



## Behaviour Policy

November 2024  
V2

### SECTION 1: POLICY STATEMENT

#### Challenging Conduct at St Chris: A Progressive, restorative approach

At St Chris, we have always prided ourselves on being a progressive school and in keeping with that, we have constructed our behaviour and rewards policy, (henceforth to be known as conduct and recognition,) based around a focus on reformation and restorative action.

This policy is written to reflect our stated values of **Individuality, listening, and trust and respect**. While we recognise that our students will naturally test boundaries and will, at times, make mistakes, our aim through this document is to ensure that these instances, as far as possible, result in a learning experience.

### SECTION 2: RATIONALE

2.1 A conduct policy, which focusses on reformation rather than punishment, can be highly effective in fostering a positive learning environment and promoting the holistic development of students. Our policy is built upon the following needs:

#### 2.1.2 **Learning and Growth:**

The primary goal of education is not only to impart academic knowledge but also to nurture character and social skills. A reformation-based conduct policy recognises that students are constantly learning and growing. Rather than solely punishing undesirable conduct, we seek to understand the underlying reasons behind such instances and provide opportunities for growth and learning.

#### 2.1.3 **Individual Support:**

Every student is unique, with his or her own strengths, challenges, and life experiences. A reformation-based policy acknowledges this diversity and provides individualised support to address conduct issues. Instead of applying blanket punishments, it offers personalised interventions tailored to the needs of each student. This approach not only helps in addressing the root causes of the conduct but also promotes a sense of fairness and equity.

#### 2.1.4 **Accountability:**

Through this policy, we hope to emphasise guiding and supporting students to take responsibility for their actions and accept their consequences. Rather than simply punishing students for their mistakes, it encourages them to reflect on



their conduct, understand its impact on themselves and others, and take ownership of making positive changes. By fostering a sense of accountability, students are more likely to develop self-discipline, resilience, empathy, and make better choices in the future.

**2.1.5 Positive Relationships:**

Positive relationships between students, teachers, and staff are essential for creating a supportive and inclusive school environment. This policy aims to prioritise building and maintaining these relationships, instead of creating an adversarial dynamic between authority figures and students. We aim to foster trust, respect, and empathy in our students. Teachers and staff serve as mentors and guides, helping students navigate challenges and develop the social-emotional skills needed for success in school and beyond.

**2.1.6 Restorative Practices:**

Restorative practices are at the core of our policy. These practices focus on repairing harm, restoring relationships, and promoting healing rather than on punishment or retaliation. Restorative approaches involve dialogue, empathy, and problem-solving, allowing students to understand the impact of their actions, make amends, and rebuild trust within the school community. By addressing the root causes of conflict and promoting empathy and understanding, restorative practices contribute to a more positive and inclusive school climate.

### **SECTION 3: GUIDANCE, LEGISLATION AND STATUTORY REQUIREMENTS**

The following documents were referenced while constructing this policy:

- 3.1 [ISI inspection handbook](#)
- 3.2 [Behaviour In Schools \(DFE\) 2024](#)
- 3.3 [Searching Screening and Confiscation \(DFE\) 2022](#)
- 3.4 [The Equality Act 2010 and Schools \(DFE\) 2014](#)
- 3.5 [Keeping Children Safe in Education \(DFE\) 2023](#)
- 3.6 [Use of Reasonable Force in Schools \(DFE\) 2013](#)
- 3.7 [Supporting Pupils with Medical Conditions \(DFE\) 2015](#)
- 3.8 [Special Educational Needs and Disability Code of Practice \(DFE\) 2015](#)

### **SECTION 4: ROLES AND RESPONSIBILITIES**

- 4.1 **Board of Governors:** The Board of Governors is responsible for ensuring this document is maintained and updated on a regular basis. They are also responsible for ensuring this policy's effectiveness and holding the Head to account for its implementation. Complaints about the implementation of this policy in specific instances may be brought directly to the Governing Body and decided on by them.



