



Whole School Behaviour Policy

March 2023

THE SCHOOL'S APPROACH TO BEHAVIOUR AND DISCIPLINE covering EYFS, Junior School, Senior School and Sixth Form (including the Policy on fixed term and permanent exclusions).

The School seeks to cultivate freedom of spirit and of mind and to offer outside lessons considerable freedom in the use of time. This has certain consequences: where freedom is given it must include the opportunity to make mistakes – and the right to learn from them; where freedom is abused it may, in extreme cases, be withdrawn; where freedom flourishes it is through the acceptance of responsibility based on respect for others.

Expectations:

- In our expectations of, and attitudes towards our pupils, we must seek to apply, within the bounds of a larger community, the same approach as would exist within a family.
- One of the great strengths of family life is that things are not altogether uniform, that different expectations apply to different children according to their particular needs.
- While this does not mean that boundaries of behaviour should be unclear (quite the opposite) it does mean that, as a general rule, expectations must be realistic with regard to the particular nature of particular children and must look always towards the cause behind any behavioural symptoms if we are properly to meet a child's need.
- It is tempting, always, to talk about fairness in this context, and to move rapidly from the proper general principle that one must be seen to be fair to the erroneous conclusion that, to do so, one must deal with all children in the same fashion.
- It is one of the great challenges of pastoral responsibility for a large community to overcome the institutionalized tendency and to see children as they are. Children are themselves highly intelligent in understanding that one child may need to be treated differently from another.
- Indeed, this should not be surprising, as it stems from the child's own wish to be treated as an individual. While there are, of course, times when this needs to be challenged and children need to accept their place within a community, children will value and recognize the true fairness of each child being treated according to his or her needs rather than all children being treated the same.
- It should be stressed that such flexibility is only achievable within the clearest of understandings of behavioural expectations and within an understanding of reasonableness of and the logic behind such expectations.
- This should be articulated to a child or children, as it is this that will be genuinely educational. It is because of this that we have policies and it is important that we all understand these and implement them.



- It is also important that all staff, whatever their role within the School, seek to uphold our values and to demonstrate fairness, kindness and challenge in all that they do.
- The most effective way one can learn considerate behaviour and tolerance is through example. Teachers, pastoral staff and Major Officials at St Christopher have a role here: the example which they set will be followed by pupils who have joined the School more recently.

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1. SENIOR SCHOOL

- 1.1 Aiming at self-confidence, self-discipline and thoughtfulness for others.
 - 1.1.1 At St Christopher we aim to be a community that is informal, friendly and purposeful. Our success in being all three at once must depend on:
 - 1.1.1.1 individual thoughtfulness for others
 - 1.1.1.2 respect for the routines necessary for a happy communal life.
 - 1.1.2 The School aims to develop in its pupils an attractive, effective and responsible self- confidence. This involves them learning self-discipline and exercising this in the interests both of the individual and of others in the community. In this process we see the pupils, their parents and the School as mutually supportive partners.
- 1.2 At all ages encouraging good behaviour
 - 1.2.1 Expectations of children and responses to their behaviour must vary according to the level and situation of the children involved. Nevertheless, at all ages we aim to give children praise for good behaviour and, where behaviour needs criticism, aim that this should be constructive and in a context of caring encouragement. With young children precept has an important role, together with a swift response to individual actions calling for congratulation or correction. As children get older, rational argument and the attitudes of peers become more important; we aim to harness these factors positively, partly by using the School's machinery of self-government.
- 1.3 Responding appropriately to bad behaviour
 - 1.3.1 In the Senior School, with many staff involved with each child, responses beyond immediate correction are likely to be more formal and to include other parties, at least at the communication level. Other documents set out the measures available to teachers and house parents in dealing with different age groups in the School (Early Years Centre, Junior and Senior). Our rules are few and the result of experience. Senior School parents are particularly urged to read the School Rules and other guidance and behaviour set out in pupils' homework diaries and available from the School website.



- 1.4 Addressing persistent behavioural problems
 - 1.4.1 Where problems persist the School aims to work with parents in helping the child achieve an improvement. Advisors, under the direction of Heads of Year and other Senior Staff are able to devise positive strategies to improve behaviour.

