Christ Church C.E. School

Behaviour Policy

September 2026

Christ Church C of E Primary School

Regents Park
NW1 4BD

'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

Date: September 2026

FGB Approved: 23/09/26

Review date: September 2027

Contents

1. Vision & Values
2. Aims, principles & definitions
3. Bullying
4. Staff roles
5. Behaviour Curriculum
6. Expectations & responses to behaviour (in school and outside of school)
7. Additional Behaviour Support
8. Social, Emotional & Mental Health Needs
9. Special Educational Needs/disabilities
10. Training
11. Governance
12. Links with other policies

Appendices

1. Legal frameworks & policy links
2. Behaviour posters for use in school
3. Summary of Behaviour Stages and Consequences
4. Reflection Sheet KS2
5. Restorative Conversations
6. Letter templates

Vision & 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 be 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 instil 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.

Aims, Principles & Definitions

At our school, we aim to create a positive, warm and welcoming environment for all. As a caring and considerate school community whose values are grounded in biblical teachings, we foster a space where everyone is treated with respect and mutual trust. We believe that everyone has the right to feel safe in our school space and learn without distractions, but this also comes with the responsibility to learn effectively and follow the school's rules.

This policy has been developed in line with the Department for Education guidance, specifically 'Behaviour in Schools'

For any school to run well and achieve the goal of enabling children to learn, it must create a culture and space filled with effective behaviour management. Our goal is to support all children in fulfilling their potential and developing intrinsic motivators that will sustain them throughout their educational career and later in life.

Our behaviour policy is interlinked with many other aspects of school life and policies, most notably our Teaching & Learning and Special Educational Needs/Disabilities Policies.

The promotion of good behaviour is a responsibility which lies with all adults within the school community. Every staff member and, importantly, parents. We believe that we all want the same for our children; therefore, working together and having an agreed-upon policy ensures that all are supported in achieving this. Each adult in a child's life plays a significant role, whether that be a member of the school staff, a parent, or a relative.

"Children are great imitators.
So give them something great to imitate."

Our school has five underpinning principles that guide and support us in ensuring every child can learn, achieve, and feel safe while in school.

A positive environment for all;
a calm, safe and supportive place for everyone.

Clear, established routines to enable all to understand
and achieve the high standards expected.

Consistent approaches to expectations and consequences;
using opportunities to teach & nurture.

Separation of individuals and the behaviour.

Understanding of the behaviours displayed and work in partnership to resolve.

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying, Sexual violence
- Sexual harassment, *meaning unwanted conduct of a sexual nature, such as:*
    - *Sexual comments*
    - *Sexual jokes or taunting*
    - *Physical behaviour like interfering with clothes*
    - *Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content*
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are: *knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, or 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)*

In cases where staff are concerned about objects or items which may have been brought into school and which may cause distractions or harm to others, the school has the right to search for this item.

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)
- 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 o 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.

Bullying

Bullying is defined as the repetitive, intentional harming of 1 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, and tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, or any use of violence
Prejudice-based and discriminatory, including: *Racial, Faith-based, Gendered (sexist),* *Homophobic, Disability-based*	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Staff roles

Every member of the school staff team holds responsibility for supporting and upholding the positive behaviour expectations of children in our school.

First and foremost, we expect all members of our staff team to model and explicitly demonstrate or verbalise the expectations for children in our school. Behaviour for Learning needs to be taught, as all children will bring with them a different experience before starting at our school; therefore, it is our job to help them understand how we behave together to achieve our goals.

It is essential to note that we hold the exact high expectations for all children within the school to ensure a calm, safe, and positive environment. However, it must be noted that for pupils with Special educational needs, the school must adapt and make reasonable adjustments to support them.

The Class Teacher/Class Staff Team

It is the responsibility of the Class Teacher and any other adults within the room (under the teacher's direction) to ensure that school expectations for behaviour are upheld and demonstrated, thereby maintaining a calm, safe, and productive learning environment.