- 4.2 **Senior Leaders and Pastoral Leads:** Along with the Head, Senior Leaders along with Junior School Pastoral Lead are responsible for regularly reviewing this policy and its effectiveness, suggesting improvements where applicable. Senior Leadership are also responsible, collectively for ensuring the school encourages positive conduct in all areas and that staff are properly trained in positive conduct management. Senior Leadership shall support staff in these instances and step in when necessary.
- 4.3 **All staff:** Each member of St Chris staff is responsible for modelling expected conduct and upholding the ethos of St Chris. Staff are also responsible for ensuring the school is a safe, caring and pleasant atmosphere which encourages good conduct through the following:
- Laying out clear well considered expectations at all times
  - Providing a personalised approach to students
  - Promoting trust between students and staff
  - Creating an ordered, inspirational working environment
  - Promoting a sense of community within St Chris
  - Implementing this policy clearly and consistently at all times
  - Communicating effectively with students and parents/carers
  - Respecting the rights, values, beliefs and diversity of our students
  - Encouraging and reinforcing positive conduct
  - Effectively recording conduct
- 4.4 **Parents:** Parents and Guardians are responsible for supporting their children through encouragement and praise. We would ask parents and guardians to agree to assist us by:
- Supporting students to take responsibility for their own conduct.
  - Maintaining consistent communication with St Chris to discuss pastoral matters as they arise.
  - Ensuring students attend school on time each day and do not leave school during the day unless agreed by both school and parents/carers in advance.
  - Avoiding holidays during term time.
  - Attending meetings as required, supporting students' personal journey at St Chris.
- 4.5 **Pupils:** On entering the school, St Chris students agree to:
- Treat all members of our community and the physical community itself with respect.
  - Listen to staff and follow instructions
  - Behave responsibly and ethically
  - Take care of their own and the school's property
  - Consider the wellbeing of others at all times.



## SECTION 5: LANGUAGE

- 5.1 As a Progressive school, we will adjust our model to use more rehabilitative language:
- 5.1.1 Instead of labelling actions as "**behaviour**," we will use the term "**conduct**", or in the Junior School "**Actions**". This shift in language emphasises the idea that every action stems from a choice and that these choices can be influenced positively.
  - 5.1.2 Rather than using the term "**sanctions**," which carries connotations of punishment, we instead use the terms "**interventions**" or "**supportive measures**." These alternatives convey the idea of addressing conduct in a constructive and supportive manner.
- 5.2 By adopting these linguistic changes, we promote a culture of understanding, empathy, and growth within our school community. We recognise that students are individuals with unique needs and circumstances, and our aim is to guide them towards positive choices and personal development through supportive interventions and constructive dialogue.

## SECTION 6: OUR APPROACH

- 6.1 A clear and structured intervention policy for conduct promotes a supportive and nurturing environment where students can thrive academically, socially, and emotionally. It establishes clear expectations, provides opportunities for growth, and reinforces the values of respect, responsibility, and accountability. It also gives both teachers and parents clear guidelines about how to we expect students to act in most common situations, and what our responses should include, allowing for greater consistency in our approach.
- 6.2 **Note: While we will strive for consistency, it should also be noted that there cannot be a 'one size fits all' approach and students will continue to be considered as individuals. We reserve the right to adapt this policy as required for individuals depending upon circumstances.**
- 6.3 Our approach centres on the following principles:
- 6.3.1 **Consistency:** While we will adapt our approaches to best fit our students, we do want to foster a sense of consistency, which promotes fairness and predictability. In all circumstances, we will choose the best course to promote students understanding the consequences of their conduct and to facilitate better decisions in the future.
  - 6.3.2 **Transparency:** Clear guidelines for interventions provide transparency to students, parents, and staff members regarding expectations and consequences. This transparency fosters trust and accountability within the school community.
  - 6.3.3 **Intervention:** Early identification of conduct issues allows for prompt intervention. Addressing issues early can prevent escalation and support students in developing positive conduct patterns.
  - 6.3.4 **Support:** A focus on support rather than punishment emphasises the importance of addressing underlying issues and providing students with the necessary resources and assistance to succeed. This holistic approach promotes a culture of care and empathy within the school.



- 6.3.5 **Education:** Interventions will be structured to provide educational opportunities for students to learn from their mistakes and develop essential social and emotional skills. By emphasising learning and growth, the intervention policy aims to help students become responsible and respectful members of the community.
- 6.3.6 **Tackling Disruption:** Our interventions will create a positive learning environment by addressing disruptive conduct effectively. Students will understand the consequences of their actions, leading to fewer disruptions and greater focus on academic achievement.
- 6.3.7 **Community:** Involving parents, students, and staff in the development and implementation of the intervention policy fosters a sense of ownership and collaboration within the school community. This collective effort ensures that interventions will be tailored to meet the needs of students and are aligned with the values of the school.

