.</li> </ul>             |

## Unsocial and Antisocial behaviour consequences

|                                             | What might it look like?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Strategies used by staff                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                     | How it is recorded                                                         |
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|                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Preventative<br>Keeping the child and other children safe                                                                                                                                                                                                                                                   | Educational<br>Teaching the child what he/she needs to learn                                                                                                                                                                                        |                                                                            |
| Yellow card (low level disruption/unsocial) | <ul style="list-style-type: none"> <li>- calling out in the classroom</li> <li>- wandering around without a good reason in classroom</li> <li>- tripping people up deliberately</li> <li>- continuously rocking on a chair, disturbing other children</li> <li>- pushing someone</li> <li>- playing with school equipment, without permission</li> <li>- having a chewing gum at school</li> <li>- deliberately hiding from adults</li> <li>- lying to any adult</li> <li>- saying personal and unkind words to others</li> <li>- writing on school books</li> <li>- spilling water over other people, making them wet on purpose in school building without permission at playtime and lunchtime</li> <li>- refusing to do work, despite being given help and support</li> </ul> <p><u>Two yellow cards on one day mean you will automatically be put on the red card.</u></p> | <p>A warning is given (verbal or visual). Move the child nearer the teacher. Isolate the child from an 'audience'.</p> <p>Allow the child to cool down; give 'time out'.</p> <p>Allow the child thinking/cooling down time before dealing with an incident.</p> <p>Praise any improvement in behaviour.</p> | <p>Give the child time to talk.</p> <p>Practise taking turns (using games, puppets etc.)</p> <p>Give the attention to other children, to model the desired behaviour.</p> <p>Analyse the child's behaviour – address the child's needs to talk.</p> | Children's names are recorded in the classroom on yellow (traffic lights). |

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| Red card (antisocial)                             | <ul style="list-style-type: none"> <li>- hitting, punching, pushing or hurting physically another child (e.g. getting involved in a fight, fighting back)</li> <li>- behaving disrespectfully to an adult (for example running away from a teacher when they want to talk to you)</li> <li>- climbing a fence or a wall</li> <li>- deliberately breaking school equipment on purpose (e.g. rulers, pens, ripping books)</li> <li>- calling other children names, when already asked to stop</li> <li>- swearing in frustration</li> <li>- taking things from other children or adults</li> </ul> <p><u>The red card means that you will not earn your Golden Time on that day.</u></p>                                                                                                                                                                                                                                                                      | <p>The child is taken out of class/playtime to have a 'Time Out' with an SLT member.</p>                                                                                                                                                                                                                                                                                                                                                                                          | <p>Individual rewards charts may be introduced.</p> <p>Individual targets may also be set.</p> <p>Roots and Fruits document is completed; the child's specific needs are analysed and appropriate interventions put in place (overseen by SENCo).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>Children's names are recorded in the classroom on red (traffic lights). Parents are informed by class teacher. Incidents of red card are recorded on CPOMS by class teacher. Information is review half-termly in SLT meetings.</p>                   |
| Yellow book<br>(Serious or persistent disruption) | <ul style="list-style-type: none"> <li>- Fighting, scratching or hurting a child (leaving a mark, doing it on purpose)</li> <li>- Not doing as asked by an adult, after being warned (e.g. already given a red card)</li> <li>- Using rude words (e.g. racist or homophobic when already warned not to use them)</li> <li>- Swearing at other people, or repeated swearing after previous warning</li> <li>- Damaging items / breaking things on purpose (vandalism)</li> <li>- Stealing</li> <li>- Any form of bullying (e.g. cyber bullying, using racist, unkind words, hurting other children, sending unkind messages using a mobile phone) – repeated action, already given a clear warning</li> <li>- Running around the school and refusing to follow instructions, continuously and repeatedly (e.g. when you are asked to go to a safe place to cool down)</li> <li>- Throwing furniture or other school equipment, aiming at a person</li> </ul> | <p>Initial Concern Flowchart will be completed by class teacher.</p> <p>Individual Risk Reduction Plans may be written to prevent potential exclusions.</p> <p>If the incidents occur at playtimes, temporarily the child does not join other children, they are given a separate playtime.</p> <p>If it is too risky for the child or other children, the child may not be allowed to represent the school in sporting activities or participate in school trips and visits.</p> | <p>Roots and Fruits document is reviewed. New interventions are put in place.</p> <p>Anxiety mapping is completed by class teachers and LSAs. The outcomes are analysed with SENCo's support and 'Predict and Prevent' plan is completed. Parents are part of the process.</p> <p>Individual targets and rewards charts are introduced, with clear and manageable targets. These are reviewed weekly, with parents.</p> <p>The child is taught how behave socially through games, role-play and modelling by adults or buddies (other children).</p> <p>Referrals may be made to Rivers (Primary Behaviour Support).</p> <p>Referrals to other agencies, including Educational Psychologist may be also made.</p> | <p>Incidents are recorded on CPOMS by class teachers or SLT members. Termly report is printed and sent home. This report is included in the child's end of year report. It is also included in the information passed on to the child's next school.</p> |

