

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



Behaviour Policy

September 2026

Aiming High in Faith, Love and Learning

1. Vision and Values

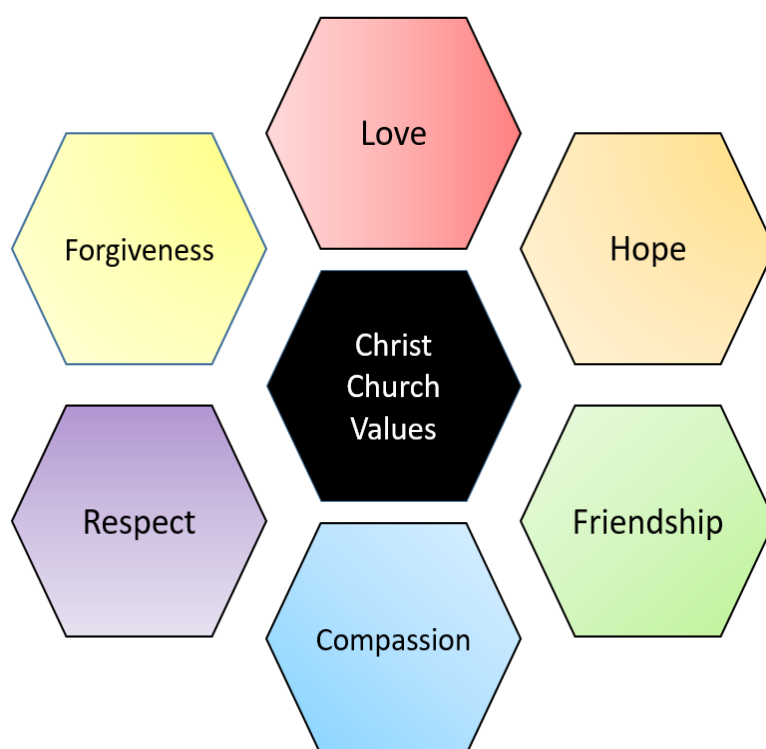
At Christ Church, we believe that every member of our school community should feel valued, respected and treated as an individual, in accordance with our Christian vision:

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

At our school, we believe that positive relationships and emotional safety are the foundations for successful learning. Our vision is to create a calm, kind and predictable environment where every child feels understood, valued and able to thrive. We recognise that behaviour is a form of communication, and we work therapeutically to understand children's needs, reduce unnecessary stress, and support them in making positive choices. Through consistent routines, shared language, and compassionate adult practice, we aim to help all pupils develop the skills they need to be successful learners, caring friends, and responsible members of our community.

Our Christian values of love, hope, friendship, forgiveness, compassion and respect are integral to this policy.



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2: Pro-Social Behaviour

2.1 Defining Pro-Social Behaviour

At Christ Church Primary School, pro-social behaviour refers to the positive, helpful, and socially responsible actions that contribute to a calm, safe, and thriving school community. Pro-social behaviours strengthen relationships, reduce stress for others, and enable maximum learning.

Pro-social behaviour includes any actions that help others, support learning, and contribute positively to the school environment.

2.2 Pro-Social Behaviours We Promote and Value

We explicitly teach, model and reinforce the following:

Everyday Pro-Social Behaviours	Extended Pro Social Behaviours	Exceptional Pro Social Behaviours
- Using kind and respectful language - Following routines and instructions - Sharing, taking turns, and cooperating - Showing effort and engagement in learning - Moving calmly and safely around school - Looking after property and the environment Expected staff responses (all adults) - Warm, specific verbal acknowledgement e.g. "Thank you for showing kindness by..." - Non-verbal recognition (smile, nod, proximity) - Use of shared school language (e.g., "ready, respectful, safe") - Clear modelling of the behaviour we want to see	- Helping others without being prompted - Showing resilience and problem-solving skills - Supporting peers emotionally or academically - Demonstrating leadership in group tasks - Making positive decisions after reflection - Taking responsibility for belongings and learning Expected staff responses (Class Teachers / All Adults): - Personalised acknowledgement through House Points - Sharing successes with parents/carers through Good News Postcards - Opportunities for responsibility (e.g., class helper, buddy) - Positive narration to reinforce the behaviour for the wider group	- Significant acts of kindness or empathy - Positive influence on the emotional climate of the group - Outstanding perseverance through challenge - Proactively resolving conflict in a mature or thoughtful way - Leading by example in a way that supports others' wellbeing Expected staff responses (Class Teachers / Middle Leaders / SLT): - Thoughtful recognition such as: - Gold book entry - Special responsibilities - Mention in whole-school assembly

2.3 Why Our Responses Matter

Pro-social behaviour is strengthened when pupils feel:

- ✓ Safe
- ✓ Understood
- ✓ Noticed
- ✓ Emotionally regulated
- ✓ Connected to adults

Our responses are not optional extras—they are essential. Predictable, relational, therapeutic adult practice helps children understand *why* their behaviour matters, which increases the likelihood they will repeat it. Staff responses are therefore a critical part of teaching, not an add-on.

