



Christ Church C of E Primary School
Behaviour and Bullying Policy
(This policy is also followed in our Wrap Around Care facility)

1. Introduction

At Christ Church CE (c) Primary School we have a skilled staffing team who work collaboratively to drive the school to be the best it can be. All the staff and governors work closely together to ensure that children enjoy school life and are happy and safe as they strive to achieve all that they are capable of and make the best possible progress from their individual starting points.

We are proud of our school and the behaviour within in it. We continue to be objective as we evaluate all aspects of our positive and inclusive approach to behaviour, in order to ensure it remains high - both in lessons and around school. When dealing with challenging behaviour, we will always endeavour to work alongside the parents/carers and any other external agencies; taking into account a child's individual needs and circumstance.

2. School Values

At Christ Church we value ourselves, each other and the environment through caring, respecting and taking responsibility.

Alongside this, we strive to:

- Form strong **relationships** with both our peers and adults in school, looking after one another.
- Be **reflective** and taking **responsibility** for our learning.
- Show **resilience** towards any challenges that we face.
- **Take risks** so that we can aspire to be the very best learners, workers and members of society.
- Be **resourceful**, in challenging situations by using our problem solving skills.

It is through our beliefs and values that we ensure enjoyment, happiness and academic excellence.

3. Contributions and Reinforcements for Positive Behaviour

As a school, we believe in encouraging good behaviour through a range of positive behaviour strategies.

We do this through:

The Christ Church Christian Ethos: Our Christian beliefs and values are entwined in all aspects of our school life. They are at the core of everything we do. We provide an

Behaviour Policy (linked to the Equality Policy and E-Safety Policy)

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education that considers pupils health, wellbeing and safety as well as developing their religious understanding and beliefs.

PSHE: PSHE is taught throughout the curriculum so children in our school feel nurtured and valued. This area of learning also puts an emphasis on interacting with others in respectful ways through speech, actions and relationships. Children also learn how to manage their behaviour appropriately, promote their self-esteem and establish a positive learning environment.

ICT: All pupils receive E-Safety lessons throughout the curriculum. Pupils are made aware of cyber-bullying and its effects. Children can talk confidently about how they remain safe online and how they behave towards others whilst online.

School Council: Children are given rights and responsibilities through School Council and are encouraged to take responsibility for themselves, other people and their school.

Junior Leadership Team: 12 children in Year 6 work closely with Mrs Pilmore and Miss Stonier, making important whole school decisions and changes to help to continue to improve our school.

Curriculum: At Christ Church we strongly believe the curriculum plays a very important part in the positive approach towards behaviour. A stimulating and enjoyable curriculum, with well planned, interesting and challenging lessons, promoting independence and positive behaviour.

Rewards: Throughout the school, we use the 'Good to be Green' behaviour system which recognises and rewards positive behaviour (*see below for further information*). In addition to this, our children are also recognised for their positive behaviour choices through:

- **Merits:** From Year 1 to Year 6 children earn merits for their work and behaviour. Certificates are then presented in worship to celebrate when children reach different merit milestones.
- **Governors' half termly awards:** A child is chosen from each year group for demonstrating our school values during that half term. Certificates are presented in the half termly Good to be Green worship where children's positive behaviour choices are celebrated. A copy of these certificates are displayed within the entrance hall of school.
- **School Value certificates:** A weekly reward linked to the school values is given by teachers and celebrated in Key Stage worships.



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- **Value tokens:** Children are awarded tokens, which are linked to our school and Christian values. Children then place these in a year group tube and these can equate to a year group reward.
- **Lunchtime rewards:** A child is chosen from each Key Stage for demonstrating our school values and positive behaviour at lunchtime during that half term. Certificates are presented in the half termly Good to be Green worship where children's positive behaviour choices are celebrated. A copy of these certificates are displayed within the entrance hall of school.

4. Expectations:

At Christ Church Primary School we have high expectations of pupils' behaviour and how all pupils conduct themselves around the school.

All adults in school encourage and reward positive attitudes, positive behaviour choices and respectful manners.