# Unforeseeable behaviour

Some behaviour exhibited can be difficult to manage and it may be dangerous. We use the Hertfordshire Steps response to such behaviour: cool down, repair, reflect and restore. Adults' responses to these behaviours will aim to de-escalate the behaviour through one of or a combination of the following as appropriate:

Positive phrasing e.g.

- "Stand next to me"
- "Put the toy on the table"
- "Walk beside me"

Limited choice e.g.

- "Put the pen on the table or in the box"
- "When we are inside, Lego or drawing"
- "Talk to me here or in the courtyard"

Disempowering the behaviour e.g.

- "You can listen from there"
- "Come and find me when you come back"
- "Come down in your own time"

Use of De-Escalation Script e.g.

- Use the person's name – "David"
- Acknowledge their right to their feelings – "I can see something is wrong"
- Tell them why you are there – "I am here to help"
- Offer help – "Talk to me and I will listen"
- Offer a "get-out" (positive phrasing) – "come with me and ...."

## **Reflect, Repair and Restore (after a crisis)**

Once the child is calm, relaxed and reflective, the experience can be re-visited with an adult. The adult will re-visit the experience by re-telling and exploring the incident with a changed set of feelings.

The adult may ask the child questions to:

- Explore what happened? (tell the story)
- Explore that people were thinking and feeling at the time?
- Explore who has been affected and how?
- Explore how we can repair relationships?
- Summarise what we have learnt so we are able to respond differently next time?

## **Physical Intervention**

There are situations when physical intervention may be necessary. Staff are trained by Hertfordshire Steps trainers in how to safely use physical intervention. Staff are instructed to be aware of the child's age and individual circumstances when moving them as some children find this more upsetting than others. Situations may include:

- To comfort a student in distress, appropriate to their age and understanding.
- To support a child with their physical care (toileting, self-care, changing clothes).
- To gently direct a person.
- For activity reasons (drama, physical games).
- To avert danger to the student, other persons or significant damage to property.

Staff have a 'Duty of Care' towards the children in their care. Therefore, if a child is likely to be at risk of harm to him/her or others, they must act to stop the risk. The action taken will be dependent on the risk assessment that they must make at that moment in time. As the staff (teachers, LSAs and MSAs) have received Step On training (accredited training by Hertfordshire Local Authority), in most cases they follow the agreed and practiced procedures. Please see the photos below:



## Risk Assessments

Pupils whose behaviour may place themselves and other at a risk of harm must have individual risk management plans. These are overseen by the SENCo, who will ensure that they are reviewed and updated in order to reflect changes and progress.

Learners who may need a risk management plan are those whose needs are exceptional and the usual everyday strategies are insufficient. This will include learners who may require some specific intervention to maintain their own and others' safety and to ensure learning takes place for all.

A plan will:

- Take into consideration the times / places / lessons that give the learner greater anxiety, triggers that could lead to difficult behaviours.
- Put in place risk reduction measures and differentiated measures that will lower the learners' anxiety and enable the learner show positive behaviours at school.
- Give clear de-escalation strategies and script that all adults can follow when speaking to the learner to lessen difficult and dangerous behaviours.