## SECTION 7: CONDUCT ACTIONS, INTERVENTION AND MEASURES

- 7.1 Interventions, as far as is possible, should focus on restorative measures rather than punitive justice\*. In this way, the system in place will build confidence, relationships and trust rather than destroying these.
- 7.2 While we will endeavour, in our final matrix, to anticipate most everyday situations, no policy can ever be exhaustive. It is also true that suggested interventions will not always fit with individual students and teachers will always be encouraged to use their professional judgement using these.
- 7.3 In unique or unusual situations, or those where teachers have limited experience, it will always be encouraged to seek advice from Heads of Department, Heads of Year, Pastoral Lead (Junior School) and Senior Leadership before issuing interventions.
- 7.4 *\* It may be that in the case of serious breaches of our expectations, more serious interventions such as exclusions might be used. These are used for the purposes of protection or separation rather than solely being restorative actions.*

### 7.5 Conduct Actions

At St Chris, we expect students to conduct themselves in a way that reflects our values. In all ways, we expect children to trust and respect themselves, each other, our staff, our community and our school. All students should, in turn be able to come to school feeling that they will be respected in the same way.

- 7.5.2 This expectation extends across academic, boarding and social aspects of the school. In lessons, we expect students to attend on time, listen attentively, complete work on time and ensure that they do not detract from the learning of others.



- 7.5.3 Students are expected to both respect and celebrate the cultural diversity in our community and not engage in any activities that could be seen as bullying or other types of negative interaction.
- 7.5.4 At St Chris, we uphold the fundamental British values of democracy, the rule of law, respect and tolerance and individual liberty. These underpin our expectations of students.

## **7.6 Intervention (Senior School)**

### **7.6.1 Restorative Conversations**

- 7.6.1.1 Interventions will always begin with a conversation. The member of staff issuing the intervention will discuss what conduct/action exactly led to the intervention and try to identify the causes of that conduct with the student. Once identified, the aim of the conversation will be suggesting how this might be avoided in the future and why it should be avoided.
- 7.6.1.2 At the lowest levels, and in the case of most day-to-day conduct, this will be all that is required. Staff will record that these conversations have taken place on our tracking system Class Charts, and this will be shared with Company Advisers and Heads of Year, or the class teacher in the Junior School.
- 7.6.1.3 Restorative conversations, in the first instance, take place between the student and staff member involved and take place as soon after the action as is reasonably possible, preferably immediately following or the on the same day as the incident occurred.
- 7.6.1.4 In cases of repeated poor conduct, this conversation may be held with a more senior member of staff, or one that is pastorally responsible for the student(s) in question.

- Company Adviser
- Head of Department
- Head of Year
- Junior School Pastoral Lead

If this is the case, a conduct notification will also be sent home to parents/carers.

### **7.6.2 Conduct Notifications (Senior School):**

- 7.6.2.1 In cases of repeated negative conduct, or in instances when a more serious event has occurred, we will inform parents/carers of the incident and what action has been taken. We will also ask for their support moving forward. This will be communicated by email or phone call, as soon as is reasonably



possible after the incident in question, preferably within a twenty-four hour period.

7.6.2.2 Conduct notifications will always be used in conjunction with restorative conversations.

### 7.6.3 Restorative Actions:

7.6.3.1 In cases where it is felt conduct/action has not been modified following one or more restorative conversations, it might be decided that students must engage in restorative action. These will always be used in conjunction with restorative conversations and conduct notifications. In the Junior School this will always take place with the Class Teacher

7.6.3.2 Restorative actions will be:

- Conducted during school hours
- Be proportional to conduct leading to them
- Be useful to the student, and allow for learning and improvement
- Last for 15-60 minutes (Senior School).
- Last for 10 minutes (Junior School)

7.6.3.3 Restorative actions will depend on the conduct that preceded them, and will focus on a pastoral or academic aim. While this list is not exhaustive, they might include:

#### Senior School:

- Working with staff to catch up on missed learning
- Shadow or assist with staff around school site, especially for conduct that resulted in damage to school property, buildings or grounds.
- Writing about or discussing consequences of poor conduct
- Apologising / discussing conduct with those effected
- Participating in group discussion
- Attending support sessions with peer or staff mentors

#### Junior School:

- Work with staff to catch up on missed learning
- Discussing consequences of poor behaviour
- Referring to and discussing the class charter
- Apologising or discussing the action with those affected
- Attending a support session

**7.6.3.4 Note: In the senior school restorative conversations, conduct notifications and conduct actions can and will be used concurrently as students move up through levels of poor conduct.**

### 7.6.4 Suspension:

7.6.4.1 While we would always seek to avoid suspensions, in the case of repeated poor conduct, or if a student refuses to engage with previous interventions, it may be necessary to impose a time of





thought and reflection, when students can work with parents and carers to consider their actions and how they see their time at St Chris continuing. It is possible for suspensions to be used without first using other interventions if it is deemed necessary.