We believe that all children should understand the importance of positive choices and appropriate behaviour both inside and outside of school.

We expect all children to follow the expectations we have as a school and also their own class rules. Class rules are devised alongside their class teacher at the beginning of the academic year.

Our school expectations are in line with our school and Christian values and underpin all that we do and believe in:

At Christ Church:

- We **care** for everyone and everything; building positive **relationships** with those around us.
- We **respect** other; listening carefully, speaking thoughtfully and following instructions.
- We are **resilient** and **risk-taking** in our learning.
- We are **resourceful** learners and take **responsibility** for ourselves and our things whilst supporting others to do the same.
- We are **reflective** of our actions and learning.



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5. Good to be Green Behaviour System:

What is it?

A behaviour system that promotes good behaviour and positive behaviour choices. This is a behaviour system that is followed throughout school from Reception to Year 6 and recognises the positive behaviour choices that children make whilst allowing them to also build on other behaviour choices.

How does it work?

Good to be Green is a visual behaviour system where children aim to remain or return to 'Green'. This is done through making positive behaviour choices and reflecting on any previous behaviour choices. We believe in a restorative approach where positive behaviour is nurtured and positive relationships are built.

Each child will have a green card at the start of every lesson.

Governors and staff encourage positive behaviour choices across school; knowing that these support the enjoyment and progress of children whilst at Christ Church.

At times, children may not follow the school rules and/or not make positive behaviour choices. On these occasions there will be steps in place to support your child and their behaviour. Our aim is that, together with the child, we reflect on that behaviour and ultimately return to being Green.

Good to be Green Awards

i. Privileges

At the beginning of the academic year, each class works together with their teacher to decide on ten privileges. These are not of monetary value but instead are small rewards/treats which support the children in wanting to behave positively.

When a child is given a privilege card they can choose which privilege they would like and they can have that privilege during the following week. Children who receive a privilege are celebrated in class and their privilege card is displayed in the classroom.

At the end of each week the class teacher will reward 5 privileges to children who have made positive behaviour choices that week.

ii. Lunchtime Awards

Each week two pupils from KS1 and two from KS2 will be rewarded with a lunchtime voucher for exceptional behaviour. This voucher will allow the child to take a friend and go into lunch first the following week.

iii. Good To Be Green Raffle



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All children will be entered into the Good to be Green raffle (*unless they have received more than one red card that half term*). They will have the opportunity to win a monetary voucher and will be celebrated in this worship.

Consequences:

Step 1: Verbal – the adult explains to the child why the behaviour that they are showing is not a positive choice and how this behaviour can change to be more positive.

If this behaviour continues the child works through the following consequences:

Step 2: Verbal – the adult reminds the child that the same behaviour is continuing and that this is not a positive behaviour choice.

Step 3: Reflection – as the behaviour choices have continued, the child will have 1 minute of reflection. At this stage, the child's Green card will be handed to the teacher and will be earned back when positive behaviour choices have been made.

Step 4: Reflection – Following the previous reflection, these same behaviour choices have continued and therefore the child will spend 3 minutes reflecting on their behaviour. After this time, a short conversation regarding their behaviour choices will be had with the teacher.

At this stage the child can make positive behaviour choices and return to Green.

Step 5: Red Card – a red card will be issued when the same behaviour that has been seen and addressed in steps 1-4 continues.

An adult will discuss the child's behaviour with them and they will miss part of their break/lunchtime. During this time the child will be given the opportunity to reflect upon their behaviour choices.

When a red card has been issued, this will be recorded by the adult – for their own record and in the central school folder.

To reinforce wanting to see positive behaviour again and so the child has an opportunity to have a fresh start, the child's Green card will be given back to them at the start of the next lesson.

Monitoring Behaviour

As a school, we keep a record of all red cards and parents/carers are notified by text when their child receives a red card.