2.4 Staff Accountability

To ensure consistency:

- All adults reinforce everyday pro-social behaviour using the school's shared language.
- Class Teachers ensure pro-social behaviour is taught explicitly through our Behaviour Curriculum, revisited frequently and recognised meaningfully.
- The Senior Leadership Team ensures whole-school systems are predictable and monitor the impact of these approaches.

2.5 Our Commitment

Through therapeutic thinking, we view pro-social behaviour as something to be taught, modelled, noticed, and strengthened, not assumed. Every positive action, no matter how small, is an opportunity to reinforce our shared Christian values of love, friendship, compassion, forgiveness, hope and respect.

3: Supporting All Learners

3.1 Principles of Support

At Christ Church, we believe that all children can develop pro-social behaviour and positive learning routines when the environment is predictable, emotionally safe, and responsive to their needs. Using Hertfordshire's Therapeutic Thinking approach, we proactively reduce stress, remove barriers to learning, and teach the skills children need to be successful.

Supporting all learners means creating conditions in which children feel calm, connected, and ready to learn before difficulties arise. This universal approach ensures that every child benefits from consistent, relational practice.

3.2 Universal Strategies Used Across the School

All staff use the following consistent, therapeutic strategies to support pro-social behaviour in every classroom and dynamic (class lessons, assemblies, breaktimes, lunchtimes, small groups):

A. Predictable Routines	• Clear starts and ends to lessons • Consistent timetables • Defined expectations for transitions • Calm, structured entry and exit from the classroom
B. Shared Language	• Use of agreed school language such as <i>ready, respectful, safe; Wonderful Walking; Super Sitting</i> • Simple and positive instructions • De-escalation language focused on reducing stress
C. Positive Adult Presence	• Meet and greet at classroom doors • Warm, calm tone of voice • Adults modelling self-regulation
D. Seating and Grouping	• Flexible seating within agreed boundaries • Use of carpet, tables, or quiet spaces depending on need
E. Emotional Regulation Support	• Access to class-calming strategies (breathing, sensory tools, movement breaks) • Zones of regulation taught and revisited • Adults supporting children to recognise and verbalise feelings

3.3 Universal Reasonable Adjustments

Reasonable adjustments are proactive strategies that prevent difficulties by supporting regulation and reducing stress. These are available to any child who needs them and form part of everyday inclusive practice.

Examples include:

- Sitting closer to the teacher for support
- Having a quiet space to work when needed
- Use of fiddle toys or sensory tools (as agreed)
- Movement breaks or regulated transitions
- Clear pre-warnings before changes in routine
- Additional processing time
- Visual aids or prompts
- Using a trusted adult for check-ins

These adjustments are not considered “special treatment”; they are fair and equitable ways of meeting diverse needs.

3.4 Expectations Outside Reasonable Adjustments

When a child requires support *beyond* universal adjustments, staff follow a graduated approach within Therapeutic Thinking. See Appendix 1, The Graduated Approach.

Teachers record patterns or emerging needs using the graduated approach and review adjustments with SENCO or line manager as needed.

3.6 Our Commitment

We are committed to ensuring all children receive the support they need to engage positively with learning and relationships. By reducing stress, understanding individual needs, and providing consistent boundaries, we enable all pupils to flourish academically, socially, and emotionally.

4.1 Defining Unsocial Behaviour

At Christ Church, *unsocial behaviour* refers to behaviours that do not directly harm others but indicate that a child is experiencing discomfort, stress, or unmet emotional needs. These behaviours typically involve quiet non-compliance, withdrawal, or internalised distress. While unsocial behaviour does not disrupt others’ learning, it signals that a child requires support to regulate and re-engage.

Unsocial behaviour is understood as a form of communication. Children who internalise negative feelings may express them through silence, withdrawal, slowing down, or avoiding tasks. As with all behaviour, our role is to notice, interpret, and respond therapeutically.

4.2 Examples of Unsocial Behaviour

A. Mild Unsocial Behaviours

(quite common, low-level indicators of internal discomfort)

- Avoiding eye contact
- Withdrawing from group activities
- Quiet refusal or head-down behaviour
- Slowing down or “freezing”
- Minimal verbal responses
- Low engagement in learning

B. Moderate Unsocial Behaviours

(indicating increased stress or difficulty regulating)

- Persistent avoidance of tasks
- Reluctance to move between activities or locations
- Hiding under tables / retreating to corners
- Remaining silent when communication is needed
- Repeated withdrawal from peers
- Refusal to follow instructions despite no impact on others

C. Significant Unsocial Behaviours

(indicating higher levels of emotional stress)

- Complete disengagement from the learning environment
- Physical shutdown (curling up, refusing to move)
- Long periods of non-communication
- Emotional withdrawal following a trigger
- Avoiding all interaction with adults or peers

4.3 Staff Responses to Unsocial Behaviour

A. Staff Responses (All Adults)

- Use calm, warm proximity
- Quiet, private check-ins: *"Are you okay?"* / *"What do you need?"*
- Offer predictable routines and simple choices
- Provide processing time
- Reduce demands temporarily to lower stress
- Use non-verbal reassurance (smile, gesture, presence)

Key Purpose: reduce pressure, create safety, and help the child re-engage gently.