The teacher and staff team should achieve this through:

- Knowing all the children in their care
- Building and developing positive relationships

- Greet children each morning and after lunch
- Creating consistent routines and expectations, in line with school policy
- Communicating consistently, calmly and explicitly to ensure all children know the school's expectations
- Praise, celebrate and explicitly label positive learning behaviours
- Modelling these expected behaviours
- Pre-empt times of the day/transitions which may need closer managing
- Allow a reset throughout the day, to enable success
- Adapt and respond appropriately to the needs of pupils with SEND (making reasonable adjustments to support their needs)
- Recording incidents which fall below the school's expectations on CPOMs
- Liaise with parents and carers to develop a positive and productive working partnership to support any child struggling to meet the school's expectations for behaviour
- Liaise with colleagues, such as the Special Educational Needs Co-ordinator and/or Senior Leaders for support

Staff should consistently remind themselves and work within the five principles outlined at the beginning of this policy when managing behaviour.

The Headteacher (Executive Headteacher/Head of School)

The Headteacher is responsible for:

- Reviewing this policy in conjunction with the Full Governing Body
- Giving due consideration to the school's statement of behaviour principles
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it so that they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Parents

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy. Please inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Behaviour Curriculum

Helping children manage their behaviour and understand the positive impact it has upon themselves and others is built into our school curriculum.

This begins in our Early Years Foundation Stage, where Personal, Social, and Emotional Development is a prime area of learning, focusing on helping children develop a positive sense of themselves, build healthy friendships, and manage their emotions effectively.

In Key Stages 1& 2, our PSHE curriculum builds upon this learning from the Early Years, developing our understanding of others, managing our relationships, and gaining a deeper understanding of our emotions. Wider in the curriculum, we have specific, focused weeks, such as Anti-Bullying Week and Safe Internet Week, as well as awareness weeks or months, including Equality Week and Disability Awareness Week. These focused weeks enable children to learn about themselves and others and reduce the 'differences' children sometimes view, and help build positive relationships.

Expectations & Responses to behaviour (in school and outside of school)

The majority of this policy covers behaviour that occurs on school premises, while children are in the care of school staff. This includes behaviour before and after school clubs, school trips, and residential activities. The policy provides guidance and details on how the school will respond to reports of poor behaviour outside the school (off-premises), usually reported by members of the local community.

Within the school, we expect all children to behave in line with our school's expectations, which will be shared regularly with children and parents. We expect all of our children to:

- Display the expected standard of behaviour as requested by the school
- Follow the behaviour policy, including the key rules and routines
- Engage with the rewards on offer for positive behaviours
- Follow instructions provided by a member of staff about the consequences linked to a behaviour incident
- Make use of the pastoral support that is available to them to help them meet the behavioural standards
- Work with adults at school where they are struggling to meet the expectations of the school's policy

All children are treated fairly, and the school applies this behaviour policy consistently, with adjustments made for those children who require it. Further information related to pupils with Special Educational Needs/Disabilities can be found in later in this policy.

We aim to resolve all behavioural incidents swiftly and calmly with the child/ren, to help them understand why and how to prevent this behaviour from recurring. Adults will be clear with children in their communication, avoiding shouting or arguing with them.

In the classroom, a range of strategies will be used to support children in achieving the desired behaviours and achieve in their learning. Class teachers are best placed to know when and how to use these strategies for the groups of children or individuals in their charge.

- **Establish clear and effective routines**
- **Use visual and verbal cues to help children know what is happening soon/next**
- **Communicate clearly (calm, explicit and confident); problems are typical when children are learning and testing the boundaries of acceptable behaviour is expected.**

- **Publicly praise the observed desired learning behaviours.**
- **Quietly and subtly rectify the unwanted behaviours.**

Rewards & Sanctions

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

- Adults' use of explicit and specifically labelled praise in their daily practice.
- Acknowledging and praising positive, appropriate behaviour throughout the school building; this applies to all aspects of school life e.g. interacting with visitors, corridors, dining hall, the playground, and during assembly.
- Weekly nominations of a child from each class to receive a Christ Church Superstar award.
- Staff awarding merit awards to children.
- Merits awarded to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school; *(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 Senior Leaders to acknowledge good work and behaviour.
- The Head of School keeps a 'treasure box' in her office for children to select treasure for exceptional pieces of work/acts of kindness.