- 7.6.4.2 It may also be the case that for certain conduct types, including but not limited to: bullying, fighting, peer on peer abuse, extreme levels of defiance, use of illegal substances, etc. that a suspension is put in place to separate students whilst an investigation takes place. During any suspension, work will be set online and checked by teaching staff as it is completed so that as little study time is lost as possible.
- 7.6.4.3 Suspensions can range from one to five days, after which the student will be able to return to St Chris following a re-integration meeting with the Head of Year and Assistant Head of Pastoral Care, or the Junior School Pastoral Lead and Head of Junior School. It may be that the Head also chooses to be present in these meetings and parents or carers will always be invited and encouraged to attend.
- 7.6.4.4 During this meeting, the incident will be discussed, and how we propose to move forward. Targets will be set and agreed to by the student and ourselves. We will set out targets, which will be agreed by the student, carers and ourselves.
- 7.6.4.5 While we will endeavour to consider all factors before issuing suspensions, including all special educational and emotional needs at play, these will not preclude the use a suspension if the Head deems it necessary.
- 7.6.4.6 The decision to impose a suspension will always be made by the Head, after consultation with senior and pastoral leaders.

#### **7.6.5 Permanent Exclusion:**

- 7.6.5.1 Permanent exclusions are only ever used as a last resort in the case of illegal activities, very serious or repeated breaches of school expectations, or in cases where it is felt that a student's presence puts others at significant risk.
- 7.6.5.2 The decision to permanently exclude rests with the Head.

#### **7.6.6 Interventions (Junior School)**

- Work with staff to catch up on missed learning
- Discussing consequences of poor actions
- Referring to class charter
- Apologising/discussion with those affected by actions
- Attend support sessions
- St Chris Home/School Log set up to support positive behaviours





### 7.7 Conduct and Intervention Matrix (Senior School)

<p><b>Level 1:</b> Class teachers/ Advisers</p>	<ul style="list-style-type: none"> <li>• Low level disruption in lessons.</li> <li>• Instances of misconduct around site.</li> <li>• Refusal to follow basic expectations.</li> <li>• Instances of incomplete work or poor effort in lessons.</li> <li>• Lateness to class/company time</li> </ul>	<p>Teacher/staff who witnesses/challenges conduct logs conduct then issues and supervises the subsequent restorative action: <b>Restorative conversation. Further instances progress to level 2.</b> Company adviser monitors logs to follow up if necessary.</p>
<p><b>Level 2:</b> Class teachers/ Advisers</p>	<ul style="list-style-type: none"> <li>• Repetition of level 1 offences.</li> <li>• Refusal to engage with interventions at level 1.</li> <li>• Instances of inappropriate conduct or language towards staff or students.</li> <li>• Wilful conduct posing potential harm to students or staff.</li> <li>• Misuse of school equipment.</li> <li>• Persistent lateness to lessons/company time</li> </ul>	<p>Teacher/staff who witnesses/challenges conduct logs conduct then issues and supervises the subsequent restorative action <b>Restorative conversation plus 15-minute restorative action</b> Issuing staff to email company adviser and inform parents/carers. <b>Company Adviser to follow up with parents if appropriate</b></p>
<p><b>Level 3:</b> Class teachers/ Advisers  HOY/HOD to support or step in if deemed appropriate.</p>	<ul style="list-style-type: none"> <li>• Repetition of level 2 offences.</li> <li>• Refusal to engage with interventions at level 2.</li> <li>• Cases of serious inappropriate language or conduct towards other students or staff.</li> <li>• Emerging elements of bullying.</li> <li>• Wilful conduct causing harm to staff or students. (minor incidents)</li> <li>• Low-level vandalism of property belonging to school or other students.</li> </ul>	<p>Teacher/staff who witnesses/challenges conduct logs conduct then issues and supervises the subsequent restorative action <b>Restorative conversation plus 30-minute restorative action to be set and overseen by issuing staff.</b> Issuing staff then to inform company adviser and Head of Year. Company adviser to be aware of: IN status SEMH concerns Pastoral concerns <b>Parents contacted by Adviser to explain and discuss actions.</b></p>



