



Christ Church Hanham CE Primary School

Nurture with love - Grow through knowledge and wisdom - Flourish in hope

Behaviour Policy

Author/Person Responsible	<i>Headteacher</i>
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Chair of CSS Committee Signature	<i>S. Richards</i>



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Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices:		DATE:	
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Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)	None	None
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)	None	None
Gender reassignment	None	None
Marriage and civil partnership	None	None
Pregnancy and maternity	None	None
Race	None	None
Religion and belief (practices of worship, religious or cultural observance, including non-belief)	None	None
Gender identity	None	None
Sexual orientation	None	None

Any adverse impacts are explored in a Full Impact Assessment.

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1. Introduction

Christ Church Hanham CE Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

As a Church of England School, our behaviour policy and associated approach to supporting behaviour is rooted in our core vision of Nurture- Grow- Flourish; 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, respected as a unique individual. We are a caring Christian community, whose values are built on mutual trust and respect for all. Our behaviour policy reflects our Christian distinctiveness and the values which guide our approach to behaviour are rooted firmly within the Christian values of the school.

The school 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 through the teaching of respectful behaviour, relationships and a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

Our aims for behaviour at CCH are as follow:

- To create a culture of excellent behaviour for all: for learning; for community; and for life where every child is enabled to flourish
- To ensure that all learners are treated fairly and shown respect as unique individuals
- To promote honest, trusting relationships based on an expectation of reflection, learning from our mistakes and, ultimately, forgiveness rooted in our Church of England foundation
- To help learners to take ownership of their behaviour and be responsible for the consequences of it
- To build a community which actively seeks to promote and live out our core Christian vales
- To ensure that excellent behaviour is a minimum expectation for all
- To support our learners to model and identify positive behaviour, showing respect, compassion and kindness to others within and beyond their school community



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2. Purpose of policy

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

3. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in school](#)
- [School suspension and permanent exclusions](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

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

4. Definitions

4.1 Agreed behaviour approach- what behaviour is expected at CCH?



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In order to best support all members of our school community, we have an agreed approach to behaviour that is encapsulated by the following three whole school rules. These have been identified to cover all possible behaviours as well as ensuring a consistent framework and language for our school community:

At Christ Church, we feel **safe** because

we are:

✓ **Ready**

✓ **Respectful**

✓ **Responsible**

In addition to our three core rules, we have also identified four visible consistencies; these have been identified to support all members of our school community to know our expectations and to ensure that consistency ripples through every interaction. Where learners feel treated as valued individuals, they will demonstrate the expected behaviours showing respect and autonomy:

Showing excellence- visible consistencies



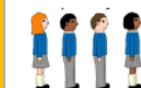
• Shake and Shine



• Wonderful walking



• Legendary line ups



• Right response



Where behaviour does not match our expectations, staff will follow the agreed staged approach to help support learners to correct and/or change their behaviour (see rewards and sanction).

In most cases, behaviour will be addressed as part of a staged continuum. However, in cases of repeated patterns of concerning behaviour or for behaviour that can be deemed to be serious, dangerous or extreme, it is expected that staff will escalate their concerns rather than working through the staged consequences.

Depending on the nature and severity of the behaviour, the Headteacher may decide that this is best addressed through the Suspension and Exclusion Policy.

4.2 Which types of behaviour are not acceptable at CCH?

Behaviour which is likely to result in the agreed staged consequences being applied:



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- Low-level disruption
- Poor behaviour choices in the classroom, around school or in the playground
- Inappropriate use of language
- Refusal to follow adults instructions

4.3 Which types of behaviour are not acceptable at CCH and may result in an escalation of the behaviour consequences, and/ or, at the Headteacher's discretion, may be dealt with under the Suspension and Exclusion Policy?

Serious, dangerous or extreme behaviour include the following (this list is non-exhaustive and non-definitive):

- Unprovoked attacks and/ or assaults
- Physical assault against a pupil or adult
- Verbal abuse or threatening behaviour against a pupil or adult
- Unsafe and/or risk taking behaviours (eg climbing upon high areas; upturning a classroom; running around the site)
- Repeated refusal to follow adult instruction
- Repeated breaches of the school rules
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy (including knives or weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images; and any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil))
- Vandalism and/ or theft
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability
- Sexual violence, such as: rape; assault by penetration; or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as: sexual comments; sexual jokes or taunting; physical behaviour like interfering with clothes; online sexual harassment such as unwanted sexual comments and messages (including on social media); sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

Should the Headteacher feel that an act, or series of acts, of serious or extreme behaviour has occurred, or where an investigation has shown that bullying has taken place, a decision may be taken to deal with the behaviour through the Suspension and Exclusion Policy. Suspension will be used as a sanction where it is warranted and to provide a clear signal of what is unacceptable behaviour.

