



**ST CHRISTOPHER'S SCHOOL**  
**BEHAVIOUR MANAGEMENT POLICY (incl. EYFS)**  
**2018-19**  
**To be reviewed Sept 2019**

## **1 AIMS AND EXPECTATIONS:**

- 1.1 With reference to non-statutory advice-Behaviour and Discipline in Schools (2016), it is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The School's Behaviour Policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. We work together with other external agencies to support pupil's behaviour.
- 1.2 Each classroom displays a copy of the School Rules (see Rules, Rewards & Sanctions Appendix 1), but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.3 The school expects every member of the School community to behave in a considerate way towards others. As per the Equality Act 2010, we make reasonable adjustments in the application of this policy in relation to any pupils with identified special educational needs, and pupils new to the school.
- 1.4 We treat all children fairly and apply this Behaviour Policy in a consistent way.
- 1.5 This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.6 This policy covers the School and EYFS.
- 1.6 The School rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

## **2 REWARDS:**

- 2.1 At St Christopher's School we understand that young people especially seek recognition of their behaviour and work. We seek to consistently praise and reward children for good behaviour and good work in a variety of ways (see Rules, Rewards & Sanctions Appendix 2).
- 2.2 The School acknowledges all the efforts and achievements of children, both in and out of school and children are encouraged to bring awards that they have gained in extracurricular activities into school to be shown at class or school assembly time.

## **3 SANCTIONS:**

- 3.1 The School employs a number of sanctions to enforce the School Rules, and to ensure a safe and positive learning environment. At St Christopher's School we employ each sanction appropriately to each individual situation, but we aim for consistency in our

application of sanctions (please refer to Rules, Rewards & Sanctions Policy Appendix 3). There are no circumstances in which corporal punishment can be used.

- 3.2 The class teacher discusses the School Rules with each class. In addition to the School Rules, each class may have additional rules, if considered appropriate, which are agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect at St Christopher's School. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class or in PHSE lessons.
- 3.3 The School does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We recognise that a bullying incident should be treated as a child protection concern where there is reasonable cause to believe that a child is suffering or is likely to suffer significant harm. In such incidences, cases of bullying will be reported to the external agencies-CSC or the police. We do everything in our power to ensure that all children attend school free from fear. (Please refer to our anti-bullying policy.)
- 3.5 Staff at St Christopher's School do not hit, push or slap children. Neither should humiliation nor sarcasm be used; children look up to staff and may interpret such inappropriate actions as acceptable. Physical handling of pupils is, however, permitted according to the guidelines set out in Section 4, below.
- 3.6 Pupils that are found to have made malicious allegations are likely to have breached our school Behaviour Policy. In such cases we therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

#### **4 PHYSICAL HANDLING (including physical intervention)**

- 4.1 At St Christopher's we do have acceptable forms of physical handling including the use of reasonable force to prevent:
  - Children from hurting themselves
  - Children hurting others
  - Children causing serious disorder
  - Damage to property

All members of staff should make themselves aware of the regulations regarding the use of force by teachers, as set out in [www.gov.uk](http://www.gov.uk) Use of reasonable force (July 2013).

At St Christopher's the decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. The level of physical force applied must always be reasonable.

- 4.2 All instances where reasonable force is used must be recorded and parents should be informed on the same day or when reasonably practical.
- 4.3 In our efforts to support pupils development as individuals, responsible for their own actions and increasingly independent, we aim to reduce the need for physical handling as children move through the school. In the EYFS setting there are a range of situations in which physical handling is common and required. Please refer our policy on physical handling in the EYFS setting. By the time children reach the Reception class, marking the transition

between nursery and the school, we seek to intervene less physically to assist children whilst obviously using professional judgement based upon the situation.

- 4.4 In the school we recognise that there are times when other forms of physical handling is also acceptable, and at times needed. For example, if a child was physically injured then an appropriate level of physical care would be appropriate, i.e. assisting with first aid or moving a child if that was necessary. In addition, an appropriate level of physical care may be required for pupils with SEND. In all cases at St Christopher's we advise that staff members do not physically interact with pupils at all away from other people. Our Safeguarding policy must be read in relation to this policy.
- 4.5 We advise staff accompanying pupils on swimming and PE excursions to refrain from assisting pupils with doing up clothing buttons, doing up shoe laces and such minor physical tasks. Where a child has under-developed fine motor skills then staff may assist with another staff member present. We also allow parents with DBS clearance to assist their own children with problems undressing / dressing at the swimming baths. This must be formally agreed with parents by the school.