Sanctions:

The school will use a range of age-appropriate sanctions to support children in their application of the school rules, helping them to contribute to 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)
- Communicating with parents/carers via a letter home or making a phone call
- Fixing broken items e.g. torn book, clearing up graffiti
- Withdrawal of an activity, such as a football match, a disco or a class outing
- Redirection of attention, by moving to a new place in the classroom (at the direction of an adult)
- Lost learning time. Where lost learning time has happened, we expect children to re-gain this within their time (playtime/lunchtime)

On occasions where a children may be disrupting their learning or the learning of others within the classroom, the following steps will follow:

- A clear verbal warning will be provided and expectation of a change in the behaviour.
- The use of the behaviour chart, moving from one zone to the next.
- Continued misbehaviour, will require time outside of the classroom away from peers. This will be for the number of minutes per the age of the child. i.e. an eight-year-old will have eight minutes in another space.
- Upon return, children should be greeted back in to the classroom, re-integrated with their work, with a question of ***what will help you to achieve?***

- No child should be sent to another class more than twice in a day
- Staff must record on CPOMs any time a child is sent out of their classroom, detailing the reason for this, to which space and for how long
- 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.

Where behaviour is more challenging or repeated, sanctions can include missing a playtime (the child will be supervised by an adult 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 should stop the activity and withdraw 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 on CPOMs and the child will be applied with an appropriate sanction this should be recorded on CPOMs
- Teachers and Teaching Assistants are expected to record any misdemeanours of children in their care on CPOMs i.e. on playground duty, booster etc. as soon as is reasonably possible.

Internal Suspensions

In response to serious or persistent breaches of this policy, the school may remove a child from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

Suspension and permanent exclusion

The school can use external suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

Play Times & Lunchtimes

During these periods of the school day, children have much more freedom and this is the time when the majority of behaviour incidents occur. It is important that staff follow the below:

- Children are provided with appropriate equipment to play with to stop boredom, silly behaviours occurring.
- Children are supervised and pro-active engagement happens to reduce any incidents, this includes playing or modelling games with children.
- 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.

Additional Behaviour Support

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.

Social, Emotional & Mental Health (SEMH)

For some children their experiences outside of school may impact their behaviours in school.

Experiencing significant and serious trauma may manifest in extreme, inappropriate and dysregulated behaviours for some children.

For these children, a clear plan and communication process will be followed, this may include a change in approach, considered a reasonable adjustment.

Wellbeing Plans will be created and shared by the Senior Leadership Team, SENDco and Class Teacher.

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.

Appropriate, professional language must be used at all times when dealing with behaviour incidents, specifically with children experiencing SEMH.

Staff will use language such as 'X is in acute distress; please can you assist me.

Whilst it can feel frustrating when a child/ren's behaviour is belligerent and uncooperative, do not take it as a personal affront but bear in mind that some children may been witness to violence, have been emotionally/physically neglected or abused and these behaviours can be a communication of this.

If you feel that you are having difficulty in managing a child's escalating behaviour then please seek help/support from colleagues linked to Trauma Informed Practice (Peer debrief) and then Senior Leaders.

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.

Outside of the Classroom/Off-site misbehaviour:

Sanctions may be applied when a pupil misbehaves off-site while representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing a school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school
- Cause disruption or safety issues within the local community

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Responses from staff:

Where any member of staff witnesses or is alerted to a behaviour incident, it is essential to remain calm and clear in dealing with this. The mnemonic **"DR TOM"** helps with this.

D – Danger: is there an immediate danger, where it is appropriate for instant involvement, which may include physically removing a person, or raising your voice? If not, then approach the child/ren calmly but confidently.

R - Response: Use the person's name to gain their attention. Think about your tone; what will you say? Keep instructions short, i.e. "X stop doing Y – this is not safe"

T - Time: Take a moment once you have got to an incident and stopped an immediate danger, have a minute to stop, take stock, this includes the child/ren. This allows for an opportunity for self-regulation and prevents overstimulating a child.

O - Opportunity: Opportunity to share. This is the chance for all involved to share their version of events. Everyone needs to be listened to, not spoken over and be able to share.

M - Moving on: How do we move forward? What is the resolution to this incident/behaviour? Is there a consequence? Mutual resolution?

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

We will consider the following to support and understanding unwanted behaviours from pupils with special educational needs/disabilities:

- Regular short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.
The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Support for pupils

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

For reintegrating pupils following removal from the classroom, time spent in a pupil support unit, in another setting under off-site direction or following suspension.