- 1.5 Short-term withdrawal and suspension
 - 1.5.1 There are occasions when it is advisable for a child to be withdrawn from certain lessons or sent home for a few days. This may be to reinforce a disciplinary point, to help bring to earth a pupil who has become over-intense or to provide respite for other pupils or for staff when the individual child concerned has persisted in making exceptional demands. Usually such withdrawals are agreed with parents, though sometimes the School will insist on requiring this course. Similar factors, and in addition safety considerations, may lead to the School excluding a child from participation in a particular activity. The Head will make clear where such a suspension has formal status.

- 1.6 The School's Moral Code
 - 1.6.1 The governors and staff are determined to foster high standards of behaviour in all children at all times in an atmosphere which encourages good behaviour to emerge naturally rather than demands it to be imposed. Good behaviour and respect for other people which have been an integral part of the School since its foundation will ensure emotional and physical well-being and allow the development of the skills and talents of each individual.

 - 1.6.2 The Behaviour Policy aims to:
 - 1.6.1.1 ensure pupil safety
 - 1.6.1.2 protect the environment
 - 1.6.1.3 teach pupils self-government and control
 - 1.6.1.4 take responsibility and be accountable for their actions
 - 1.6.1.5 teach pupils that actions and choices have consequences
 - 1.6.1.6 allow a pupil to develop and demonstrate positive abilities and attitudes

 - 1.6.3 A behaviour policy should be an integral part of a curriculum which teaches appropriate and relevant social skills to all pupils, thus allowing them to participate fully in the life of their home, School and local community. All members of the community should behave in a way that is appropriate and that sets a good example to others.

- 1.7 Teaching and Learning
 - 1.7.1 The School sets high standards of behaviour and endeavours to encourage good habits of work and behaviour from the moment a child enters the School. Punctual attendance at School and lessons is required. Any absence from lessons must be explained and unexplained absence will be followed up by the Head of Year/Deputy Head. It is understood that there will be variations in the way in which children participate in a lesson depending on the nature of the class and content of the lesson,



but behaviour which does not allow constructive teaching and learning is unacceptable and all staff have a duty to ensure that such behaviour is not tolerated. Through regular discussions at meetings the School endeavours to ensure that all staff apply all standards consistently and fairly.

- 1.8 Classroom Routines
- 1.8.1 Through the day to day management of the pupils and their classes, all staff will support and encourage the pupils to behave in a positive manner which is sympathetic to the School's aims and ethos. Staff will implement appropriate measures and procedures to encourage high standards of behaviour within the classroom so that all pupils have an equal access to the teaching and learning experience while at School.
- 1.9 Behaviour Outside the Classroom
- 1.9.1 High standards of behaviour are expected throughout the School day and especially during "free time" such as at break times and at lunch times. All pupils are expected to behave in a manner which is sympathetic to the School's ethos and values.
- 1.9.2 All staff share the responsibility for supervising the children and will contribute towards this supervision whether officially on duty/patrol or not.
- 1.9.3 Pupils are expected to be aware of the safety and welfare of others around them at all times but especially during free time and when moving around and about the School.
- 1.9.4 The Behaviour Policy covers behaviour outside the classroom on trips.
- 1.10 Behaviour Outside School
- 1.10.1 Any behaviour which threatens the good name of the School (or which brings the name of the School into disrepute) may be regarded as a breach of the School rules.
- 1.11 Sanctions
- 1.11.1 Sanctions are applied where it is necessary in the circumstances to show appropriate disapproval. All staff seek to ensure that punishments are proportionate to the offence, and should enable pupils to make reparation where possible.
- 1.11.2 The 'pink slip' system is in place to support pupils in making the right decisions. The categories for receiving a pink slip are:
- continued lack of homework
 - poor behaviour and focus in lessons
 - continued lateness to lessons
- 1.11.3 All sanctions are intended to be constructive and will be fashioned to suit the case. Examples that have been used from time to time in the past include:
- completion of work at home or extra work to be completed in School or at home
 - detention in School hours or outside School hours provided that the parents have been notified at least 24 hours previously



- removal from the group/class or particular lesson
- withdrawal of break or lunchtime privileges
- withholding participation in educational visits or sports events which are not essential to the curriculum
- time out from School
- fixed term exclusion (suspension) and permanent exclusion (expulsion).

