

**Christ Church C.E. School
Behaviour Policy
September 2024**



**Christ Church
C of E Primary School
Regents Park
NW1 4BD**



BEHAVIOUR POLICY 2024-2025

CONTENTS

Vision and Values

Aims, principles and expectations of the behaviour policy

Rewards and sanctions

The role of the staff

The role of the Headteacher

The role of parents

The role of Governors

Fixed-term and permanent exclusions

Monitoring

Review

Vision and Values



**The Christian faith is at the heart of our school community.
At Christ Church we all care, learn and work together for God and others.**

‘For we are all God’s handiwork, created in Christ Jesus to do good works, which God prepared in advance for us to do’. Ephesians 2:10

**Our Christian Values are
Creation, Community, Endurance, Thankfulness, Reconciliation, Wisdom**

The distinctive nature of our approach to education can be found in our explicit Christian values, our collective worship, our grounded Christian ethos, our carefully crafted curriculum and in our Religious Education.

We aim to provide ambitious learning opportunities, promoting achievement in every area and nurturing social, emotional and spiritual well-being.

We actively promote the children’s cultural capital (defined as the acquisition of skills and knowledge, which an individual can draw on to give them an advantage in life). We will introduce them to strong role models who will impart their knowledge and wisdom to help the children engender an appreciation of human creativity and achievement and to become responsible local and global citizens.

Character and resilience are the qualities we promote within our children, developing the inner resources that we call on to help us in life. We instill these qualities in our children to make sure that they are ready to make their way in the world as robust, confident and inquisitive individuals.

We know that confidence, knowledge and skills will help them to become compassionate and well-balanced young people. We want them to take their place in society as active citizens, economically independent, exemplifying the British values of equality, mutual respect, democracy, individual liberty and rule of law.

We use our six Christian values, Creation, Wisdom, Thankfulness, Community Endurance and Reconciliation, to reinforce and enrich our teaching wherever applicable.

- **Creation**

For every house is built by someone, but God is the builder of everything. Hebrews 3:4

- **Wisdom**

For the LORD gives wisdom; from his mouth come knowledge and understanding. Proverbs 2:6

- **Thankfulness**

Give thanks to the LORD, for he is good; his love endures forever. 1 Chronicles 16:34

- **Community**

My command is this: Love each other as I have loved you. John 15:12

- **Endurance**

Let us not become weary in doing good, for at the proper time we will reap a harvest if we do not give up. Galatians 6:9

- **Reconciliation**

Bear with each other and forgive one another if any of you has a grievance against someone. Forgive as the Lord forgave you. Colossians 3:13

Our vision is inclusive and seeks to promote the whole child thrive within our Christ Church family. Each member of our Christ church family; children, parents and staff are valued as God's creation. We believe in full inclusion and acceptance of all and that this allows every individual to flourish.

Christ Church C of E Primary School

Behaviour Policy

Date of policy: Autumn 2024

FGB approved: 26/9/24

Review date: Autumn 2025

At Christ Church we believe that at points the behaviour and safeguarding policies intersect. All behaviour policies at CC have been considered in the light of safeguarding. The promotion of good behaviour and good behaviour for learning is the responsibility of all members of staff. It begins with the adults in the school demonstrating positive relationships and behaviours between one another.

Colossians 3:21 "Fathers, do not provoke your children, lest they become discouraged."

Introduction

Aims, principles and expectations of the behaviour policy

The school is required to have a written statement of behaviour principles to promote good behaviour. These principles are informed by the following:

- The school pedagogy based on Maslow's triangle of need.
- KCSiE
- Education and Inspections Act 2006 (Sections 88-94)
- Behaviour and discipline in schools (DfE 2016)
- The Equality Act 2010
- Special Educational Needs and Disability (SEND) Code of Practice
 - Use of reasonable force in schools
 - Supporting pupils with medical conditions at school
 - Searching, screening and confiscation at school

This statement of principles is underpinned by our school values and aims. It should be read in conjunction with the entire content of this policy which sets out the practice by which these principles are achieved. This written statement of behaviour principles is reviewed and approved by the Full Governing Body every year, or sooner in the case of changes to legislation.

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring, Christian community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in harmony, creating a nurturing ethos where everyone feels valued and secure.