Measures could include:

- Reintegration meetings
- Daily contact with the identified adult (Senior Leader/SENDco/Class Teacher)
- Regular touch base meetings with parents – working in partnership
- A report card with personalised behaviour goals

Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- Safeguarding and Child Protection
- Health & Safety of all onsite
- Behaviour and Responses
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

Governance & Monitoring

The Standards, Data & Curriculum Committee and Full Governing Body is responsible for:

- Reviewing and approving the written statement of behaviour principles
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom

- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed regularly by the senior leadership team. It will also be reported to the Standards, Data & Curriculum Committee each meeting. The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

This behaviour policy will be reviewed by the Headteacher and Full Governing Body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

At each review, the policy will be approved by the governors.

Links with other policies (all policies can be found here: Christ Church CE Primary School - Policies)

- Safeguarding Policy
- Anti-Bullying Policy
- Special Educational Needs/Disabilities Policy
- Physical Intervention Policy
- Suspension & Exclusion Policy
- Teaching and Learning Policy
- Equalities Objectives

Appendices

Legal frameworks & policy links
Behaviour posters for use in school

APPENDIX 1

Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- Use of reasonable force in schools Supporting pupils with medical conditions at sch

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

APPENDIX 2

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

Summary of Behaviour Stages and Consequences

Christ Church Primary School

Consistent Approaches to Expectations and Consequences

Behaviour Stages

Our school has five underpinning principles that guide and support us in ensuring every child can learn, achieve, and feel safe while in school.

A positive environment for all;
a calm, safe and supportive place for everyone.

Clear, established routines to enable all to understand and achieve the high standards expected.

Consistent approaches to expectations and consequences; using opportunities to teach & nurture.

Separation of individuals and the behaviour.

Understanding of the behaviours displayed and work in partnership to resolve.

Stage 1	Stage 2	Stage 3
This is low-level behaviour that is not recorded in the Behaviour Spreadsheet on the network. It is expected that the class teacher should use behaviour management strategies and usual classroom systems to resolve this. This includes: • Calling out • Disruption during carpet sessions • Silliness/ making silly noises • Messing around with school property	This behaviour should be recorded on the Behaviour Spreadsheet on the network so that it can be followed up and monitored. Usual class sanctions should be used meanwhile, which may include missing play. This includes: • Behaviour which disrupts the learning of the class for a short time, or own child's learning • Non-verbal behaviour which seems to be disrespectful (eye rolling, shrugging)	This is very serious behaviour and needs to be dealt with by a member of SLT directly. It must also be recorded on CPOMS. It is likely a parent will be informed either through a meeting with the class teacher or through a formal meeting at the request of SLT. This includes: • Behaviour which significantly disrupts the learning of the class

• Excessive chatting • Issues with lining up We are aware that persistent low-level behaviour may result in the child needing a further intervention.	• Name calling (except stage 3 language) • Low-level physical behaviour – pushing, pinching, punching, kicking, hair pulling • Silly inappropriate behaviour when on school trips • Dishonesty, lying • Damaging school property or others' belongings	• Disrespecting a member of staff verbally or physically • Fighting with peers and serious physical behaviour (including biting, repeated hitting/kicking and retaliatory or escalating behaviour) • Threatening behaviour • Insulting /discriminatory language (racist, sexist homophobic, against religion or family) • Sexual language, extreme religious language or views designed to hurt or offend • Internet/mobile phone or social media misuse • All forms of bullying • Stealing • Vandalism
Moving name on behaviour chart Time out (for the number of minutes of their age) within own classroom (move to a different chair/table away from other children, not facing wall)	Reflection time at playtime Y1/Y2 chn to Y3 classroom for 5 minutes at 10:15am or 12:00pm Y3/Y4 chn to Y6 classroom for 8 minutes at 10:30am Y5/Y6 chn to hall for 10 minutes (with Y5/Y6 staff who are not on duty) Regular conversations and updates with parents. Behaviour charts/rewards systems or books used in partnership with parents.	Day out of the playground Internal Suspension (learning in another class) Notify parents in writing or through formal meeting Meet parents at request of SLT. Home/School Behaviour report Possible referral to PLSS or PIF External Suspension

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: _____

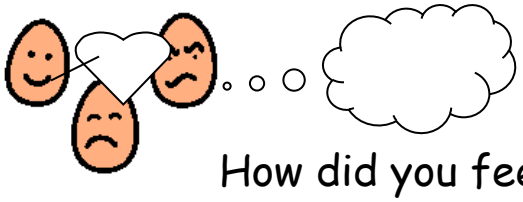
APPENDIX 5

– Restorative conversations

My turn...