1.12 Rewards for Positive Behaviour

1.12.1 The School rewards system does not exclude staff from the use of their own reward systems to encourage good behaviour – quite the opposite. ‘Green slips’ are used to congratulate a child or recognise a particularly praiseworthy action or piece of work.

1.12.2 The categories for achieving a ‘green slip’ are:

- A piece of work that is above and beyond work that is normally produced. This can be for a single piece of work or an ongoing project.
- Kindness and support to others; this can be within the community and in lessons so either peer teaching or help in lessons or supportive behaviour in social time.
- Achieved set Target this can either be in a lesson or the subject as a whole.

1.12.3 All rewards and sanctions must be applied fairly and consistently. None of the School’s punishments will be degrading or humiliating. Purely punitive punishments, such as writing out lines, will not be used.

1.13 Roles and Responsibilities

1.13.1 Every member of the School community is responsible for contributing to and upholding high standards of behaviour.

1.14 Exclusion Policy (Suspension and expulsion)

1.14.1 We are fortunate that in a School such as ours, exclusions are most unlikely. At times we may ask a pupil to remain away from School for a short time (usually a day) in order that they can reflect on a particular incident or pattern of behaviour. This is not counted as an exclusion. Often such ‘time out’ is used as a ‘breathing space’ for all concerned and a time to reflect.

1.14.2 In the rare event that we might need to proceed in a more formal way, only the Head can exclude a pupil. Pupils may be excluded for one or more fixed periods (suspension) or permanently (expulsion).

1.15 Fixed Periods (suspension)

1.15.1 For serious breaches of the School’s behaviour/ discipline policies, pupils can be excluded for one or more fixed term periods.

1.15.2 A decision to exclude a pupil permanently (expulsion) will only be taken as a last resort when a wide range of strategies for dealing with disciplinary offences has been employed to no avail or if an exceptional ‘one-off’ offence has been committed, eg:



- 1.15.2.1 serious violence, actual or threatened, against a pupil or member of staff
 - 1.15.2.2 sexual abuse or assault
 - 1.15.2.3 supplying an illegal drug
 - 1.15.2.4 carrying an offensive weapon
 - 1.15.2.5 extreme rudeness.
- 1.15.3 After the exclusion period has been served, it will be arranged for the pupil to meet with either the Head, Head of the Junior School or Head of the Senior school before reintegration back into School. This would normally take place at the very beginning of the School day.
- 1.16 Drug-related Exclusions
- 1.16.1 Any decision to exclude in a drug-related case will be based on the criteria spelled out in the School's policy on substance abuse.
- 1.17 Alternatives
- 1.17.1 Before resorting to exclusion the School will normally try alternative solutions, for example:
- 1.17.1.1 a restorative justice process – whereby the harm caused to the 'victim' can be redressed
 - 1.17.1.2 internal exclusion (removal from class, but not the site)
- 1.17.2 The School does not see exclusion as normally appropriate in the following cases:
- 1.17.2.1 minor breaches of discipline
 - 1.17.2.2 poor academic performance
 - 1.17.2.3 truancy or lateness
 - 1.17.2.4 non-compliance with dress/kit regulations.
- 1.18 Parental Cooperation
- 1.18.1 Parental co-operation forms part of the contract between the School and all parents of pupils at the School.
- 1.18.2 A refusal to abide by the terms of an exclusion may be considered a breach of contract.
- 1.19 Appeals
- 1.19.1 Parents are entitled to appeal to the governing body against any formal exclusion. Please refer to the Complaints Procedure for more details.
- 1.20 Continuing Education
- 1.20.1 The School will continue to provide education for a pupil who remains on roll and in the case of an exclusion of more than 15 days, the School will consider:
- 1.20.1.1 how the pupil's education will continue
 - 1.20.1.2 how his/her problems might be addressed in the interim
- 1.20.2 reintegration post-exclusion.



- 1.21 Corporal Punishment and Restraint
 - 1.21.1 In accordance with the law there is no corporal punishment allowed by the School, nor has there ever been.
 - 1.21.2 Regarding restraint staff should refer to the School's Policy on the restraint of students.