See Behaviour and Consequences appendix

4.4 Ensuring Universal Support and Agreed Responses

All staff are expected to:

- Avoid using external pressure to force engagement
- Protect a child's dignity by responding quietly and privately
- Use universal strategies consistently (predictable routines, calm tone)
- Follow agreed reasonable adjustments for individual pupils

These responses are essential in enabling introverted or internalising children to communicate their feelings safely, without escalating to stress behaviours or crisis.

4.5 Why Our Responses Matter

Unsocial behaviour is often an early indicator that a child is struggling internally. When adults respond predictably and therapeutically:

- children feel understood
- stress is reduced
- learning barriers are removed
- emotional needs are met early
- escalation is prevented

This approach embodies our commitment to compassion, dignity, and proactive support for all children.

4.6 Accountability

- **All Adults:** respond sensitively to early signs of withdrawal or quiet non-compliance; maintain therapeutic presence.
- **Class Teachers:** monitor patterns, apply universal and reasonable adjustments, communicate concerns.
- **SENCO:** advise on strategies, provide targeted support, and oversee intervention planning.
- **SLT:** ensure the approach is upheld school-wide and aligned with policy and training.
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Section 5: Anti-Social Behaviour

5.1 Defining Anti-Social Behaviour

At Christ Church, anti-social behaviour refers to actions that cause, or are likely to cause, harm to an individual, group, community, or environment. Anti-social behaviour may be difficult—causing emotional or relational harm—or dangerous, where there is a risk of physical harm.

We understand that anti-social behaviour is often a communication of high stress, unmet need, or emotional overwhelm. Our response prioritises safety, reduces risk, and restores stability so children can return to pro-social behaviour.

5.2 Types of Anti-Social Behaviour

A. Difficult Behaviours

These behaviours cause emotional harm, disruption, or damage to relationships, but do not pose an immediate risk of physical injury.

Examples include:

- Verbal aggression (shouting, insults, swearing) repeatedly or with intent
- Persistent refusal or oppositional behaviour
- Damaging property deliberately
- Deliberately running away from adults within a contained area
- Intimidating or upsetting peers

B. Dangerous Behaviours

These behaviours pose a risk of physical harm to the child, others, or the environment. They may require immediate protective action.

Examples include:

- Physical aggression (hitting, kicking, biting, pushing)
- Throwing objects with intent to harm
- Climbing on unsafe structures
- Running away into unsafe spaces
- Self-injurious behaviours
- Significant property damage that creates risk (e.g., breaking glass)

5.3 Staff Responses to Anti-Social Behaviour

All staff must use consistent, therapeutic responses to reduce stress, maintain dignity, and ensure safety.

A. Difficult Behaviour (All Adults)

- Maintain calm tone and body language

- Use brief, neutral scripts such as:
"I can see you're finding this tricky. I'm here to help."
- Reduce demands temporarily
- Offer limited, regulated choices (e.g., "Here or here?")
- Move closer while maintaining a non-threatening stance
- Provide space or time if needed

Purpose: reduce stress, keep the child connected, prevent escalation.

B. Difficult or Emerging Dangerous Behaviour (Class Teachers / All Adults)

- Increase adult presence to keep the child and others safe
- Adjust environment: move objects, reduce audience, create space
- Use supportive scripts: *"Let's move to a quieter space so we can keep everyone safe."*
- Provide co-regulation through calm presence
- Avoid debate or lengthy explanations
- Use pre-agreed regulation strategies or reasonable adjustments
- If needed, request support from a member of SLT or pastoral staff by phone

Purpose: prevent escalation into dangerous behaviour and restore regulation.

C. Dangerous Behaviour (Class Teachers / SLT)

- Prioritise safety of all individuals
- Remove other pupils if needed
- Use protective consequences to reduce immediate risk
- Implement a *Risk Reduction Plan* if behaviour is repeated or high-risk
- Use only trained staff if restrictive physical intervention becomes necessary (see 5.7)
- Inform SLT immediately by phone
- Provide post-incident repair conversations after regulation is restored

Purpose: maintain safety, reduce harm, and support recovery.

6. Protective and Educational Responses

A. Protective Responses

These reduce the risk of harm and are applied immediately when safety is compromised.