<p><b>Level 4:</b> Head of Department Head of Year</p>	<ul style="list-style-type: none"> <li>• Repetition of conduct at level 3.</li> <li>• Refusal to engage with interventions at level 3.</li> <li>• Incidents of gross misconduct.</li> <li>• Bullying on or offline.</li> <li>• Severe inappropriate conduct towards other students or staff.</li> <li>• Theft</li> <li>• Truancy</li> <li>• Fighting</li> <li>• Destruction of property.</li> <li>• Continued refusal to complete work.</li> <li>• Plagiarism</li> <li>• Cheating</li> <li>• Incidents of racist or prejudiced conduct.</li> </ul>	<p>Teacher/staff who witnesses/challenges conduct will log the incident and inform student(s) that the issue will be passed to Head of Department/Head of Year</p> <p>Teacher/staff challenging action will complete a conduct referral and email Company Adviser and: Head of Department if an academic concern, Head of Year for all pastoral concerns or if it is felt a pastoral element is at play.</p> <p><b>Head of Department/Head of Year – Restorative Conversation plus one hour restorative action and/or academic or pastoral report if necessary.</b></p> <p>Head of Year to check: IN status, pastoral history, personal circumstances, etc...</p> <p><b>Parents contacted by HOD/HOY to explain decisions, discuss next steps and continuing support</b></p>
<p><b>Level 5:</b> Senior Leadership</p>	<ul style="list-style-type: none"> <li>• Repetition of level 4.</li> <li>• Refusal to engage with interventions at level 4.</li> <li>• Incidents of peer on peer abuse.</li> <li>• Violent conduct towards students, staff or others.</li> <li>• Substance abuse</li> <li>• Alcohol abuse.</li> <li>• Repeated or extremely severe bullying incidents.</li> <li>• Sexual abuse or harassment (including online).</li> </ul>	<p>Senior Leadership – Exploration, reformation, reparation, protection.</p> <p>Agreed time away from school</p> <p>Suspension (With approval from Head)</p> <p>Other interventions as agreed with Head and parents.</p> <p><b>Parents contacted by Senior Leadership (Assistant Head Pastoral/Deputy Head)</b></p>
<p><b>Level 6:</b> Head</p>	<ul style="list-style-type: none"> <li>• Repetition of level 5.</li> <li>• Failure to engage with the interventions laid out in levels 1-5</li> <li>• One off incidents which are more serious than those mentioned above.</li> <li>• Dealing in illegal or prohibited materials.</li> </ul>	<p>Suspension</p> <p>Permanent exclusion</p> <p>Removal of boarding place.</p> <p><b>Parents contacted by Head unless delegated to Senior Leadership</b></p>



### 7.8 Conduct and Intervention Matrix (Junior School)










<p><b>Level 1:</b> Class teachers</p>	<ul style="list-style-type: none"> <li>• Does not follow instructions</li> <li>• Is unkind to others</li> <li>• Is not taking turns or sharing equipment</li> <li>• Is not moving around the school safely</li> <li>• Low level disruption in class</li> <li>• Use of inappropriate language or actions towards others</li> </ul>	<p>Teacher/staff who witnesses/challenges behaviour to initiate restorative action and ensure class teacher is informed: Record on Class Charts</p> <p><b>Restorative conversation with child/children involved</b></p>
<p><b>Level 2:</b> Class teachers</p>	<ul style="list-style-type: none"> <li>• Repetition of level 1 actions</li> <li>• Is name-calling, pushing</li> <li>• Wilful behaviour posing potential harm to others</li> <li>• Misuse of school equipment</li> </ul>	<p>Teacher/staff who witnesses/challenges behaviour to initiate restorative action and ensure class teacher is informed: Record on Class Charts</p> <p><b>Restorative conversation + 5 minute restorative action</b></p> <p><b>Class teacher to inform parents if appropriate</b></p>
<p><b>Level 3:</b> Class teachers &amp; JS Pastoral Lead</p>	<ul style="list-style-type: none"> <li>• Repetition of level 2 actions</li> <li>• Cases of serious inappropriate language or behaviour towards others</li> <li>• Emerging elements of bullying behaviour</li> <li>• Wilful behaviour causing harm to others (minor incidents)</li> <li>• Low-level vandalism of property belonging to school or other students</li> </ul>	<p>Teacher/staff who witnesses/challenges behaviour to initiate restorative action and ensure class teacher is informed: Record on Class Charts</p> <p><b>Restorative conversation + 10 minute restorative action</b></p> <p>Class teacher to inform JS Pastoral Lead and discuss IN, SEMH, pastoral concerns. Class teacher to record behaviour on MY Concern/Class Charts</p> <p><b>Class teacher to contact parents to explain and discuss actions.</b></p>