In order for the school to run consistently smoothly, the school has a number of school rules. However, the primary aim of the behaviour policy is not a system to simply enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping

everyone to learn. This policy supports the school community in aiming to facilitate everyone working together in an effective and considerate way.

The school expects every member of the school community to behave in a respectful way towards others.

We treat all children fairly and apply this behaviour policy consistently, however, with a handful of identified children this may need to be modified. See below section on children with identified Emotional, Behavioural Difficulties. This will be agreed by SLT.

This policy aims to help children to grow in a safe and secure environment, and to become considerate, responsible and increasingly independent members of the school and wider community.

The school constantly and consistently acknowledges and rewards good behaviours and attitudes to learning, as it believes that this will generate further positive behaviour and develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

The school views parents as active partners in upholding this policy. The behaviour policy is kept on display, in the foyer, and is accessible to all stakeholders.

The school expects all members of the adult work force to fairly and consistently work within the school's behaviour policy.

At Christ Church we seek to promote a resolution-based approach. We encourage the children to identify their own undesirable behaviour/s and therefore seek to resolve it themselves.

The adults at Christ Church will respect the children's right to personal space, their right to explain themselves and their right to fair and consistent approaches from all the adults in the school.

The adults will seek to resolve incidents of poor behaviour through calm dialogue, with a focus on reconciliation. They will not argue with children as this can lead to escalated 'heated' words and actions and this is not a productive way to model resolution or to promote positive behaviour. It also provides 'negative attention' to a child and for some children this can 'feed' a need in them. Sometimes children will be offered space and time prior to bringing a conclusion to an incident.

We remind the older children explicitly and frequently about their responsibility to be role models for the younger children and to care for them. The adults must remember that they look to us for the modelling of these qualities.

Supporting pupils with self-regulation and taking responsibility for their behaviour

Pupils must be enabled to take responsibility for the choices they make in their behaviours.

We teach children that we all have a full range of emotions. It is impossible to feel happy all of the time. Expecting to feel happy all the time is not healthy. Feeling 'happy' is one emotion. We have many

positive and negative emotions. All of our feelings make us whole. Emotions are what we feel on the inside; behaviour is how we act on the outside.
All feelings are acceptable, but not all behaviours are acceptable.

The Zones of Regulation

We have worked with psychologists and trauma-informed practice professionals to develop an approach to understanding emotions and self-regulation that is mentally healthy and promotes children’s resilience.

There are four zones included in the Zones of Regulation and each zone has its own colour. The Zones of Regulation poster must be displayed at the front of the classroom.

Staff should direct children to use this resource when necessary to identify which zone they are in and to help themselves get back to the green zone.



Rewards and sanctions

We are always seeking to praise the children and we praise and reward children for good behaviour/conduct in a variety of ways:

- Adults’ meaningful praise of children is implicit in their practice.
- We recognise the importance of continuously acknowledging and praising positive, appropriate behaviour; this applies to all aspects of school life e.g. interacting with visitors, corridors, dining hall, the playground, and during assembly.

- It is an expectation that children make eye contact (of course discretion must be applied for those with ASD or other SEN) and greet adults each morning/day and hold doors open for staff, this must be consistently promoted by all adults.
- Every week we nominate a child from each class to receive a Christ Church Superstar award.
- Teachers, TA's, admin staff, kitchen staff and volunteers can give children merit awards.
- We distribute merits fairly to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school; With ten merits children receive a bronze award, twenty a silver and thirty a gold. Two Gold awards in a year will result in a Diamond award.
- Teachers are expected to keep an overview of their class' merits to ensure that no child is overlooked or over rewarded.
- It is expected that over the course of the year, most children will manage to achieve at least their silver award.
- Bronze, Silver, Gold and Diamond awards are presented in a weekly celebration assembly.
- Holders of Gold awards will receive a special star badge.
- Staff can also give children stickers for an "instant" reward (not too frequently or it loses meaning/value).
- Children receive special stickers from the Head and Deputy to acknowledge good work and behaviour.
- The head teacher keeps a 'treasure box' in her office for children to select treasure for exceptional pieces of work/acts of kindness.