Permanent exclusion should only be used as a last resort, and:



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- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Any decision to suspend or permanently exclude a pupil will follow the guidance set out in the Suspension and Exclusion Policy including the duties of the Equality Act 2010 and the Children and Families Act 2014 in relation to discrimination, protected characteristics, and the SEND Code of Practice.

5. Bullying

5.1 Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online (Anti-bullying Alliance definition 2021).

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

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

5.2 Details of our school's approach to preventing and addressing bullying are set below:

Prevention



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Our school values underpin and set the expectation for how everyone is treated at school. The school has a proactive approach to bullying whereby school staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying from occurring in the first place. This is achieved in many different ways and throughout different aspects of our curriculum including weekly PSHE sessions and an annual focus on Anti-Bullying Week.

Reporting

Any allegation of bullying will be taken seriously and can be raised by pupils, parents/carers and/or staff. Allegations will be recorded on CPOMS and the Headteacher will be alerted. The school is proactive in talking to the pupils about feeling safe and how to speak to when they have a concern.

Investigation

For any allegation received, the Headteacher will decide upon the nature of any investigation. In cases where it is a first allegation or concern, the class teacher would usually follow up through discussion with the relevant parties and report back to the Headteacher. Should the Headteacher feel that the behaviour or bullying allegation warrants it, it may be investigated, at the first instance, by a member of the leadership team.

Monitoring

The Headteacher and senior leadership team monitor bullying records each term. Governors receive termly information pertaining to number and type of bullying allegations/ incidents.

Actions and Consequences

Where an allegation of bullying is not found to be substantiated (eg evidence of poor or unkind behaviour but not consistent with the school's definition of bullying), the school will put in additional monitoring as well as offering check-ins with the alleged victim.

Where an allegation of bullying is found to be substantiated, the Headteacher will meet, formally, with the parents of both the child who is being bullied and the child/ children who have led the bullying. The Headteacher will decide on the most appropriate sanction but this may include suspension and/or permanent exclusion. The school will provide appropriate support for the child who has led the bullying. This may involve support from external agencies.

The school will always provide appropriate pastoral support for any victim of bullying.

Role and responsibilities- Leadership

6.1 The role of governors

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Curriculum, Standards and Safeguarding Committee will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

6.2 The role of the Headteacher



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The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Curriculum, Standards and Safeguarding Committee, giving due consideration to the school's statement of behaviour principles (appendix 1). The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The Headteacher supports the staff by implementing the policy, by providing training, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher keeps records of all reported serious incidents of behaviour including issues of bullying and/or derogatory comments relating to disability as well as racist or homophobic language (recorded on CPOMS).

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious incidents, the Headteacher may permanently exclude a child. The school governors would be notified, through the Chair of Governors, if this were to occur.

6.3 Staff

Staff are responsible for:

- modelling and promoting the expected behaviour, identifying positive behaviour and quickly intervening when behaviour does not meet expectations
- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on CPOMS

The senior leadership team will support staff in responding to behaviour incidents.

6.4 Parents

The school aims to work in partnership with parents, so children receive consistent messages about how to behave at home and at school

We expect parents to support their child's learning, and to support the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's welfare or behaviour. This is usually done at an early stage in order to give the best possible support to the children in our care

Parents are expected to:

- Support their child in adhering to the school's rules, values and behaviour expectations
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Working in partnership with parents

7. Rewards and sanctions



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We praise children for positive behaviour and learning behaviour. The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships and supporting our learners to identify our expected behaviours

We recognise and reward learners who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward

Within the classroom, in addition to praise, behaviour that is 'over and above' will be recognised in one or more of the following ways:

- ✓ Being added to the Board of Recognition
- ✓ Certificates for showing desired learning behaviours (learning gems)
- ✓ Learning celebrated on ClassDojo
- ✓ Positive phone calls home
- ✓ Positive notes home

Beyond the classroom, behaviour that is 'over and above' will be recognised in one or more of the following ways:

- ✓ Discussing successful learning with the Headteacher/ Deputy Headteacher
- ✓ Invitation to Hot Chocolate Friday with HT/DHT
- ✓ Values Cup for modelling school's Christian values
- ✓ Positive phone calls home from SLT
- ✓ Positive notes home from SLT