Examples:

- Removal from the situation
- Increased adult supervision
- Removal of unsafe items
- Limiting access to certain environments temporarily
- Adjusting seating or grouping
- Use of a safer, low-stimulation space

Not a punishment—purely for safety.

B. Educational Responses

These help the child learn the skills needed for more pro-social behaviour going forward.

Examples:

- Restorative conversations
- Teaching regulation skills
- Repeating or practising routines
- Reparation tasks (e.g., helping tidy after damage)
- Social stories or scripts
- Modelling expected behaviours

- Positive rehearsals

Educational consequences are delivered after the child is calm and regulated.

6.1 Post-Incident Support

Following any incident of anti-social behaviour, staff will:

- Support the child to regulate emotionally
- Provide a calm, reflective space
- Use restorative questions at an appropriate time:
“What happened?” “How were you feeling?” “Who has been affected?”
“What needs to happen to put things right?”
- Provide reparation opportunities
- Review any triggers or unmet needs
- Record the incident on CPOMS

6.2 Risk Reduction Plans

A Risk Reduction Plan (RRP) is used when:

- A child displays repeated dangerous behaviours
- There is a known risk of harm
- The child requires personalised strategies to maintain safety

An RRP includes:

- Clear triggers and stressors
- Early warning signs
- Proactive strategies
- Protective actions
- Agreed scripts
- Roles and responsibilities of staff
- Procedures for after-incident support

6.3 Physical Intervention

Restrictive physical intervention is only used as a last resort, when:

- A child is at immediate risk of harming themselves or others
- All other strategies have been exhausted or are unsafe
- A trained adult is available to intervene
- The intervention is reasonable, necessary and proportionate

Our approach follows Hertfordshire Steps principles:

- Physical intervention is protective, not punitive
- Staff maintain dignity, safety and calm communication
- The shortest amount of intervention is used
- The child is supported to recover emotionally afterwards

All incidents are recorded, parents are informed, and a review is conducted to reduce the likelihood of recurrence.

Section 7: Unforeseeable Behaviour

7.1 Defining Unforeseeable Behaviour

At Christ Church, unforeseeable behaviour refers to actions that:

- have never occurred before,
- are not covered by existing policy, plans, or risk assessments, or
- are so historic or unusual that they could not reasonably have been predicted.

Unforeseeable behaviour may pose varying levels of risk. Our response prioritises the immediate safety of pupils, staff, and the wider community while maintaining dignity and therapeutic principles.

7.2 Levels of Unforeseeable Behaviour and Staff Responses

A. Low-Risk Unforeseeable Behaviour

(Unexpected behaviour with minimal risk of harm)

Examples:

- Unusual verbal responses
- Unexpected withdrawal or refusal not previously displayed
- New or atypical play behaviours

Staff responses (All Adults):

- Remain calm, use non-threatening body language
- Reduce demands temporarily
- Use supportive language: *"You're safe. I'm here to help."*
- Observe closely to identify possible triggers
- Record the behaviour factually
- Inform the class teacher to monitor patterns

B. Moderate-Risk Unforeseeable Behaviour

(Unexpected behaviour with a potential or emerging risk of harm)

Examples:

- Sudden intense emotional outbursts not seen previously
- Destructive behaviour outside known patterns
- Attempts to leave the classroom unexpectedly
- Behaviour influenced by a medical or emotional crisis

Staff responses (Class Teachers / All Adults):

- Increase adult presence
- Adjust the environment for safety (remove objects, move other pupils)
- Use clear, short scripts: *"Let's go somewhere quieter."*
- Provide space or timeout in a low-stimulus area
- Inform SLT member
- Record the incident promptly and factually

C. High-Risk Unforeseeable Behaviour

(Unpredictable behaviour that poses an immediate risk of harm)

Examples:

- Sudden aggression or violent behaviour not previously displayed
- Attempts to abscond from the school site unexpectedly
- Significant property damage creating risk
- Severe dysregulation linked to unknown triggers

- Behaviours posing risks requiring emergency measures

Staff responses (Class Teachers / SLT):

- Prioritise safety: remove other pupils if needed
- Use protective consequences immediately
- Only trained staff may use restrictive physical intervention (as last resort)
- Maintain calm, brief, and supportive communication
- Call for SLT support immediately
- Initiate emergency procedures if safety cannot be maintained

7.3 Emergency Responses

In rare, exceptional cases, unforeseeable behaviour may require emergency action if risk cannot be safely managed internally.

Emergency responses may include:

- Evacuating a classroom or area
- Calling a first aider in the case of medical concern
- Contacting parents/carers urgently
- Requesting external emergency services, including:
 - Police (risk to life, risk to property, absconding off-site)
 - Ambulance (medical emergency, severe injury, or loss of consciousness)

These decisions are made by SLT only, unless immediate action is required to protect life.