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The text will read:

CCPS - *Name* has received a red card today for ***. The matter has been dealt with in school and this text is for your information only.**

Some examples of behaviour statements that may be used when texting parents to inform them of a red card are:

- hurting another child at break / lunch time
- not following instructions that have been given by an adult
- being rude to an adult in school

Immediate Red Cards

A red card can be issued immediately for the following reasons or at the Head Teacher's discretion:

- Verbally hurting another child
- Physically hurting another child
- Swearing
- Using homophobic language
- Racism

This must be witnessed/heard by an adult OR the child admits to it.

We are extremely proud of the behaviour at Christ Church. On a rare occasion, where a child receives 3 or more red cards during a term, the following actions will take place:

A meeting will be held with the child (if appropriate), the parents/carers and the year group teachers to discuss the child's behaviour and what we will do in school to support the child to make positive behaviour choices moving forward.

6. Short term and long term exclusions

Please see appendix 1

7. Bullying

It is the duty of the school to ensure that pupils learn in a caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone. It is unacceptable and will not be tolerated.

Bullying is defined as deliberate hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.



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The four main types of bullying are:

- Physical (hitting, kicking, theft)
- Verbal (name calling, racist remarks, homophobic remarks)
- Indirect (spreading rumours excluding someone from social groups)
- Cyber/virtual (internet/mobile)

Pupils who are being bullied may show signs of changes in behaviour such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in the child's work.

Statutory duty

We have procedures in place to prevent bullying among pupils and we ensure that the whole school community is aware of them.

As a school we will:

- Promote self-discipline and proper regard for authority among pupils
- Encourage good behaviour and respect for others to ensure as far as is reasonably practicable the prevention of all forms of bullying among pupils
- Ensure pupils behave well

Implementation

- If bullying is suspected or reported it will be dealt with immediately by the member of staff who has been approached.
- The child's year group teachers will be informed and the situation monitored.
- A clear account of the behaviour will be recorded by the adult informed and shared with the behaviour lead (DHT).
- The behaviour lead (DHT) and Head Teacher will speak to all concerned and record their findings.
- Incidents will be reported to the governing body.

Swift action will be taken to prevent further incidents. This will include:

- Imposition of sanctions including monitoring and reporting
- Obtaining an apology
- Informing the parents/carers of both the bully and the bullied

In severe cases the following steps will be taken:

- Official warning to cease offending
- Exclusion from certain areas of the school premises

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- Fixed term exclusion
- Permanent exclusion

Pupils who have been bullied will be supported by:

- A one to one session with a member of staff (usually their class teacher)
- The establishment and delivery of a programme of support
- Reassurance and continued support from all staff
- Efforts made to restore the child's self-esteem and confidence
- Continual communication with parents

Pupils who have been doing the bullying will be helped by:

- Discussing what happened
- Discovering why the pupil became involved
- Establishing the wrong doing and the need to change
- Working with parents and carers to change the attitude of the pupil.

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, nurture groups, social groups, worship and subject areas as appropriate in an attempt to eradicate such behaviour.

8. Monitoring evaluation and review

The school will review this behaviour policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school (via staff meetings, inset days, CPD, questionnaires).

9. Record keeping and monitoring

The impact of the school's Behaviour Policy will be monitored carefully by the Deputy Head Teacher and Head Teacher, governors and all staff.

Records will be kept of any disciplinary sanctions and all exclusions will be reported to the Governing Body.

10. SEN / Vulnerable pupils

At Christ Church Primary School it is recognised that Special Educational Needs, disabilities, personal, social and emotional difficulties may make it harder for a child to behave appropriately at all times. When issuing consequences to pupils with these difficulties every effort is made to make reasonable adjustments to the consequence based on the pupils' level of difficulty and understanding to ensure they are not disadvantaged or discriminated against in any way.



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11. Challenging Behaviour

When dealing with challenging behaviour, we will always endeavour to work alongside the parents/carers and any other external agencies; taking into account a child's individual needs and circumstance.

Pre-planned strategies to manage persistent challenging behaviour, including (as a last resort) the considered use of Restrictive Physical Interventions within therapeutic or educational strategies should be endorsed by parents/carers as expanded upon in our current policy on Restrictive Physical Interventions. If Restrictive Physical Interventions are used, parent/carers will be informed.