Wait...

Tell us what happened?



How did you feel? What were you thinking?

Who else was involved?

What do you need to feel better?

What can we do to make things alright?

Following an incident, a conversation with individual to help them reflect. (Soon but not immediately after incident, as appropriate)

- Be curious, open, non-judgemental.
- My job is to give this person space to think.
- Simple language, simple expectations.
- No judgement or reprimands
- No expression of surprise, shock, anger or disapproval
- No assumption that any side has the monopoly on truth or that you know what's going on
- No advice but facilitative approach e.g. I think you are trying to tell me that…

Use Restorative Juggler to follow 5 themes which guide the enquiry. Can shorten to three but still cover the same things.

<u>Theme 1</u>: What happened? I'm curious to know what went on…

Ask open questions, use minimal encouragers;

"Go on…." "Tell me more…" "And then…?"

"What next?" "After that?"

"Hmm…mm And silence….

Repeat back/echo what they have said, particularly if it's quite aggressive.

Timeline of events: before – then – since

- Start at whichever point they can recall, then fill in details before & after
- help organise thoughts & sequence events

Comic strip story or single drawing is helpful and can be easier than saying out loud. Can also slow them down and take the heat from the situation

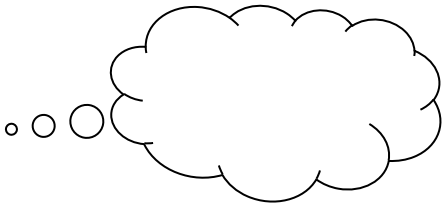
<u>Theme 2</u>: How were you feeling then? What were you thinking?

Use same prompts as before

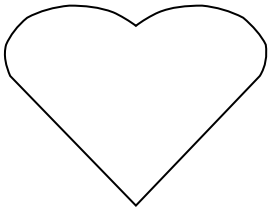
- Echo what they say
- Anything other feelings….?
- What was going through your head?

Use visuals to support if necessary:

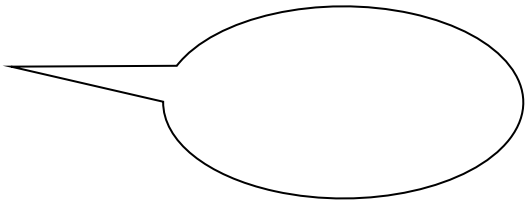
What were you thinking?



What were you feeling?



What did you say?



<u>Theme 3</u>: Who has been affected by this? Who has been harmed?

How have they been affected? Consider the adults involved too.

Not '*How does so & so feel about this*?' or '*How have you made them feel?'*

Theme 4: What do you need to feel better about this?

Try to get to what the child needs not wants:

i.e. they need to feel safe at school, they need to feel respected not teased, they need to be able to enjoy playtime.

Be prepared for negative comments: e.g. '*To hit him back'*

'Can you explain to me …….

- 'How will that make things better in the future?'
- 'How will that meet my need to keep everyone safe?"
- 'What need would that be meeting?'

'It sounds like you're upset because he was teasing you about your mum'

This child needs the other child to understand how he feels about that.

We can ask the children to think of our needs too.

'I want him to get beaten up' → 'How will that help to ensure there's no further harm in the future?' "I think you are telling me that you need to feel safe and that they don't hurt you again"

'Help me to understand….how that's going to keep everyone safe'

Adults have needs too. e.g. to keep everyone safe.

'We need to resolve this so we can keep our school safe' → 'Help me to understand how that action/behaviour will ensure that.'

Theme 5: What needs to happen to put things right?

Not '*what do you need to do now?'* or a forced apology

What can we do to try to stop this happening again?

How can we restore your friendship?

If they've been able to say what their need is e.g. people to listen to me/be friendly to me/to understand what upsets me – is there anything you/I/we/the school can do to help achieve this?

Praise their efforts 'Sounds like you've got something to say'

'Sounds like you've got some good ideas'

APPENDIX 6

Internal Suspension Letter to Parent

CHRIST CHURCH C.E. SCHOOL

Redhill Street, Regent's Park, London, NW1 4BD

Telephone: 020 7387 7881

Email: admin@cchurchnw1.camden.sch.uk

14/10/2025

Dear Parent/Carer,

Re: Internal Suspension – [Child's Name]

I am writing to inform you that **[Child's Name]** has been given an **internal suspension** on **[insert date]**.