- 1.22 Involvement of Parents
 - 1.22.1 Parents will be involved in discipline cases as appropriate. Individual staff should not involve parents in discipline issues without first informing the Head, Deputy Head, Director of the Pastoral System or Head of year as appropriate. Parents are also encouraged to support good behaviour and positive habits in their children.

- 1.23 Involvement of Staff
 - 1.23.1 The working of the School's policies and procedures will be discussed regularly at staff meetings. Staff will also be involved in discussions with pupils in Council and School Meetings. Staff will also be called upon from time to time to identify problems that may be behind any bad behaviour, and to suggest possible courses of action.

- 1.24 Equal Opportunities
 - 1.24.1 All rewards and sanctions must be applied fairly and consistently and in accordance with the School's equal opportunities policy.
 - 1.24.2 The school has obligations under the Equality Act 2010 and will make reasonable adjustments for managing behaviour which is related to a pupil's special educational need and/or disability. Where expulsion needs to be considered the School will ensure that a pupil with a disability or special educational needs is able to present their case fully where their disability or special educational needs might hinder this.
 - 1.24.3 Any religious requirements affecting the pupil will also be considered.

2. JUNIOR SCHOOL

- 2.1 The purpose of this policy is to inform children, parents, staff and Governors of our aims and actions and to help us all work together to ensure a safe and happy School.
- 2.2 The policy has been written in consultation with colleagues and children.
- 2.3 The policy is designed to develop and sustain our children as successful learners by providing them with the opportunities to be engaged, confident, resilient, purposeful, considerate and adaptable.
- 2.4 Underpinning the whole policy is the development of mutual respect between all adults and children. The children at St Chris are privileged with the voice and freedom they are given. It is important that they understand that with this privilege comes responsibility.
- 2.5 It is clear that we actively encourage the children to make the right choices in terms of their behaviour, but it is equally clear that the children understand that these choices will be removed if they chose not to be mindful of the School's Behaviour Policy.



- 2.6 Aims of this policy. To encourage and ensure:
- 2.6.1 Individual thoughtfulness for others.
 - 2.6.2 Respect for the routines necessary for a happy communal life.
 - 2.6.3 The learning of self-discipline and exercising this in the interests both of the individual and of others in the community.
 - 2.6.4 High standards of behaviour throughout the School day and especially during break times and at lunch times.
 - 2.6.5 Behaviour which allows constructive teaching and learning.
 - 2.6.6 The implementation by all staff of appropriate measures and procedures to encourage high standards of behaviour.
 - 2.6.7 The creation of a school community where we treat one another with care, sensitivity, consideration and politeness.
 - 2.6.8 Co-operation with other children and adults.
 - 2.6.9 Responsibility and accountability for actions.
 - 2.6.10 Children understand that actions and choices have consequences.
 - 2.6.11 Instructions given by school staff are followed.
 - 2.6.12 A calm, purposeful and happy atmosphere
 - 2.6.13 To foster positive and caring attitudes
 - 2.6.14 Increasing independence.
 - 2.6.15 Behaviour that is socially acceptable
 - 2.6.16 A consistent approach throughout the school that is understood by colleagues, children and parents.
- 2.7 Children
- 2.7.1 Children's opinions are valued. Each class takes part in agreeing their own expectations for behaviour and effort at the beginning of each Academic Year.
 - 2.7.2 Children understand that they have the right to be treated in a fair and consistent manner and that they are expected to treat all people in a similar manner.
 - 2.7.3 All children are encouraged to act responsibly in the playground and around the school.
- 2.8 Junior School Council
- 2.8.1 The Junior School Council is a forum for children to make their opinions known and to come to joint decisions about issues which affect the pupils of the Junior School.
 - 2.8.2 The School Council has a budget and decides how this is spent and makes positive contributions to many aspects of school life.
 - 2.8.3 Two children from each class are elected as classroom representatives; they take part in regular meetings, help in the running of the school by making suggestions and decisions and pass on the views and wishes of their fellow students.
 - 2.8.4 The School Council provides a forum for discussion about issues and behaviour in general and discusses ways to make playtimes positive and enjoyable.
- 2.9 Expectations of colleagues
- 2.9.1 our aim is to be a model for behaviour and to build confidence and self-esteem.