12. The role of the parent/carer in supporting positive behaviour:

- to support their child by ensuring they attend school regularly and punctually in the correct uniform (please refer to the uniform policy)
- to support the school in its behaviour policy
- to help their child with any homework or activities set by the class teacher
- to attend Parents' Evening
- to raise any concerns about their child with their child's class teacher

13. The role of the child in ensuring positive behaviour:

- to demonstrate positive behaviour choices and respect to both children and adults within our school community
- to wear the correct school uniform (including PE kit)
- to tell an adult if they have any concerns or worries
- to complete their homework on time and to the best of their ability



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Appendix 1:

Short and long term exclusions from school or wrap around care

A decision to exclude a pupil from school or wrap around care will be taken:

- In response to serious breaches of the school's Behaviour Policy
- If allowing the pupil to remain in school/wrap around care would seriously harm the welfare of the pupil or others. Or if the action/s of the pupil deems them to no longer be safe in school.

Unacceptable behaviour, which might result in exclusion includes:

- Physical and verbal assault
- Bullying
- Racism or other discriminatory abuse
- Significant damage to property
- Consistently refusing to comply to adult instruction

Christ Church takes a very serious view of incidents of this type and in an extreme case the Head Teacher has the power to exclude for a fixed period of time or permanently.

Parental Responsibility

The law states that all parents/carers **must** ensure that their child is properly supervised during the first 5 days of any fixed period exclusion and allows for a parent to be given a Fixed Penalty Notice if their child is found in a public place during school hours without reasonable justification

Permanent exclusion

If your child continues to present behaviour which is unacceptable, this may eventually lead to permanent exclusion.

Please note that our Wrap Around Care facility is not deemed to be a Statutory requirement. The Head Teacher and/or Governors have the power to withdraw a child's place due to unacceptable behaviour at any time.



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Exclusion 1:

1. Your child has shown behaviour deemed to be unacceptable by the school.
2. You will be asked to collect your child from school/wrap around and they will be issued with a one day/one session exclusion.
3. Once returned to school a meeting will be had with the parent/carer (and child, if appropriate)

Exclusion 2:

1. Your child has shown behaviour deemed to be unacceptable by the school.
2. You will be asked to collect your child from school/wrap around and they will be issued with 2 day/2 session exclusion.
3. Once returned to school a meeting will be had with the parent/carer (and child, if appropriate)

Exclusion 3:

1. Your child has shown behaviour deemed to be unacceptable by the school.
2. You will be asked to collect your child from school/wrap around and they will be issued with 3 day/3 session exclusion.
3. Once returned to school a meeting will be had with the parent/carer (and child, if appropriate)

Exclusion 4:

1. Your child has shown behaviour deemed to be unacceptable by the school.
2. You will be asked to collect your child from school/wrap around and they will be issued with 4 day/4 session exclusion.
3. Once returned to school a meeting will be had with the parent/carer (and child, if appropriate)

Exclusion 5:

1. Your child has shown behaviour deemed to be unacceptable by the school.
2. You will be asked to collect your child from school/wrap around and they will be issued with 5 day/5 session exclusion
3. As this equates to 15 days, your child will be permanently excluded from school/Wrap Around Care.



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**** Above is the recommended process from Staffordshire County Council. Please note that a child's individual needs are always taken into account when dealing with exclusions and some exclusions may not follow this process exactly. When this is the case, we will work closely with the Staffordshire Inclusion team. ****



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Appendix 2: Behavioural concerns and actions

Behavioural concerns		
Mild examples	Moderate examples	Severe examples
<ul style="list-style-type: none"> - Play fighting - Talking when a teacher is talking - Interrupting/calling out - Not listening - Inappropriate language - Breaking class rules 	<ul style="list-style-type: none"> - Persistent breaking of school rules Fighting - Swearing - Discriminatory comments - Answering an adult back - Being disrespectful to adults and/or school property - Racism - Homophobic/prejudicial language 	<ul style="list-style-type: none"> - Hurting another child (physically or verbally) - Hurting an adult (physically or verbally) - Constant breaking of school rules - Theft - Bullying - Constant racism - Constant homophobic/prejudicial language - Significant damage to property - Consistently refusing to comply to adult instruction - Actions of the child are deemed unsafe