<p><b>Level 4:</b> JS Pastoral Lead</p>	<ul style="list-style-type: none"> <li>• Repetition of level 3 actions</li> <li>• Severe inappropriate behaviour towards others</li> <li>• Bullying behaviour</li> <li>• Incidents of racist or prejudiced behaviour</li> <li>• Fighting</li> <li>• Theft</li> <li>• Destruction of property</li> </ul>	<p>Teacher/staff who witnesses/challenges behaviour to initiate restorative action and ensure class teacher is informed. Record on Class Charts</p> <p><b>Restorative conversation + 10 minute restorative action with Pastoral Lead.</b></p> <p><b>Pastoral Lead to check:</b> IN, SEMH, pastoral concerns, personal/family circumstances. Pastoral Lead to record behaviour on My Concern/Class Charts</p> <p>Parents contacted by Pastoral Lead to explain decisions, discuss next steps and continuing support.</p>
<p><b>Level 5:</b> Head of JS</p>	<ul style="list-style-type: none"> <li>• Repetition of level 4 actions</li> <li>• Incidents of peer on peer abuse</li> <li>• Violent behaviour towards others</li> <li>• Repeated or extremely severe bullying incidents</li> </ul>	<p>Head of JS – Exploration, reformation, reparation, protection Record on Class Charts</p> <p>Agreed time away from school Suspension (with approval from Head) Other interventions as agreed with JS Head, Head and parents</p>
<p><b>Level 6:</b> Head</p>	<ul style="list-style-type: none"> <li>• Repetition of level 5 actions</li> <li>• Failure to engage with the systems laid out in levels 1 -5</li> <li>• One off incidents which are more serious than those mentioned above</li> <li>• Dealing in illegal or prohibited materials</li> </ul>	<p>Suspension Permanent exclusion Record on Class Charts</p> <p>Parents contacted by Head unless delegated to SLT</p>









7.9 Junior School Conduct and Intervention Matrix

Level	Action	Intervention
<p><b>Level 1:</b>  Class Teachers</p>	<ul style="list-style-type: none"> <li>• Does not follow instructions </li> <li>• Is unkind to others </li> <li>• Is not taking turns or sharing equipment </li> <li>• Is not moving around the school safely </li> <li>• Low level disruption in class </li> <li>• Use of inappropriate language or actions towards others </li> </ul>	<p><b>Restorative conversation with child/children involved</b></p>
<p><b>Level 2:</b>  Class Teachers</p>	<p><b>Repetition of level 1 actions</b></p> <ul style="list-style-type: none"> <li>• Is name-calling, pushing </li> <li>• Wilful behaviour posing potential harm to others </li> <li>• Misuse of school equipment </li> </ul>	<p><b>Restorative conversation + 5 minute restorative action</b></p> <p><b>Class Teacher to inform parents if appropriate</b></p>



<p><b>Level 3:</b> <b>Class Teachers &amp; JS Pastoral Lead</b></p>	<p><b>Repetition of level 2 actions</b></p> <ul style="list-style-type: none"><li>• Cases of serious inappropriate language or behaviour towards others </li><li>• Emerging elements of bullying behaviour </li><li>• Wilful behaviour causing harm to others (minor incidents) </li><li>• Low-level vandalism of property belonging to school or other students </li></ul>	<p><b>Restorative conversation + 10 minute restorative action</b></p> <p><b>Class Teacher to contact parents to explain and discuss actions.</b></p>
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<p><b>Level 4:</b> JS Pastoral Lead</p>	<p><b>Repetition of level 3 actions</b></p> <ul style="list-style-type: none"> <li>• Severe inappropriate behaviour towards others  </li> <li>• Bullying behaviour  </li> <li>• Incidents of racist or prejudiced behaviour  </li> <li>• Fighting  </li> <li>• Theft  </li> <li>• Destruction of property  </li> </ul>	<p><b>Restorative conversation + 10-minute restorative action with Pastoral Lead.</b></p> <p>Pastoral Lead to check in with child          Pastoral Lead to contact parents</p>
<p><b>Level 5:</b> Head of JS</p>	<ul style="list-style-type: none"> <li>• Repetition of level 4 actions</li> <li>• Incidents of peer on peer abuse</li> <li>• Violent behaviour towards others</li> <li>• Repeated or extremely severe bullying incidents</li> </ul>	<p><b>Head of JS</b>  <b>Other interventions as agreed with JS Head, Head and parents</b></p>
<p><b>Level 6:</b> Head</p>	<ul style="list-style-type: none"> <li>• Repetition of level 5 actions</li> <li>• Failure to engage with the systems/support laid out in levels 1-5</li> <li>• One off incidents which are more serious than those mentioned above</li> <li>• Dealing in illegal or prohibited materials</li> </ul>	<p><b>Parents contacted by Head</b></p>