We recognise that through teaching the children excellent communication skills it enables them to resolve difficulties. We also recognise that it promotes an atmosphere and culture of courtesy and harmony. All children and adults are expected to greet each other every day, using eye contact and/or appropriate signing. Each afternoon the children say good afternoon to their class teachers and any other adult they encounter.

This courtesy extends to holding the door for adults and peers, standing aside to allow adults or peers to pass, or assisting any member of the school community around the school. Christ Church children are frequently asked to show people around the school - when introducing themselves they are taught to shake hands and maintain eye contact. Considerate movement around the school actively promotes the underpinning of good behaviour and an ethos of calm.

The school uses a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation e.g.

- Holding an adult's hand during playtime (to support the child and help them to feel safe and have time to reflect)
- Sending a letter home or making a phone call to parents
- Fixing broken items e.g. torn book, clearing up graffiti
- Missing a treat such as a football match, a disco or a class outing
- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task in their break time.

- If a child is disruptive in class, the teacher warns and then reprimands them. The teacher will use the behaviour chart and if this has been followed (e.g. child has already received a warning and time out in the classroom) and a child misbehaves repeatedly, we isolate the child from the rest of the class. This could mean being sent to another class (year below) for a short period of time (e.g. an eight-year-old child would be in another class for eight minutes etc) until they calm down, and is in a position to work sensibly again with others.
- No child will be sent to another class more than twice in a day (see more challenging behaviour). All classes will have a record book to log instances of children being sent to another class so that SLT can monitor for patterns/triggers.
- Inappropriate behaviour in the playground can instigate the child being sent to the 'Thinking Fence' for the number of minutes equal to their age. An adult will then speak to the child to discuss 'ways forward' to prevent a reoccurrence of the behaviour.
- Class teachers/SLT ringing to invite the parents to school in order to discuss the situation and follow up at home. Inappropriate changes/patterns in behaviour are always shared with parents and solutions sought collaboratively.

Children with EBD

Some of our children have experienced significant and serious trauma and this may manifest in extreme, inappropriate and dysregulated behaviours. In these cases (and everyone in school will know these children through the weekly 'fragile list') a change in approach may be required. These children will have Wellbeing Plans. If you have a child in your class with a plan, then it is the class teacher's duty to ensure that everyone working with these children are aware of it and follow the instructions within the document. When these children become distressed the language staff use to one another about these children must reflect that child's crisis or distress. Staff will not use the terms 'melt down', 'on one', 'kicking off' or 'having a paddy' because this does not reflect our pedagogy. Staff will use language such as 'X is in acute distress; please can you assist me. Whilst it is frustrating when children's behaviour is belligerent and uncooperative, do not take it as a personal affront but bear in mind that some of our children will have seen violence, have been emotionally/physically neglected or abused and these behaviours are a communication of that. If you feel that you are having difficulty in managing a child's escalating behaviour then please seek help. This is particularly important if you feel that your own emotions are escalating in response to a child's escalation. A calm manner must be maintained at all times with these children. Sanctions will not be applied while a child is heightened.

More challenging behaviour

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Any assault or abuse that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items.

These are:

- Knives or weapons
- Matches or lighters
- Stolen items
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures, racist name-calling
Sexual	Explicit sexual comments, taunts or threats, discrimination on the basis of gender or sexual orientation
Direct or indirect verbal	Name-calling, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

In more extreme cases of inappropriate behaviour, sanctions can include missing a playtime (the child will sit in the hall for an age-related number of minutes, e.g. an eight-year-old child will sit for eight minutes etc.) Permission for this must be sought from a member of SLT.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session (this may involve being sent to another class to work, e.g. during PE).

If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the child is sanctioned (the behaviour file is kept in the Deputy Head teacher's room)

Teachers and Teaching Assistants are expected to record any misdemeanours of children in their care i.e. on playground duty, booster etc. as soon as is reasonably possible.

The behaviour file is regularly monitored by SLT each week.

All significant, inappropriate behaviour MUST be recorded using the appropriate form. This is important; it helps to create a fuller picture of a child and informs parents if they are asked to come in and speak to a member of staff.

If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child. At this stage, the child may be given a home/school behaviour book or behaviour contract, which demonstrates to the child the fusion between the two parties. If the challenging behaviour persists and all other strategies have been used with no signs of improvement in behaviour, other, more serious sanctions may be put in place. This may include, when the head teacher deems appropriate, internal and external exclusions. The support of external agencies such as PLSS and Early Help would then be sought.