## **Suspensions and exclusions**

Good behavior in schools is essential to ensure that all pupils benefit from the opportunities provided by education and pupils and staff are safe. At Christ Church school, we recognise that school suspensions, managed moves and off-site direction are essential behaviour management tools and can be used to establish high standards of behaviour and maintain the safety of school community.

For the vast majority of pupils, suspensions and permanent exclusions will not be necessary, as other strategies can manage their behaviour. If these approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. It is accepted that not all pupils' behaviour can be amended or remedied by pastoral processes, or consequences within the school. This is to ensure that other pupils and teaching staff can work in safety and are respected.

Under the Education and Inspection Act 2026, headteachers must determine measures to be taken with a view to:

- Promoting self-discipline and proper regards for authority among pupils,
- Encouraging good behavior and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils,
- Securing that the standard of behavior of pupils is acceptable,
- Securing that pupils complete any tasks reasonably assigned to them in connection with their education, and
- Otherwise regulating the conduct of pupils.

Only Head teacher can suspend or permanently excluded a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.

At Christ Church suspension will be considered in the following cases:

- One incident of serious hurting any adult at any time, after given time out and appropriate strategies to calm down (e.g. punching, kicking, biting, scratching),
- One incident of hurting another child seriously (e.g. causing injury, using items as weapons),
- One incident of running away from school, leaving school premises (police will be informed),

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- Continuous bullying, investigated and evident, not alleged. After the child was given support to change their behavior,
- Continuous behaviour that is considered unsafe for the child, other children or adults around this child,
- Persistently refusing to follow adults' instructions (e.g. refusing to move to a safe space to calm down),
- Persistently disruptive behavior (stopping other children's from learning, stopping teachers from teaching).

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|----------------------------------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (unacceptable disruption and risk to safety) | - | <p>Every incident is investigated by a SLT member. Depending on the outcomes of the investigation the child:</p> <ul style="list-style-type: none"> <li>• Is internally excluded (not allowed in their class)</li> <li>• Receives a fixed-term exclusion</li> <li>• Is permanently excluded</li> </ul> | <p>After the suspension, a reintegration meeting takes place during which targets are set and an Individual Risk Reduction Plan is written or reviewed. The plan is then reviewed regularly, until behavior improves. Necessary interventions to support the child are agreed.</p> <p>Outside agencies may get involved to support the child and school in addressing problems.</p> <p>Reintegration may be gradual (e.g. the child may not be allowed to join his/her class straight away).</p> <p>A Managed Move may be discussed.</p> | <p>Parents/carers receive a letter signed by the Head Teacher or Deputy Head.</p> <p>Incidents are recorded on CPOMS by HT/DH.</p> <p>This information may be passed on to the child's next school to ensure the support is continued.</p> <p>Governing Body and Local Authority are informed.</p> |
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### Describe the Behaviour

Unemotional, non-judgemental, factual language  
(severity, frequency etc.)

Should it be?

NO

Is this behaviour  
covered by the policy?

YES

Is the policy  
being followed?

NO

YES

NO

YES

### Early Prognosis

Consider the background, context and factors  
relevant to the identified behaviour  
(function, culture, diagnosis, home)

NO

Is it changing  
behaviour?

YES

Consider implementing  
protective consequences

DANGEROUS

Is Early Prognosis  
working?

NO

YES

### Risk Calculator

Identify whether the behaviour  
is difficult or dangerous

DIFFICULT

### Conscious and Subconscious Behaviours Checklist

Is the behaviour predominantly conscious or  
subconscious?

### Predict and Prevent – Evidence of Differentiation (mini-plan)

Use resulting  
information to  
populate mini plan

### Anxiety Mapping

Which variables should be considered to  
understand what affects behaviour?

Do we still need more  
information?

YES

NO

### Roots and Fruits

Complete all six sections of the grid

Use resulting information  
to populate RRP