## **5 THE ROLE OF THE CLASS TEACHER:**

- 5.1 It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time and when moving about the school.
- 5.2 The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- 5.3 The class teacher treats each child fairly, and enforces the School Rules consistently. The teachers treat all children in their classes with respect and understanding. Teachers should refer to a pupil's behaviour and not personalize misbehaviour.
- 5.4 If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Head Teacher.
- 5.5 The class teacher formally reports to parents about the progress of each child in their class, termly during the academic year. The class teacher may also contact a parent, in consultation with the Head Teacher, if there are concerns about the behaviour or welfare of a child. An Academic Alert is sent to parents each half term if a child is not making expected progress in a subject, and the school discusses any related behavioural issues with the parent.

## **6 THE ROLE OF THE HEAD TEACHER:**

- 6.1 It is the responsibility of the Head Teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to the Proprietor of Inspired Learning Group when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school.
- 6.2 The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

- 6.3 The Head Teacher keeps records of all reported serious incidents of misbehaviour, so that patterns can be identified and addressed.
- 6.4 The Head Teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. These actions are taken only after the Proprietor of Inspired Learning Group has been notified.
- 6.5 Managing transitions is a particular challenge for schools because of the number of pupils who arrive at non-standard times. The Head Teacher is responsible for monitoring pupils during transitions into and out of the School. This can include pro-active work with pupils to help them settle into a new school and to prepare them for the changes they will face when they move to a new school. The induction of a new pupil should include an early assessment of their literacy and numeracy skills, as well as other aspects of their learning so that appropriate school based interventions can be put in place as quickly as possible to tackle any identified needs

## **7 THE ROLE OF THE SUPPORT STAFF:**

- 7.1 It is the responsibility of support staff to ensure that the School Rules are enforced and to ensure children behave in a responsible manner in school.
- 7.2 The support staff in our school play an important role in ensuring that the high expectations we have of all children with regard to behaviour is supported.
- 7.3 The support staff will treat each child fairly and will support class teachers and the Head Teacher in ensuring the School Rules are applied consistently and with respect and understanding.
- 7.4 If a child misbehaves repeatedly in school and whilst under the supervision of the support staff team member, he or she will, in the first instance, deal with the matter in the normal manner. However, if misbehaviour continues, the support staff team member will seek help and advice from the class teacher or the Head Teacher.
- 7.5 The support staff team member will not report to parents if there are concerns about the behaviour or welfare of a child but will pass this responsibility to the class teacher or Head Teacher – if the support staff team member is required to be present at a meeting with parents, she/he will attend.

## **8 THE ROLE OF PARENTS:**

- 8.1 The School collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.
- 8.2 We display the school rules in the classrooms, and in pupil Diaries, and we expect parents to support them.
- 8.3 We expect parents to support their child's learning, and to co-operate with the School, as set out in the Standard Terms and Conditions. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

- 8.4 If the School has to use reasonable sanctions to punish a child, we expect parents to support the actions of the School. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher.
- 8.5 We invite parents to Parent Forums to discuss such as the pupil behaviour management so as to clarify any issues and share best practice.

## **9 THE ROLE OF PUPILS:**

- 9.1 We expect pupils to take responsibility for their own actions, and at St Christopher's School we understand our role in helping pupils to assume this responsibility. We understand that young people, like adults, make mistakes and must be given chances to change their behaviour.
- 9.2 We appoint Prefects and a Head Boy and Head Girl to provide pupils with role models, and for younger pupils to consult with.

## **10 FIXED-TERM AND PERMANENT EXCLUSIONS:**

- 10.1 We do not wish to exclude any child from school, but sometimes this may be necessary as laid out in the terms and conditions of accepting a place at St Christopher's School.
- 10.2 Only the Head Teacher (or the acting Head Teacher) has the power to exclude a child from school, in consultation with the Proprietor.
- 10.3 Please refer to our Exclusions Policy.