When a child has significant SEN and the Disability Act applies, some adaptations to this policy may need to be made at the head teacher's discretion.

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during PSHE or 'Circle time'. School rules are regularly reviewed in whole school assemblies.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to totally eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. With all incidences of bullying, parents are immediately informed and involved.

All members of staff are aware of the regulations regarding the use of force by teachers. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. If a situation escalates and you feel one of your children need to be restrained –if possible send your TA or a sensible child to seek a member of SLT. The actions that we take are in line with government guidelines on the restraint of children. Any time restraint is used everyone who has witnessed the restrained will need to write a statement and the parents are informed both in person and in writing in line with the Restraint Policy.

The role of the staff

It is the responsibility of the class teacher and the TA in the class, to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lessons and during assembly.

During transition times, all adults working in school are responsible for upholding the aims of the behaviour policy, and are accountable for enforcing rules.

Class teachers understand the importance of developing positive relationships with the children. The staff in our school has high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

All staff understand the importance of attending and participating in weekly assemblies and any other whole school gathering. They also understand their responsibilities in ensuring that all children are attentive and behaving appropriately during these times of reflection. This ensures that the school is

orderly and civilised when moving around the school en mass. This may involve approaching parents and asking them to respect rules involving mobile phones etc.

The class teacher treats each child fairly and enforces the classroom code consistently and fairly. The teacher treats all children in their class with respect and understanding. Shouting is actively discouraged.

Adults in our school employ appropriate intervention strategies to prevent behaviour escalating to an inappropriate level.

We recognise that appropriate differentiated planning promotes positive self-esteem and good behaviour.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from their line manager. Serious incidents are reported immediately to the Head teacher. A child can only be placed outside the Head's office with permission from a member of SLT.

The class teacher may liaise with the Inclusion Manager, who may in turn involve external agencies, as necessary, to support and guide the behaviour of each child. This is always done with the permission of the child's parent/s. The class teacher may, for example, want to discuss the needs of a child with the education social worker or LA behaviour support service.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child and record the discussion on a parent meeting form. A copy of the meeting form is always given to the parents to sign (the following day).

Lunchtime

Behaviour of children at lunchtime is the responsibility of all adults who are present. In the lunch hall children will be seated in consultation with class teachers, considering all the children's needs and friendship groups.

Children are expected to engage in the following behaviours in the lunch hall and adults are responsible for upholding and monitoring these standards:

- Walk sensibly
- Use indoor voices
- Use cutlery
- Close their mouths when eating
- Stop talking and listen immediately on request
- Use kind hands when waiting in the line

Playground

Adults will insist that children walk from the lunch hall to the playground.

On arrival in the playground, children will choose their activity zone.

Golden rules will be displayed.

Adults will remain engaged and vigilant at all times and they will seek to 'pre-empt' and prevent any negative behaviour escalation.

Touching

No member of staff should ever touch a child in moments of conflict whether to 'guide' them to another place, to deescalate or to assert authority.

The only time that a child can be touched is when they become physically abusive and endanger themselves or another child, following this a member of the SLT will be called for. The class may then be sent into the hall, playground or the ICT suite in order to deescalate the behaviour, remove the audience and to calm the child down. Members of the SLT are trained in Positive Handling and if restraint ever has to be used, the parents are informed immediately (see physical restraint policy). If you do have to physically intervene then a record must be written at the earliest opportunity on the appendix found in the restraint policy.

Uniform

Christ Church parents have actively chosen to have their children wearing a uniform. The purpose of the uniform is to unite the children as a cohesive community, where no one child stands out due to their attire. It is commonly believed that uniform contributes to the good behaviour of children. The school supports this decision by actively monitoring the children's uniform.

All adults working in the school are expected to monitor the uniform and remind children of the rules. Class teachers are expected to discreetly and sensitively speak to parents when the uniform rule is not adhered to in the first instance. This is not solely the role of the SLT. Smart uniform is non-negotiable, support staff can report incorrect uniform to their class teachers, who in turn are expected to speak to the child's parents. In the case of a child consistently not wearing the correct uniform the parents should be referred to the SLT and a letter will be sent home. Every Friday there will be a Smart Class Award, a member of SLT will walk around each class to decide which class has the smartest uniform.