This decision has been made following an incident in which [give reason]

An internal suspension means that your child will be removed from their usual classroom environment and will complete their learning in another classroom for a set period of time. During this time, they will not work or socialise with their peers. This allows your child to reflect on their behaviour while continuing to access appropriate learning activities.

Work will be set by your child's class teacher to ensure they continue to make academic progress during their internal suspension. A member of staff will be available to support them throughout the day.

We recognise that this is a serious matter and encourage you to discuss this with your child to help them reflect on their actions and consider how they can make positive choices moving forward.

If you would like to discuss this further, please contact the school office to arrange a meeting with either your child's class teacher or a member of the Senior Leadership Team.

Thank you for your cooperation and support.

Yours sincerely,
[Name]
[Role]

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.

Appendix: External Suspension Letter to Parents

CHRIST CHURCH C.E. SCHOOL

Redhill Street, Regent's Park, London, NW1 4BD

Telephone: 020 7387 7881

Email: admin@cchurchnw1.camden.sch.uk

Date:

Dear _____

I am writing to inform you of my decision to suspend _____ for _____ days.

I realise that this suspension may well be upsetting for you, but the decision to suspend (child's name) has not been taken lightly. The reason for this suspension is _____.

This means that (child's name) will not be allowed in school for this period in order for him/her to deescalate and hopefully reset. The suspension begins on _____ which means (child's name) must return to school on _____ at 8.45 am unless you are advised of any change.

You have a duty to ensure that (child's name) is not present in a public place in school hours during this suspension otherwise you may receive a Penalty Notice from the Local Authority unless there is reasonable justification for doing so. We will set work for (child's name) to be completed on the days of this at home suspension. Please ensure that work set by the school is completed and returned to us promptly for marking at the reintegration meeting.

You have the right to make representations (the opportunity to present your case) about this decision to the governing board. If you wish to make representations, please contact Gill Green, Chair of Governors at Christ Church School, Redhill Street NW1 4BD. Email admin@cchurchnw1.camden.sch.uk as soon as possible. The governing board must consider any representations made by you but it cannot direct reinstatement and is not required to arrange a meeting with you.

Please advise if you have a disability or special needs which would affect your ability to attend or take part in a meeting with the governing board. Also, please inform School Office (telephone 020 7387 7881) if it would be helpful for you to have an interpreter present at the meeting.

You should also be aware that if you think the suspension occurred as a result of discrimination you can make a claim under the Equality Act 2010 to the First-tier Tribunal (Special Educational Needs and Disability). In the case of other forms of discrimination you can make a claim to the County Court. Please follow this link to guidance on making a claim of discrimination to the First-tier Tribunal http://www.justice.gov.uk/tribunals/send/appeals. Any claim of discrimination should be lodged within six months of the date on which discrimination is alleged to have taken place.

You and (child's name) are requested to attend a reintegration meeting with me at Christ Church School on _____ **at 8:45 am**. The purpose of the reintegration meeting is to discuss the best way to manage (child's name)'s return to school. Failure to attend this reintegration meeting will result in an unauthorised absence and further action may be taken.

If you wish to receive advice, you can contact Dylan Buckle Dylan.Buckle@camden.gov.uk from the Local Authority by ringing 0207 974 1654 or by emailing exclusions@camden.gov.uk.

In addition, for free and impartial information, go to:

- The statutory guidance on 'Exclusion from maintained schools, Academies and pupil referral units in England' at www.education.gov.uk.
- The Coram Children's Legal Centre www.childlawadvice.org.uk or ring 0300 330 5485. Monday – Friday between 8am to 6pm. Calls cost the same as calling a standard landline number - even from a mobile.
- ACE Education www.ace-ed.org.uk or ring their advice line service on 03000 115 142. Monday to Wednesday from 10 am to 1 pm during term time. Calls cost the same as calling a standard landline number - even from a mobile.
- Special Educational Needs Disability Information Advice Support Service (SENDIASS) SENDIASS@camden.gov.uk or 0207 974 6264

Yours sincerely,

Lee Duffy Amy Stroud

Executive Headteacher Head of School

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.