Actions to be taken when behavioural concerns are seen		
Mild behaviour actions	Moderate behaviour actions	Severe behaviour actions
<ul style="list-style-type: none"> - Follow the good to be green system <p style="text-align: center;"><u>IF BEHAVIOUR CONTINUES TO BE A PROBLEM, MOVE ONTO MODERATE BEHAVIOUR ACTIONS</u></p>	<ul style="list-style-type: none"> - Immediate red card - 3 or more red cards in a term = a meeting will be held with the child (if appropriate), the year group teachers and the parents/carers. <p style="text-align: center;"><u>IF BEHAVIOUR CONTINUES TO BE A PROBLEM, MOVE ONTO UNACCEPTABLE BEHAVIOUR ACTIONS</u></p>	<ul style="list-style-type: none"> - Implement an individual behavioural system to support the child in school - Inform parents/carers about unacceptable behaviours and individual systems being put into place to support the child - A referral is made to behavioural support (if deemed by the school as an appropriate action before following the exclusion process) <p style="text-align: center;"><u>FOLLOW THE EXCLUSION PROCEDURE OUTLINES IN THIS BEHAVIOUR POLICY (APPENDIX 1)</u></p>



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Appendix 3:

Acceptable Behaviour when using remote learning (Microsoft Teams):

When a child cannot attend school for a specific reason and this exceeds 48 hours (excluding holidays during term time) they can still access their learning through our school learning platform, Microsoft Teams.

When using Microsoft Teams, we continue to expect a high standard of behaviour to be adhered to and that the children remain safe online (for further information please see our E-Safety Policy).

Below is our policy outlining our expectations of acceptable use when using our remote learning platform:

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Microsoft Teams: Remote Learning Acceptable Use Policy

Parental Acceptable Use Policy:

I understand that:

- Teams activity is monitored by staff and any inappropriate content or concerning or disruptive behaviour is reported to ensure all students are following the expectations for accessing Teams;
- Students who do not adhere to the expectations below may be removed from any online live lesson or activity and will be referred to a senior leader, Deputy Head Teacher or Head Teacher as appropriate;
- Parents will be contacted if their child is not adhering to the expectations set out below.

Pupil Acceptable Use Policy:

In addition to any Acceptable Use Policy at the school, I understand that when using Microsoft Teams:

- There is an expectation that I will engage in online collaborative work when requested by my teacher.
- I will work in a respectful and helpful manner, following instructions carefully.
- The recording of still images, filmed images or audio of teacher/teaching assistants or other pupils without permission, and the distribution of such images, is **strictly forbidden**.



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- The use of pre-recorded videos for other purposes such as TikTok videos is strictly forbidden as above.
- Making inappropriate, offensive or unkind comments, including through emojis and/or images, is not be tolerated.
- The chat function **is not** used at our school.
- I will be polite and friendly in all interactions online.
- I will not interfere with another student's work without their permission whether it is work submitted on a platform or shared work in a collaboration space.
- When submitting work, I must adhere to the usual standards of honesty and be careful not to plagiarise work, avoiding copying off the internet and submitting as my own work, or submitting work as my own without reference to others if the work was generated collaboratively.

I understand that when using Microsoft Teams for online live lessons:

- My teacher will start and end all online live lessons. I **will not** set up my own meetings.
- My teacher will be in control of the webcam and discussion function at all times:
 - there will be times when microphones should be muted and times when they should be on;
 - there will be times when cameras should be on and times when my teachers may ask me to turn my camera off.
- Live online lessons will be monitored closely at all times but will not be recorded due to GDPR.
- Behaviour when working as part of any online live lesson should be the same as when we are at school. We show:
 - respect for other students and staff;
 - that we are listening;
 - prepared to ask and answer questions;
 - attempt the learning activities to the best standard that we can;
 - talk and act respectfully and enthusiastically with others