The school employs a number of staged consequences, both for classroom and playground behaviour, to enforce the school expectations, and to ensure a safe and positive learning environment. These consequences are consistently applied where behaviour does not meet expectations:

Behaviour Consequences

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	Steps	Actions
1.	Reminder	Reminder of school rules (We feel safe because we are ready, respectful, responsible) Delivered privately
2.	Caution	Clear verbal caution making pupil aware of their behaviour- delivered privately "Think carefully about your next step"
3.	Last chance	Speak to the pupil privately "I noticed/ It was our rule about/ If it continues, then you have chosen to (explain sanction)/ Do you remember last week/ That is who I want to see/ Thank you Offer a positive choice to engage and refer to previous examples of positive behaviour Teacher makes a change eg move seats, remove distraction and makes this clear to the pupil



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Steps	Actions
4a. Reflection time- SLT (Teacher to log on CPOMS)	If this does not bring about the necessary change, then send to a member of SLT Teacher to log on CPOMS Short reflection time (up to 10 mins) with member of SLT. Completion of reflection sheet and stored in class folder or an inconvenience of up to 10 minutes at break/ lunch time (age and context appropriate) eg to complete missed learning or reflection sheet if time out was needed to cool off
5 Escalation	If after time out in partner class and with member of SLT, behaviour does not improve, send to: DHT
* Repair *as necessary	A discussion about the behaviour, its impact and how things can be done differently or more formal restorative conversation - What happened/what were you thinking at time/ How did this make people feel/How have they been affected/ what can we do to make things right Not needed for every incident of behaviour.
For dangerous or extreme behaviour, follow escalation stage 5 or send to HT (Teacher to log on CPOMS)	A discussion with DHT or HT. DHT or HT to call parents and add action to teacher's CPOMS account

We employ the consequences appropriately to each individual situation. A simplified version of this may be used in the Foundation Stage and steps may be skipped for serious misdemeanours (for example, physical harm to another child).

7.1 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence will be decided in line with the appropriate policy (Behaviour, Safeguarding or Suspension and Exclusion Policy) depending on the level and severity of the incident.

Cases of sexual harassment and/or violence will be considered in light of the school's Safeguarding Policy. Where the threshold for internal support has been exceeded, it is likely that a referral will be made to Social Care. Further detail can be found in the Safeguarding Policy.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information



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7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

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

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

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

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

7.3 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Managing behaviour

8.1 Classroom management

It is the role of all adults within our school community to promote and model positive behaviour and to quickly intervene where standards fall below that expected within school.

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom and must 'manage behaviour effectively to ensure a good and safe learning environment.' (Teaching standard 7)

At Christ Church, all staff will:

- Create and maintain a stimulating environment that encourages pupils to be engaged



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- Display and constantly refer to the school's core rules, visible consistencies and core values
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour verbally and through the classroom environment (see rewards)
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

Everyone in our school has high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. This is achieved through instilling high expectations for behaviour and ensuring that as adults, we model successful, positive and constructive behaviour at all times.

Everyone treats each child fairly and enforces the school and classroom rules and expectations consistently. All children are treated with dignity and respect and any behaviour concern is used as an opportunity for learning and growth.

Once a learner's behaviour has been dealt with using the agreed consequences, it is our belief that the child understands that their behaviour has been forgiven and a fresh start will follow.

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them*

- Causing disorder
- Hurting themselves or others
- Damaging property
- From putting themselves, or others, in an unsafe situation

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Training requirements for staff will be considered annually.

* Use of reasonable force:

https://assets.publishing.service.gov.uk/media/5a819959ed915d74e6233224/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf



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8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Support for pupils with SEND and/or Protected Characteristics

As a Church of England school, for any behaviour interaction, we seek to support our learners to reflect on what happened and consider how this can be avoided in the future. All of our interactions are based on the understanding that behaviour will be dealt with but that everyone will be given a second chance and allowed to start again, knowing that the behaviour has been forgiven

Where any pupil requires additional support to meet the expected behaviours, the school will discuss this with the learner's parents/ carers. Support available may include the setting of short term targets or the implementation of tool such as a home-school communication book. Where these are implemented, they will be reviewed regularly with the aim of reducing the additional tools

The school has a proactive approach to behaviour, safeguarding and wellbeing. Any learner can approach their class teacher, staff member or member of SLT where they feel they require support. The school's Inclusion Team includes a range of practitioners who can support learners with their concerns and behaviour

Whilst our expectations are the same for all learners and members of our school community, we recognise that for some individuals, there will need to be a different approach in order to effectively support their behaviour. For some learners, where there are significant patterns of behaviour that is not in line with the school's expectations, the Senior Leadership Team will support the class teacher by implementing a bespoke plan.