## **11 DRUG AND ALCOHOL RELATED INCIDENTS:**

- 11.1 It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child needs medication during the school day the parent or guardian should notify the school and ask permission for the medication to be brought. Any medication needed by a child whilst in school must be taken under the supervision of a teacher or other adult worker.

## **12 MONITORING AND REVIEW:**

- 12.1 The Head Teacher monitors the effectiveness of this policy on a regular basis. The Head Teacher also reports to the Proprietor on the effectiveness of the policy on request.
- 12.2 The class teacher or support staff will record minor classroom incidents.
- 12.3 The Head Teacher keeps a record of any child who is suspended for a fixed-term or who is permanently excluded.
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# ST CHRISTOPHER'S SCHOOL RULES, REWARDS & EXPECTATIONS



## APPENDIX 1

### **SCHOOL RULES:**

1. Always keep your hands and feet to yourself  
(Don't hit, kick, spit at, slap, push or hurt anyone else)
2. Always be respectful and have good manners  
(Don't back chat, interrupt, shout out, talk when someone else is talking or argue with anyone)
3. Always listen to other people and be kind to them  
(Do not bully, threaten, discriminate, steal, shout, swear or name call, interrupt a teacher or pupil)
4. Always be honest  
(Do not tell lies, cover up for other people's lies or try and get other people into trouble)
5. Respect property/environment: belonging to other people or the School  
(Don't break anything, damage books or equipment or take other people's things, do not drop litter)
6. Be calm and considerate in and around school  
(Don't run, shout, push, barge into people, do not run on the green surface outside)
7. Always work to fulfill your potential

### **PLAYGROUND RULES:**

These rules must be followed at playtime in addition to the School Rules.

1. Whatever happens at playtime stays at playtime  
(Don't bring playtime problems into class as this wastes learning time)
2. Let other people join in your game  
(Don't be mean or make others feel sad)
3. Be respectful with playtime equipment  
(Don't push people or kick balls onto the roof or neighbour's yard)
4. Stop playing and stand still when you hear the bell  
(Don't carry on playing football or any other games)
5. Walk quietly and calmly to your line  
(Don't run, push, shove or barge into anyone)
6. Respect others around you



## **RULES FOR SCHOOL TRIPS AND EXCURSIONS:**

On all school trips, all school expectations and rules apply at all times, where applicable, relevant to behaviour in destination.

### **(A) WALKING TO DESTINATION**

#### **EXPECTATIONS:**

- Always represent our school and remember school rules
- Walk sensibly in pairs; follow the lead and keep moving
  - o KS1 to hold hands
- Walk away from the curb, close to wall
- Maintain spatial awareness (look out for other people, poles, mess)
  - o Be aware of members of public
- Talk quietly, listen to instructions, stay calm
- If separated from your group, stay put, remain calm and wait for a staff member to return
  - o If you see a police officer, ask for help
- Follow road safety rules
- Be alert and call adult attention if needed

### **(B) COACH AND PUBLIC TRANSPORT**

#### **EXPECTATIONS:**

- Always represent our school and remember school rules. Be aware.
- Enter and exit the bus/transportation safely
- Respect the driver and the cleanliness of the transport
- Wear seat-belt is available, sit quietly at all times
  - o No singing or shouting, do not distract the driver
- Talk quietly, listen to and follow instructions, stay calm, stay together
- Be responsible for your own possessions
- If separated from group, remain calm and stay put; don't go off with a stranger
  - o Seek transport officer/Transport for London staff help if possible.

#### **REWARDS:**

St Christopher's School aims to reward positive behaviour that exceeds normal expectations. Such rewards are included below, as well as example (non-exclusive) behaviours:

#### **Rewards and sanctions**

We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate and praise children
- Teachers give children 'stars' or stickers
- Housepoints are awarded to individual children
- Each week in the school assembly, the House Captains announce the number of house points awarded that week.
- A Gold Card is awarded to any child who has shown excellent performance or who has behaved in a manner appropriate for personal reward
- Each Gold Card winner receives a certificate in the school assembly and a gold star pin for them to wear on their uniform. Ten extra house points are awarded to their team

- We distribute stars/house points to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school
- All classes have an opportunity to lead an assembly where they are able to show examples of their best work
- All members of the house team who was awarded the most stars during the half term are allowed to wear their own clothes on the last Friday in that half term.
- Extra house points are awarded for good behaviour at lunchtime
- Extra house points are awarded to classes for keeping their area of the cloakroom tidy.
- STARS OF THE WEEK are also chosen each week from each class. These children receive a certificate which is put on display for one week. Children can be chosen for academic merit or for exceptional good behaviour.