7.4 Recording and Reviewing Unforeseeable Behaviour

All unforeseeable behaviours must be:

1. **Recorded factually** on CPOMS
2. **Reviewed** by the class teacher and SLT
3. **Analysed** to identify triggers, factors and unmet needs.
4. **Assessed** to determine whether a RRP is required, current strategies need adapting or further training and support is needed.

7.5 Development of a Risk Reduction Plan

If the behaviour suggests a potential future risk, the school will:

- Develop a personalised *Risk Reduction Plan*
- Establish proactive strategies
- Identify early warning signs
- Agree protective and educational consequences
- Share the plan with relevant staff and parents
- Review the plan regularly

7.6 Post-Incident Debrief and Support

Both staff and pupils require structured support after unforeseeable behaviour.

A. Pupil Debrief

(When the child is calm, regulated, and emotionally ready)

- Provide a quiet, safe space

- Use restorative and therapeutic questions:
"What were you feeling?"
"What do you need?"
"How can we help you stay safe next time?"
- Reinforce that the child is valued and safe
- Plan supportive steps moving forward

B. Staff Debrief

- A member of SLT checks on staff involved
- Staff can share concerns confidentially
- Key learning is identified for future planning
- Emotional impact is acknowledged and supported

C. Communication with Parents/Carers

Parents are informed on the same day where behaviour posed any significant risk.

7.7 Universal Expectations During Unforeseeable Behaviour

All adults must:

- Stay calm and reduce sensory overload
- Prioritise dignity and safety
- Use school-agreed therapeutic language
- Avoid punitive responses
- Avoid escalation (no raised voices, confrontation, or threats)
- Follow the lead of the most senior staff member present
- Record incidents accurately

7.8 Accountability

- **All Adults:** maintain safety, use therapeutic approaches, and report incidents.
- **Class Teachers:** record incidents, identify emerging patterns, communicate with parents where appropriate.
- **SENCO:** assess needs, lead risk assessments and RRP.
- **SLT:** oversee emergency decisions, ensure policy adherence, support staff, communicate with external agencies if required.

Section 8: Communication and Recording within School

8.1 Purpose of Communication and Recording

At Christ Church, effective communication ensures that pupils are supported consistently, safely, and therapeutically. Recording on CPOMS allows us to monitor patterns, respond to emerging needs, and maintain a clear safeguarding trail. Communication must always protect dignity, reduce stress, and align with our shared therapeutic language.

8.2 Principles of Communication

All communication regarding behaviour must:

- Be factual, objective, and free from personal opinion
- Focus on observed behaviour, not assumed motivation
- Maintain dignity for all pupils
- Be timely and directed to the appropriate staff

- Support the child's ongoing emotional and learning needs

Communication **must not**:

- Label a child ("naughty", "aggressive", "attention-seeking")
- Make assumptions about intent or character
- Be discussed publicly or in front of other pupils
- Escalate the situation or increase stress for the child
- Be shared through informal channels (e.g., WhatsApp, social media)

8.3 Who Communicates What, and to Whom

A. All Adults:

Communicate immediate concerns about behaviour, wellbeing or safety and any significant unsocial, anti-social, or unforeseeable behaviour

To class teacher, senior leaders if behaviour involves risk and Designated Safeguarding Leads (DSLs) for safeguarding concerns

B. Class Teachers

Communicate emerging behaviour patterns, reasonable adjustments in place and concerns requiring SENCO involvement

To parents/carers (when appropriate), SENCO, SLT for repeated or serious concerns

C. SENCO

Communicates recommendations for additional support, Risk Reduction Plans and updates following multi-agency involvement

To relevant staff, parents/carers and SLT

D. Senior Leadership Team

Communicates serious incidents, decisions regarding exclusions, emergency actions and briefing to staff following high-level incidents

To all relevant staff, parents/carers (same day when necessary) and external agencies where appropriate

8.4 Timescales for Communication

- **Immediate (verbal or phone):**
 - When a child or adult is at risk
 - Dangerous behaviour
 - Unforeseeable behaviour requiring support
- **Same day:**
 - Recording incidents on CPOMS
 - Informing class teacher of any significant behaviour
 - Informing parents of serious or high-risk incidents

8.5 Methods of Communication

A. In-person conversation (preferred where possible)

Used for:

- Immediate safety concerns
- Restorative follow-up
- Sharing sensitive information privately
- Staff debriefs

B. Email / Dojo

Used for:

- Non-urgent follow-up information
- Clarifying next steps
- Informing staff of changes to support plans

Emails must:

- Be factual, brief, and confidential
- Avoid unnecessary detail or speculation
- Only be sent using school email accounts

C. CPOMS Recording

Used for:

- Any anti-social, dangerous, or unforeseeable behaviour
- Any behaviour that causes harm (physical or emotional)
- Behaviour linked to safeguarding concerns
- All incidents requiring protective consequences
- All physical interventions

Records must be:

- Accurate
- Objective
- Chronological
- Free from judgemental language

8.7 When CPOMS Records Lead to Follow-Up

A CPOMS entry triggers follow-up when:

- A child displays repeated unsocial or anti-social behaviour
- Dangerous behaviour occurs
- The same trigger appears multiple times
- Staff express concern about a child's emotional wellbeing
- A pattern emerges across multiple adults
- Physical intervention has been used

Follow-up may include:

- A conversation with the class teacher
- Parental contact
- SENCO involvement
- A Risk Reduction Plan
- SLT review
- Safeguarding escalation (if required)

8.8 Child-Focused Communication

When communicating with the child:

Staff must:

- Use therapeutic language
- Provide space and time
- Keep conversations private
- Focus on restoring safety and connection

Staff must not:

- Shame or criticise the child
- Cross-examine or interrogate
- Discuss consequences during dysregulation
- Compare them to other children

Section 9: Communication with Parents and Carers

9.1 Purpose of Communication with Parents and Carers

At Christ Church, we value strong, respectful partnerships with parents and carers. Effective communication ensures that children receive consistent support, feel understood and experience a safe, predictable environment across home and school. Our approach is grounded in Therapeutic Thinking: communication should reduce stress, promote understanding, and strengthen relationships.

We communicate with parents and carers to:

- Share successes and pro-social behaviours
- Offer early support where difficulties arise
- Inform families promptly about significant incidents
- Work collaboratively to understand a child's needs
- Develop shared strategies that support emotional regulation and safety

9.2 Principles of Communication

All communication with parents and carers must be:

- Respectful and non-judgemental
- Factual and objective, describing what happened rather than why
- Private and confidential, never shared in public spaces
- Solution-focused, seeking collaborative next steps
- Consistent with Therapeutic Thinking language

Staff must **not**:

- Use labels (e.g. "naughty", "aggressive", "attention-seeking")
- Discuss other children
- Apportion blame
- Share sensitive behaviour information in front of the child or other adults
- Communicate through informal or personal channels (e.g. WhatsApp, personal email)

9.3 Who Communicates What, and Accountability

A. Class Teachers

Communicate:

- Day-to-day behaviour updates
- Emerging patterns of unsocial or anti-social behaviour
- Adjustments or strategies used in class
- Positive feedback and successes
- Early concerns about wellbeing

To:

- Parents/carers
- SENCO (when support may be needed)
- SLT (for repeated or concerning patterns)

B. Senior Leadership Team (SLT)

Communicate:

- Serious incidents or dangerous behaviour
- Any use of restrictive physical intervention
- Unforeseeable behaviours of concern
- Exclusion decisions
- High-level safeguarding or welfare concerns

To:

- Parents/carers (same day)
- External agencies (when appropriate)
- Relevant staff

C. SENCO

Communicates:

- Information related to SEND needs
- Risk Reduction Plans
- Outcomes of assessments or meetings
- Recommendations for further support

To:

- Parents/carers
- Staff working with the child

D. All Adults

Communicate:

- Immediate safety concerns or incidents to class teachers and SLT

9.4 When We Communicate with Parents and Carers

A. Immediate (Same Day)

Parents/carers are contacted the same day when:

- A child has displayed Level 2 behaviour
- Physical intervention was required
- A child has been significantly harmed or distressed
- The child has caused significant harm to others
- An unforeseeable high-risk behaviour occurred
- A child needed medical assessment or first aid beyond minor injuries

B. Within 24–48 Hours

Parents/carers are contacted within two days when:

- There are repeated patterns of unsocial or anti-social behaviour
- Adjustments or support plans need review
- A Risk Reduction Plan has been created or updated

C. Regular and Ongoing

Communication is also used to:

- Share pro-social behaviour and successes
- Build strong relationships with families
- Discuss classroom strategies or pastoral support
- Provide updates on progress or wellbeing

These conversations may take place in person at drop-off/pick-up, scheduled meetings, or through planned phone calls or emails.

9.5 How We Communicate

A. In-Person

Used for:

- Sensitive or complex information
- Restorative or reflective conversations
- Meeting with SENCO or SLT
- Discussions requiring nuance or emotional support

B. Phone Call

Used for:

- Same-day incident updates
- Important information that requires timely communication
- Follow-up conversations

C. Email

Used for:

- Non-urgent information
- Sharing documents (e.g. Risk Reduction Plans, meeting notes)
- Confirming details after a verbal conversation

Emails must remain factual, concise, and professional.

D. Letters or Written Summaries

Used for:

- Formal documentation
- Confirmation of plans or agreed next steps
- Summary after meetings

9.6 When Communication Leads to Follow-Up

Follow-up actions occur when:

- Behaviour concerns are repeated or escalating
- Parents raise a concern requiring school response
- The child needs additional support or assessment
- A new Risk Reduction Plan is required
- SEND concerns emerge
- Safeguarding concerns arise

Follow-up may include meetings, plan reviews, additional monitoring, or liaison with external agencies.