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

Bespoke plans may be implemented by school leaders in the first instance but in the case of significant or recurring concerns, it is expected that leaders, including the Inclusion Lead (SENCo), will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, school leaders will access the support and advice of external agencies including, but not limited to: Behaviour Support, Inclusion Support, Educational Psychologist, Primary Education Inclusion Officer, and SEND advisory service.

Behaviour plans and support programmes will be created from the advice from any external agencies involved and shared with class teachers, parents and learners and a timescale for review and progress will be established.

Where a pupil has SEND and/or has one or more protected characteristics, and there have been adaptations made to provision and practice to support the pupil, should the behaviour exhibited be



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unsafe or align with any of the behaviours listed in section 4.3, the Headteacher may still need to review the behaviour under the Suspension and Exclusion Policy.

8.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

9. Managing pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

10. Training

All staff will receive regular training and support to promote and maintain the school's expectations for behaviour.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and the Curriculum Standards and Safeguarding Committee every two years. At each review, the policy will be approved by the Headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing body annually.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Behaviour: Written statement of principles
- Suspension and Exclusions
- Safeguarding and Child Protection



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Appendix A

Behaviour – Statement of Principles

The Education and Inspectors Act 2006 and DfE guidance (Behaviour and Discipline in Schools, 2016) requires the Governors to make, and from time to time review, a written statement of general behaviour principles to guide the Headteacher in determining measures to promote good behaviour.

This is a statement of principles, not practice.

Practical applications of these principles are the responsibility of the Headteacher. The statement has been approved by the Governing Board.

The Governors at Christ Church Hanham CE Primary School believe that high standards of behaviour lie at the heart of a successful school, and enable children to make the best possible progress in all aspects of their school life.

At Christ Church Hanham CE Primary School, we value everyone as a unique individual, capable of growth, change and development. Our relationships are rooted in our Christian character and underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens.

The purpose of this statement is to give guidance to the Headteacher in drawing up the Behaviour Policy by setting out the principles that the Governors expect to be followed.

The Governors expect any policy or actions to be in accordance with their responsibility under equality legislation.

Principles:

- All children, staff and visitors have the right to feel safe at all times at school.
- Christ Church Hanham CE Primary School is an inclusive school. All members of the school community should be free from discrimination of any sort. Measures to protect children should be set out in the Behaviour Policy and Equality objectives, reflecting the Equality Act 2010.
- The school rules should be reviewed and agreed by staff and pupils; these rules must be clearly set out in the Behaviour Policy and displayed around school. Governors expect these rules to be consistently applied by all staff.
- All members of the school community (staff, parents and visitors) are expected to model the school's values and behaviours and set an excellent example to pupils.
- The Governors expect pupils and parents/carers to cooperate to maintain an orderly climate for learning.
- Governors would like to see a wide range of systems and strategies to recognise positive behaviour that meets the school's expectations. For behaviour that goes over and above the core expectations, rewards may be given. Where this is the case, governors expect these to be consistently and fairly applied.



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- Sanctions for unacceptable/poor behaviour should also be known and understood by all staff and pupils, consistently applied and regularly monitored to ensure effectiveness.
- It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual pupil. The Headteacher is expected to use his discretion in their use. Sanctions should, however, be applied fairly, consistently, proportionally, and reasonably, taking into account SEND, disability and the needs of vulnerable children, and offering support as necessary. Support and assessment from external agencies should be available as necessary for pupils where evidence over time indicates that they are in need of additional support to show the expected behaviours.
- As a Church of England school, the governors believe that all behaviour is dealt with in a constructive and restorative manner, rooted in the value of forgiveness where all members of the school community are encouraged to reflect and learn from mistakes, safe in the knowledge that they will be given a second chance.
- The Governors feel strongly that exclusions, particularly those that are permanent, must only be used as the very last resort. The Exclusions Policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.
- The school has a duty to keep staff and pupils safe. Exclusion may need to be used to prevent risk of harm.
- The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents/carers towards the school's staff will not be tolerated. If a parent/carer does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent/carer continues to cause disturbance, s/he may be liable to prosecution.
- The Governors expect the Headteacher to include guidance and clarification on their powers to search (for banned items), to use of reasonable force (make physical contact with children), and to discipline pupils for misbehaviour outside school (including notifying the police) witnessed by a member of staff or reported to school.

This written statement of behaviour principles is reviewed and approved by the FGB annually.

Date agreed by FGB: 1 December 2025

Review date: By 31 December 2026