Legal framework (see Searching, Screening and Confiscation guidance).

- **The Education and Inspections Act 2006 states that schools and colleges must have a behaviour policy in place, and that pupils and parents are made aware of these policies. School/college policies regarding screening, searching and confiscation of items should be included in behaviour policies.**
- **Schools and colleges may refer to the Department for Education *Advice for schools on screening, searching and confiscation (2022)* on which this guidance is based. [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)**
- **Under common law, schools and colleges have a right to search for any item in line with the school behaviour policy and with the consent of the pupil. This consent does not have to be in writing.**
- **The Education Act 1996 gives schools and colleges powers to search without consent for the following prohibited items:**
 - **knives and weapons**

- alcohol
 - illegal drugs
 - stolen items
 - any article that the member of staff reasonably suspects has been or will be used to commit an offence or cause personal injury or damage to property
 - items such as fireworks, tobacco and pornographic images
 - any item banned under the school/college behaviour policy.
- **When exercising these powers schools and colleges must give consideration to the pupils' rights under the Human Rights Act 1998. Article 8 grants a right to privacy to individuals but this is not an absolute right and can be overridden by the need to safeguard the welfare of other pupils where it is reasonable to do so and as long as any actions taken are proportionate to the level of risk.**

Shall we take this out?

The role of the Headteacher

It is the responsibility of the Head teacher (under the School Standards and Framework Act 1998) to implement the school behaviour policy consistently throughout the school and to report regularly to governors regarding the effectiveness of the policy. It is also the responsibility of the Headteacher and Senior Leadership Team to ensure the health, safety and welfare of all children in the school.

The Headteacher supports all staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy which is monitored by the Governors.

The Headteacher keeps records of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. The Headteacher reserves the right to exclude any pupil who refuses to comply with instruction from a member of staff where it impacts on health and safety. The Headteacher also has the power to exclude a child with immediate effect if they assault a member of staff or another pupil. Repeated assaults on staff can lead to a permanent exclusion. Both these actions are reported to the Governing Body.

The role of parents

The school works collaboratively with parents, so that children receive consistent messages about how to behave at home and at school.

We actively flag up positive behaviours with parents as well as less desirable behaviours.

We explain the school rules in the school prospectus.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to discipline a child, parents are expected to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the

Headteacher. If these discussions cannot resolve the problem, then they should contact the school governors.

The role of Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

Only the Headteacher or the Deputy in the Head's absence has the power to exclude a pupil from school. In the event of needing to exclude a pupil, the school would refer to the LA's exclusions policy and will seek support and advice from PLSS and partnership with the child's parents.

Monitoring

The Headteacher monitors the effectiveness of this policy on an annual basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records those incidents where a child is sent to him/her on account of inappropriate behaviour. Records of any incidents that occur at break or lunchtimes are also kept and regularly monitored. There is a communication book between lunchtime supervisors and teachers which is kept in the staffroom.

The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

The governing body reviews this policy every year. This policy will be reviewed in Autumn 2025.

Signed

.....
Chair/Vice Chair of Governors

September 2022 Addendum to Behaviour Policy

Some Covid safety measures will remain in place:

- 1) Children, staff and parents must arrive and leave at their designated times and follow social distancing rules for entrance to the building.
- 2) All children and staff must follow instructions on frequent handwashing throughout the day. Everyone is expected to thoroughly wash their hands for at least twenty seconds on arrival at the school, after using the toilet, after each activity and before handling or eating food.
- 3) All children and staff must follow guidelines regarding sneezing, coughing and the use of tissues. Everyone is expected to use the 'catch it, bin it, kill it' guidance and everyone is expected to avoid touching their mouth, nose and eyes.
- 4) Children must tell an adult if they feel unwell. Adults must inform their line manager if they are experience symptoms of Coronavirus.
- 5) Each child must bring their own named water bottle to school. No sharing of water bottles or food will be permitted.
- 6) Any child who deliberately coughs or spits at or towards any other person will be immediately excluded and a parent will be asked to collect them.