9.7 Our Approach to Partnership

We view parents and carers as essential partners in supporting behaviour. Our aim is to communicate in ways that:

- Strengthen relationships
- Reduce anxiety for families
- Promote shared understanding
- Build consistent and supportive strategies around the child

By working together, we ensure every child feels valued, safe, and understood.

Section 10: Exclusions

10.1 Introduction

At Christ Church, exclusion is used only as a last resort and always in line with the Department for Education statutory guidance '**Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units**' (most recently updated 2023), as well as local Hertfordshire procedures.

We recognise exclusion as a serious decision that can have long-term impact on a child's wellbeing, learning and sense of belonging. As a Therapeutic Thinking school, we work proactively to prevent exclusion by identifying unmet needs, reducing stress, and supporting emotional regulation. Exclusion is only considered when behaviour represents a serious breach of the behaviour policy *and* when allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

10.2 Definitions

A. Fixed-Term Exclusion (Suspension)

A fixed-term exclusion is when a pupil is not allowed in school for a set number of days. Suspensions can be for part of a school day or multiple days but cannot exceed 45 days in a single academic year, even across multiple suspensions.

B. Permanent Exclusion

A permanent exclusion means the child may not return to school. This decision is made only in response to:

- A serious breach, or persistent breaches, of the school's behaviour policy, and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

Permanent exclusion will only be used where it is proven to be necessary, proportionate, and in the best interests of safeguarding and educational welfare.

10.3 Severity and Frequency of Anti-Social Behaviours Leading to Exclusion

To ensure equality and consistency, exclusion may be considered when behaviours fall into the following categories:

A. Behaviours that may lead to a Fixed-Term Exclusion

- Repeated dangerous anti-social behaviour that places pupils or staff at risk
- Physical aggression causing deliberate harm
- Serious verbal aggression or threatening behaviour
- Significant damage to property
- Behaviour that substantially disrupts learning despite Therapeutic Thinking interventions
- Repeated bullying or harassment
- Behaviour occurring off-site under school supervision (e.g., trips)

B. Behaviours that may lead to a Permanent Exclusion

- Serious actual or threatened violence
- Use or possession of prohibited items (e.g., weapons)
- Behaviour that poses a significant, ongoing risk despite interventions
- A persistent pattern of dangerous behaviour with no indication of improvement, even after intensive support

Each exclusion decision is made after careful consideration of:

- The behaviour context
- Triggers or unmet needs
- Whether reasonable adjustments were sufficiently applied
- The impact on other children's safety and education

Exclusion is never used as a punishment or for minor breaches.

10.4 Decision-Making Process

Only the Headteacher can make the decision to exclude.

In the Headteacher's absence, the decision may be made by:

- The Deputy Headteacher, provided they are acting formally in the Headteacher's role.

No other staff member may authorise a suspension or permanent exclusion.

When making a decision, the Headteacher must:

- Investigate the incident
- Consider all available evidence
- Seek pupil voice where appropriate
- Consider contributing factors (trauma, SEND, mental health, safeguarding)
- Ensure all reasonable adjustments were in place
- Decide whether exclusion is lawful, reasonable, and proportionate

10.5 Communication with Parents and Carers

Parents/carers must be informed on the same day as the decision to exclude.

Communication must be:

- Made by the Headteacher or SLT member acting on their behalf
- Clear, factual, and free from judgement
- Private and respectful
- Delivered by phone, with written confirmation provided

Parents/carers will receive:

- The reason for exclusion
- Length of exclusion (for suspensions)
- Information on their right to make representations to governors
- How to contact the governing body
- Arrangements for work to be provided
- The date and expectations for a reintegration meeting

All communication is recorded on **CPOMS**.

10.6 Rights of Parents and Carers Following Exclusion

Parents and carers have the right to:

- Make representations to the governing body
- Attend meetings concerning the exclusion
- Request to see their child's school record
- Be informed of external support services
- Appeal to an Independent Review Panel (for permanent exclusions or long suspensions considered by governors)

Parents/carers must receive written confirmation outlining these rights.

10.7 Reintegration Following a Fixed-Term Exclusion

Every reintegration must:

- Occur with the parent/carer present
- Be led by SLT
- Take place on the child's first day back
- Be supportive, solution-focused, and therapeutic

The reintegration process includes:

1. Reviewing what happened (factually and sensitively)

2. Exploring triggers or stressors if appropriate
3. Agreeing adjustments to support future success
4. Updating or creating a **Risk Reduction Plan** if necessary
5. Teaching, modelling, or rehearsing the expected behaviour
6. Confirming a supportive pathway for the child moving forward

Reintegration is never a punishment — it is an opportunity to rebuild connection, restore safety, and enable the child to return positively to learning.