- 2.9.2 We listen to children and treat them with respect and foster good behaviour with positive attention.
 - 2.9.3 We aim to encourage children to become self-disciplined and, in order to support and build that, colleagues will actively acknowledge and reward positive and appropriate behaviour with praise.
 - 2.9.4 Colleagues are expected to help create a safe, caring and pleasant environment where children's physical and emotional needs are met and where children feel valued.
 - 2.9.5 We recognise that children are individuals and that we should be aware of each individual's needs.
 - 2.9.6 colleagues are expected to be consistent in their approach.
- 2.10 The School has an Anti-Bullying Policy which the school community is expected to follow along with this Behaviour Policy.
- 2.11 Expectations of Children
- 2.11.1 Children are expected to:
 - 2.11.1.1 Work to the best of their abilities and to allow others to do the same
 - 2.11.1.2 Treat all children and all adults in the school community with respect
 - 2.11.1.3 Take care of their own, each other's and the school's property and facilities
 - 2.11.1.4 Co-operate with other children and adults
 - 2.11.1.5 Follow instructions given by colleagues
 - 2.11.1.6 Behave sensibly during lessons, when on the playground and when moving around the school
 - 2.11.1.7 Never bully other children/adults
 - 2.11.1.8 Never make remarks or behaviours to themselves or others which are derogatory, eg. sexist, racist, homophobic in nature.
 - 2.11.2 These expectations are not necessarily written, but are shared consistently with the children through our everyday practice.
- 2.12 Positive Behaviour Celebrations
- 2.12.1 Children who have demonstrated positive behaviour or have persevered when faced with challenges are acknowledged and praised.
 - 2.12.2 In every subject area, positive references are made to encourage respect and responsibility whenever possible.
 - 2.12.3 Personal and social education and citizenship are timetabled in weekly plans.
 - 2.12.4 Our Morning Talks also promote positive behaviour.
 - 2.12.5 'Praise on a Postcard' is a model used to support this positive reinforcement
 - 2.12.6 Pupil records include a pastoral record in which records for each child are kept where necessary. This file follows the children through the School.
 - 2.12.7 Head teacher's Hot chocolate - once a week to celebrate positive behaviour
 - 2.12.8 Use Circle-time sessions to celebrate and promote positive behaviour
 - 2.12.9 Tree of success



- 2.12.10 Using class charter as positive teaching and learning tool
- 2.12.11 Whole school working towards a school celebration eg disco/trip to Woburn Abbey

2.13 Addressing Challenging Behaviour

- 2.13.1 In order to ensure a consistent and reasonable response across the school there are a range of strategies that may be employed. However in line with the ethos of the school every child is treated as an individual and adult decisions/responses are subject to the child's individual needs.
- 2.13.2 The following is a suggested group of consequences that may be employed. It is of primary importance that the child is spoken with in line with the aims of the policy.
- 2.13.3 If the child:
 - Does not follow instructions or class rules
 - Is being unkind to others
 - Is not taking turns or sharing equipment
 - Is not moving around the school properly
 - Is speaking inappropriately
- 2.13.3 They may be given a verbal warning.
- 2.13.4 If the child:
 - Is continually or deliberately not following class rules
 - Is name calling, pushing
- 2.13.5 They may be:
 - Given a time-out to consider better behaviour choices
 - Be referred to their class teacher
 - Lose part of their independent time
- 2.13.6 If the child:
 - Is refusing to do what is asked by an adult
 - Is using inappropriate language
 - Is being deliberately aggressive
- 2.13.7 They may be:
 - Involved in a more rigorous independent behaviour management strategy programme (eg behaviour card)
 - Involved with discussions with their parents/carers
 - Involved with a meeting with their parents/carers
- 2.13.8 If the child:
 - Persists in behaving in a way that is detrimental to the school community
 - Refuses to accept the authority of the school
 - Is aggressively physical
- 2.13.9 They may be:
 - Removed from the situation
 - Immediately referred to DH/HT
 - Involved in a meeting with parents/carers
 - Recommended for internal/external exclusion

2.14 Problematic Behaviour

- 2.14.1 When a child has been involved in an incident, it will be investigated by an adult and all relevant parties interviewed.