## 7.9 EYFS

To achieve the aims of the above policies within the EYFS, we:

- 7.9.1 give children positive, clear instructions and expectations
- 7.9.2 reach the eye level of the child and maintain eye contact when giving instruction or addressing behaviour
- 7.9.3 use a firm tone, when necessary
- 7.9.4 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
- 7.9.5 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
- 7.9.6 avoid labelling children
- 7.9.7 avoid using negative language to describe behaviour or children (eg. silly, etc.)
- 7.9.8 be discreet when addressing behaviour unless there is a safety issue
- 7.9.9 aim to avoid creating situations in which children receive adult attention only in return for undesirable behaviour
- 7.9.10 use visual support materials to help children understand expectations
- 7.9.11 engage and involve children positively in activities that they will readily enjoy to divert negative behaviours
- 7.9.12 provide a stimulating environment where children can make their own positive choices
- 7.9.13 employ positive behaviour strategies first (engaging child, giving praise for appropriate behaviour, setting clear boundaries and if safe to do so, ignoring inappropriate behaviour)
- 7.9.14 will always model good behaviour, kindness and helpfulness
- 7.9.15 inform parents of any issues and if necessary arrange a meeting
- 7.9.16 If these strategies fail to work, we adopt the following approach:
  - 7.9.16.1 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.
  - 7.9.16.2 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 the activity will be closed to them, or they will have to put the activity away.
  - 7.9.16.3 If the behaviour persists and the child is unable to make the right choice, the member of staff follows through with a restorative action and the child will be asked to have some time out to consider their actions.
  - 7.9.16.4 These 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 apologise and sit out to have time to consider their actions. The incident may be recorded on My Concern.



- 7.9.17 Parents will be consulted about behavioural problems. The input and support of parents is essential.
- 7.9.18 Where it is necessary to consult with other agencies this will be with the informed consent of parents.
- 7.9.19 In the rarest occasions such as extreme violence or language, or persistent aggressive or disruptive behaviour, the JS Pastoral Lead and JS Head would be consulted. This may result in a plan being actioned, resulting in the child being sent home.
- 7.9.20 In a case of Suspension and Permanent exclusion, parents to be contacted by the Head, unless delegated to a member of SLT.

## **7.10 Communication**

- 7.10.1 Communication between school and parents/guardians will dependent on the situation and what we feel is right for each individual student and situation. Where possible, teachers will attempt to speak to parents directly via phone or face to face meeting, but in some circumstances it may be more beneficial, effective or timely to communicate in a written form, via email and we reserve this right.
- 7.10.3 Parents will be informed if students are challenged on any conduct reaching higher than level two on the matrix above within a twenty-four to forty-eight hour period, but we may not do so for smaller instances of conduct, which resides in level one or two.
- 7.10.3 Similarly, when replying to parent concerns we will do so within a twenty-four to forty-eight hour period.

## **7.11 Bullying**

Bullying of any kind is not tolerated within our community. This includes physical, emotional, cyber, or any other form of conduct causing pain, distress or intimidation to any of our students. All instances of bullying are investigated as soon as discovered and can fall at any level of the conduct and intervention matrix detailed above, without necessarily having been escalated from one level to the next. Our specific Anti-bullying policy gives further information on how we will deal with such instances.

## **7.12 Tobacco and Alcohol**

- 7.12.1 Alcohol and tobacco including vapes and other nicotine-based products are banned on school on school site and considered illegal substances, even if the student is considered of age to consume these outside of school. This includes all school trips.