10.8 Support and Differentiation Based on Individual Needs

Before a child returns from exclusion, school leaders and the SENCO will review:

- The child's emotional and learning needs
- Any unmet SEND needs
- Existing or required reasonable adjustments
- Whether the environment or routines need adapting
- The need for additional pastoral support

Where needed, further support may include:

- A graduated behaviour support plan
- ELSA or pastoral mentoring
- Key adult check-ins
- Therapeutic interventions
- Modified timetable (short term)
- Multi-agency involvement

The aim is to reduce future risk, support emotional safety, and increase the child's capacity to remain in school successfully.

10.9 Recording

All exclusions (fixed-term and permanent) must be recorded:

- On CPOMS
- In reports to the Local Authority (for statutory reporting)

Documentation must include:

- Reason for exclusion
- Evidence reviewed
- Communication with parents
- Support planned on return
- Decisions by governors (where relevant)



Therapeutic Thinking Graduated Approach

Universal Behaviour Curriculum	☐ Check existing knowledge, skills and understanding. ☐ Complete pupil induction (routines and valued behaviours). ☐ Establish a realistic starting point. ☐ Establish realistic next steps. ☐ Identify opportunities for teaching and learning linked to real-world experiences. ☐ Provide guided and supported practice of skills. ☐ Review progress. ☐ Refer to Behaviour Policy.
Universal Plus Behaviour Policy	☐ Check if the identified behaviour is covered in policy. ☐ Support the pupil in line with policy. ☐ Monitor and record the impact of policy on progress. ☐ Review progress. ☐ Implement further analysis and planning.
Targeted Early Prognosis	☐ Describe the behaviour factually and unemotionally. ☐ Gather appropriate and authentic pupil voice. ☐ Gather information from parents/carers and staff. ☐ Gather information from multi-agency colleagues. ☐ Ensure collated information informs planning. ☐ Set a review date. ☐ Review progress. ☐ Implement further analysis and planning.
Targeted Plus Predict, Prevent & Progress	☐ Update and review all information within Targeted. ☐ Consider involvement of multi-agency colleagues. ☐ Complete Risk Calculator. ☐ Identify protective consequences. ☐ Identify educational consequences. ☐ Analyse dysregulation and values and beliefs (subconscious and conscious). ☐ Complete Anxiety Analysis for relevant variables. ☐ Create a Predict, Prevent & Progress plan. ☐ Set a review date. ☐ Review progress. ☐ Implement further analysis and planning.
Specialist Therapeutic Plan	☐ Update and review all information within Targeted and Targeted Plus. ☐ Consider involvement of multi-agency colleagues. ☐ Complete the Therapeutic Tree for the individual pupil ☐ Complete a detailed Therapeutic Plan. ☐ Set a review date. ☐ Consider group dynamic options. ☐ Review progress. ☐ Involve multi-agency colleagues in review and identifying next steps.



Christ Church's Primary's Values	Level 1	Level 2	Level 3
	Misbehaviour that can be effectively managed by member of staff.	Misbehaviour that is not easily managed or Persistent Level 1 Behaviour. Notify and inform extended Senior Leadership team, class teacher and parents.	Misbehaviour, which results in formal involvement of the Senior Leadership team and parents with possible outside agencies or persistent level 1 and 2 behaviour.
Behaviour and Rules	Consistent Behaviour	Consistent Behaviour	Consistent Behaviour
Pupils who consistently uphold our school rules. Ready <i>Ready and equipped to learn, embrace new experiences and do what you can with effort and pride</i> Respectful <i>Respectful to all; talk, listen and feel connected</i> Safe <i>Keeping yourself and others happy and safe</i>	• Rough play • Distracting others • Poor quality of work - no effort • Throwing items • Name calling • Shouting out/ chatting/ talking • Lack of concentration • Rudeness towards another adult	• Behaviour causing risk to self • Swearing with intent • Repeatedly refusing to cooperate with staff/defiance • Deliberate damage of property • Leaving classroom without permission • Rough behaviour that hurts someone (bite, kick, punch etc...)	• Repeated behaviour: bullying, racism or homophobia • Deliberately causing significant harm to others • Behaviour on trips that endangers others • Behaviour that brings the school into disrepute • Threatening the safety of others
Consequences	Response	Responses	Responses
Rewards: • Verbal Praise • House Points • Bronze, Silver and Gold badges • Good News Postcard • Gold Book entry	• Verbal and non verbal prompts • Warning • Second Warning • Movement and Reset • Final Warning • Consequence • Loss of part or all of play time or choice time Persistent Level 1 will result in moving to Level 2	• Lunchtime reflection • Loss of privileges • Remove from activity • Increased time out in class • Behaviour report and strategies shared with parents • Recorded behaviour onto School system. • Behaviour Book Persistent Level 2 will result in moving to Level 3	• Internal seclusion • Fixed term suspension • Permanent suspension • Formal meeting with school and parents/carers • Appropriate reporting to external partners • Behaviour Support Plan • Recorded behaviour onto School system.