- 2.14.2 It may be necessary for notes to be kept (these will be stored in the individual child's file and may also be emailed to their class teacher).
 - 2.14.3 Parents will be informed.
 - 2.14.4 Depending on the severity of the incident, it may be recorded in the incident file in the Head Teacher's office.
 - 2.14.5 For serious incidents or repeated breaking of the School's code of behaviour, the child's parents/ carers will be informed and invited to work with the School to set targets for the child who will help him/her to improve. This may also involve some action to repair the situation and/or the withdrawal of privileges.
- 2.15 Corporal Punishment
- 2.15.1 In accordance with the law there is no corporal punishment allowed by the School, nor has there ever been. However, a teacher, or other member of staff, may use 'reasonable force' to prevent a pupil from committing an offence; causing personal injury or damage (including to them) or engaging in any activity prejudicial to the maintenance of good order, whether during a lesson or at any other time.
 - 2.15.2 Any incident involving physical intervention in such circumstances must be recorded and reported to the Head and/or one of the Designated Safeguarding Leads. A senior member of staff will contact parents on the day of the incident.

3. EARLY YEARS CENTRE (EYC)

- 3.1 Children will thrive best when they know what is expected of them and where they feel free to work, learn and play without fear of being hurt or unfairly restricted by anyone else.
- 3.2 An environment is created in which children learn to have respect for their environment, others and themselves.
- 3.3 To achieve the aims of the above policies within the EYC, we:
 - 3.3.1 give children positive, clear instructions and expectations
 - 3.3.2 reach the eye level of the child and maintain eye contact when giving instruction or addressing behaviour
 - 3.3.3 use a firm tone, when necessary
 - 3.3.4 praise children, making praise explicit, ensuring children who are behaving appropriately receive the attention they deserve, using praise of others to motivate those less eager to respond
 - 3.3.5 understand that these are the first steps in very young children's learning, and respond appropriately to their mistakes, allowing them a safe place to make mistakes without humiliation
 - 3.3.6 avoid labelling children
 - 3.3.7 avoid using negative language to describe behaviour or children (eg. silly, etc.)
 - 3.3.8 be discreet when addressing behaviour
 - 3.3.9 aim to avoid creating situations in which children receive adult attention only in return for undesirable behaviour



- 3.3.10 use visual support materials to help children understand expectations
 - 3.3.11 engage and involve children positively in activities that they will readily enjoy to avoid confrontation
 - 3.3.12 provide a stimulating environment where children can make their own positive choices
 - 3.3.13 employ positive behaviour strategies first (engaging child, giving praise for appropriate behaviour, setting clear boundaries, ignoring inappropriate behaviour)
 - 3.3.14 will always model good behaviour, kindness and helpfulness
 - 3.3.15 inform parents of any issues and if necessary arrange a meeting.
- 3.4 If these strategies fail to work we adopt the 3 Step Approach:
- 3.4.1 The child will be asked to stop what they are doing in a gentle but firm voice. A member of staff will explain why the behaviour is not the right choice and give an example of the right choice.
 - 3.4.2 If the behaviour persists the child will be asked to stop in a slightly firmer voice, the same member of staff will explain this is their warning and if they can't make the right choice then they will have to walk away or put the activity away. The child will be advised that if this behaviour persists they will be asked to sit on the Thinking Chair.
 - 3.4.3 If the child is unable to make the right choice, the member of staff follows through with the consequence and the child will be asked to sit on the Thinking Chair.
- 3.5 These three steps must always be followed unless a child is harming another child. In this situation the adult will assess the situation: Antecedent, Behaviour, Consequence and no warning will be given. The child will be asked to apologize and asked to sit on the Thinking Chair. The incident will be recorded on the ABC form and the parents will be informed.
- 3.6 Parents will be consulted about behavioural problems. The input and support of parents is essential.
- 3.7 Where it is necessary to consult with other agencies this will be with the informed consent of parents.
- 3.8 In the rarest occasions such as extreme violence or language, or persistent aggressive or disruptive behaviour, senior management would be consulted.
- 3.9 Corporal punishment is not used or threatened neither is any punishment which could adversely affect a child's well-being.
- 3.10 New staff and volunteers will be familiarised with the EYC Positive Behaviour Policy.

Emma-Kate Henry
Head

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