- 7.12.2 Use of alcohol or tobacco reside in level 4 of the conduct matrix and may result in suspension from school, repeated offences can result in permanent exclusion.
- 7.12.3 There may be instance, during the course of special events, when the school may offer an alcoholic beverage to students who are of legal drinking age; however, this will always be done with permission from parents/guardians and under the supervision of staff. Further information can be found in our Alcohol and Substance abuse policies.

### **7.13 Drugs/illegal substances**

Drugs, drug paraphernalia, illegal substances or any other illegal item are banned on school site. Students found in possession of these will face suspension or permanent exclusion. Further information can be found in our Substance Abuse policy.

### **7.14 Searches and Confiscation**

Students or their belongings may be searched under certain circumstances, if it is felt they may be carrying illegal items or dangerous articles. Specific information on the manner in which searches are conducted and the potential reasons for them can be found in our Searching Children Policy.

### **7.15 Mobile Phones**

- 7.12.1 We operate a mobile phone free school. Students may not use their mobile phones while on site, except with specific permission from a member of staff and for a specific purpose: to communicate with parents/carers, or for medical reasons. Students' phones may not be visible during the school day, including break and lunch times.
- 7.12.2 Students' phones may be confiscated or secured if they do not follow these guidelines and kept for an appropriate amount of time.
- 7.12.3 We will be using Yondr pouches to secure student's phones during the school day. Students will be issued with a Yondr pouch, which they will use on arrival to lock their phone away, but they will retain control of it. Yondr pouches may be unlocked on leaving site at the end of the school day or once in the boarding house in the case of boarders. Students leaving school early will be able to unlock their pouches in the Mulberry building when signing out.
- 7.12.4 Students who need their phones for medical reasons will be issued with separate pouches, which allow for this.

## **SECTION 8: RECOGNITION**

- 8.1 At St Chris, we believe that recognition for completion of work should be intrinsic. We believe that our students are on an extended journey with us and that as they complete parts of that journey, they should be recognised for their effort and praised for their commitment, but that knowledge, learning and growth are rewards in and of themselves.



- 8.2 That being said, we do want to recognise when students go above and beyond in their progress, when they take initiative, or show us something exceptional.
- 8.3 Recognition will, in most cases, be private and communicated directly to the students and their parents/carers.
- 8.3.1 Daily recognition:** When teachers want to recognise specific actions or work, they will do this through communicating directly with the student and sending digital communication home. This might be for a specific piece of work, which goes above and beyond expectations, or something which has taken place during the school day which shows a student's dedication to our school ethos.
- 8.3.2 Green slip:** When staff wish to recognise conduct or work, which either goes beyond the normal expectations, or is repeated consistently over time, they can issue students with a green slip/recognition postcard, a physical reminder of their achievements. Parents/carers will also be notified that this has been issued.
- 8.3.3 Recognition postcard:** If staff wish to communicate directly with parents/carers, they have an option to send a recognition postcard home.
- 8.3.5 Junior School**
- 8.3.5.1 Children who have demonstrated positive behaviour or have persevered when faced with challenges are acknowledged and praised. During the day, in every subject area, positive references are made to encourage respect and responsibility and our Morning Talks also promote positive behaviour.
- 8.3.5.2 Recognition and celebration of positive behaviour and achievement may include:
- Using class charter as positive teaching and learning tool throughout the year
  - Collective class incentives such as gem jars and pompom jars
  - Praise on a Postcard
  - Head's Hot chocolate - to celebrate positive behaviour and achievements
  - Whole class rewards – a valuable opportunity to encourage and celebrate collaboration

## SECTION 9: RECORDING AND MONITORING

- 9.1 The staff will record all instances of conduct and recognition at the time of issue. Company Advisers, Heads of Year and pastoral leadership, will monitor these records. Further recognition or conduct interventions may be put in place if it is felt that a pattern is emerging across classes or other areas of the school.



9.2 Parents/carers will be kept up to date regularly of these records.

<b>Responsible and Accountable Persons</b>	<b>Name</b>	<b>Position</b>
Responsible	Alistair Phillips	Assistant Head (Pastoral)
Accountable	Rich Jones	Head
Date Policy Approved	Approved by Governors November 2024 V2 amended January 2025	
Review Period	One term	
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<b>Version History</b>	<b>Amendment Date</b>	<b>Amended by Whom</b>	<b>Previous Version Stored Where (If Applicable)</b>
Previous version	March 2023	Emma-Kate Henry	Policy Archive Folder
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