The school acknowledges all the efforts and achievements of children, both in and out of school. Children may bring items that they have gained to show in the Friday School Assembly; swimming, music or ballet certificates, football cups and sporting trophies.

## **APPENDIX 2**

### **SANCTIONS:**

St Christopher's has a zero tolerance policy on bullying (including cyber-bullying), discrimination of any kind, expletive language, aggression/violence (physical, verbal or written), damage of property, defamatory comments towards school/school community and possession of prohibited items.

Any such behaviour will be dealt with directly and immediately by the Head teacher and may result in an immediate RED CARD (see below). Such behaviours may result in the student's exclusion from the school.

### **STEP SYSTEM FOR OTHER TRANSGRESSIONS IN ANY PART OF THE SCHOOL:**

- Re-direction (reminder of expectations)

If redirection is unsuccessful, the following classroom/playground sanctions can be used incrementally. The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. All formal yellow cards, yellow card warnings and red cards should be brought to the attention of the Headteacher and recorded in the staff room behaviour log book, so that all staff are informed.

1. **INTERNAL CLASS WARNINGS:** If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, teachers operate an in-class system of 3 warnings which lead to a consequence. These warnings are usually given for minor instances of disruption; when this minor disruption is repeated it will lead to a consequence. Teachers will record the warnings on a class chart with 3 sections corresponding to a first, second or third warning. However, where an instance of misbehaviour is more serious, the teacher may issue a yellow card warning/yellow card. In this instance the teacher should explain the reasons for issuing the yellow card to the child.
2. The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others or if the child is endangering their own safety by not following teacher instructions, the class teacher stops the activity and prevents the child from taking part for the rest of that session
3. **YELLOW CARD and YELLOW CARD WARNINGS:** If a child has been involved in a serious instance of misbehaviour, or has three recorded warnings given within class, the child may

be given a YELLOW CARD. A teacher may issue a yellow card but should inform the Headteacher, and give the Headteacher a copy of the yellow card. The parent will be informed of the incident of misbehaviour and appraised of the facts and asked to sign the yellow card as a record of the misbehaviour incident. Appropriate sanctions will be applied including an internal exclusion or a focussed activity for the child to reflect critically on his/her behaviour. Both these steps may involve the child working away from his/her usual classroom. A yellow card always results in the child missing 3 play-times and 10 points being deducted from the House.

Where the misbehaviour is serious, but there are mitigating factors, a Yellow Card Warning may be issued instead. It is for the class teacher and Headteacher to decide whether a Yellow Card Warning is more appropriate. This is still formally recorded as a yellow card and a formal yellow card warning slip is sent home to the parent who is appraised of the facts and asked to sign the warning. However, the consequence will be discretionary and will not involve missing 3 play times.

4. RED CARD: If a child repeats this behaviour, resulting in the issuing of two or more yellow cards, the child may be given a RED CARD. The parent will then be asked to attend a meeting at which exclusion or the potential for future exclusion (if misbehaviour persists) will be considered.

### **Exclusion**

If misbehaviour is serious enough to lead to exclusion. The school will operate successive levels of exclusion depending on the nature of the incident. Although these exclusion levels are seen as incremental, there may be incidents which are of sufficient seriousness to deserve an immediate 2 day exclusion from school or expulsion.

- Half day internal exclusion.
- One day internal exclusion
- One day full exclusion
- Permanent Exclusion

### **PLAYGROUND SANCTIONS:**

- 5 minutes time-out of play; stand by the wall separated from other students
- Place next to teacher-on-duty for length of time (at teacher's discretion)
- If persistent, pupil will miss out of all play time
- Sent to Head teacher's office.

Signed ..........Amit Mehta, Proprietor