Principles for staff on return to school following closure during Coronavirus pandemic:

- 1) Do not come to work if you have coronavirus symptoms, or go home as soon as these develop (informing your manager), and access a test as soon as possible.
- 2) Clean your hands more often than usual - with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered.
- 3) Use the 'catch it, bin it, kill it' approach.
- 4) Avoid touching your mouth, nose and eyes.
- 5) Clean frequently touched surfaces often using standard products, such as detergents and bleach.
- 6) Think about ways to modify your teaching approach to keep a distance from children in your class as much as possible, particularly close face to face support (noting that it's understood that this is not possible at all times, which is why hygiene and hand cleaning is so important).
- 7) Help your class to follow the rules on hand cleaning, not touching their faces, 'catch it, bin it, kill it' etc. including by updating your classrooms displays with posters.
- 8) Keep your classroom door and windows open if possible for airflow.
- 9) Limit the number of children from your class using the toilet at any one time.
- 10) Limit your contact with other staff members, and do not congregate in shared spaces, especially if they are small rooms.
- 11) Make sure you have read the school's updated behaviour policy and know what role in it you're being asked to take.



The Golden Rules

At Christ Church we all care for each other and learn together.

1) We are kind, helpful and polite.

We don't hurt people's feelings by being rude or unkind.

2) We are gentle with our hands and feet.

We don't hurt or play fight.

3) We listen to people and follow instructions.

We don't ignore people or interrupt them.

4) We look after our things.

We don't waste or damage things.

5) We are honest.

We don't tell lies or cover up the truth.

6) We work hard and try our best.

We don't waste time or give up easily.

7) We line up properly and move around the school sensibly and calmly.

We don't behave in an unsafe way around the school.

Lunchtime Rules

- We enjoy our lunchtime as an opportunity to eat and chat with our friends.
- We always walk sensibly.
- We always use indoor voices.
- We always use our cutlery.
- We always close our mouths when eating.
- We always stop talking and listen immediately to our adults.
- We always use kind hands when waiting in the line.

APPENDIX 3

BEHAVIOUR AND INCIDENTS FORM

Name of child/children involved (perpetrator/s)	Date: Time:	Location of incident:
Name of child/children (victim/s)	Reported by:	

Tick the appropriate box						
Breaking school rules	<input type="checkbox"/>	Abuse against pupil-verbal/threatening	<input type="checkbox"/>	Theft	<input type="checkbox"/>	Discriminatory behaviour (tick) Race Disability Sex Sexuality Gender identity Age Religion or belief
Stopping other children from learning	<input type="checkbox"/>	Abuse against pupil-physically injuring	<input type="checkbox"/>	Damage, vandalism or graffiti	<input type="checkbox"/>	
Avoiding work/wasting time	<input type="checkbox"/>	Fighting	<input type="checkbox"/>	Abuse against adult-verbal/threatening	<input type="checkbox"/>	
Play fighting	<input type="checkbox"/>	Swearing	<input type="checkbox"/>	Abuse against adult-physically injuring	<input type="checkbox"/>	
Lying	<input type="checkbox"/>	Bullying (including online)	<input type="checkbox"/>	Other-	<input type="checkbox"/>	

<p>What happened? E.g. What exactly was said and by whom? Who else saw/heard? Include precise quotes where possible and witness accounts.</p>
<p>Action taken by member of staff reporting:</p>
<p>Staff name: _____</p>
<p>Signature: _____</p>

Please pass on to the class teacher to inform them of the incident and enable them to inform the parent guardian.

Parent/Carer informed? Yes/No
person/By phone

In

Signature of teacher _____

Date:

Further action taken by SLT:

Signature of teacher _____

Date:

APPENDIX 4

Reflection Sheet KS2

Name _____ Class _____ Date _____

What I have done:

Which rule I broke:

What are the consequences of my behaviour on myself and others?

How I am going to make this better:

Signature of child: _____

APPENDIX 5

MEETING WITH PARENT/GUARDIAN RECORD

Date _____

Name of child _____

Class teacher _____

Persons present at the meeting

Meeting requested by

Matters discussed:

Agreed School Action

Staff Signature

Agreed Parent Action

Parent Signature

Please give a copy of this sheet to anyone involved with the child & file the original in the child's folder in the office.