

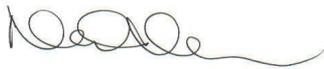
# Christ Church New Malden

Church of England Primary School



## Behaviour Policy

Committee responsible	Pupil Impact
Approval required by	Full Governing Body
Statutory or Recommended	Statutory
Frequency of review	Every two years, or as necessary beforehand
Date last reviewed	March 2025
Date of next review	March 2027
Display on website	Yes
Consultation	Staff, parents and pupils
Link with other policies	Anti-Bullying, Exclusion, Physical Restraint, Safeguarding and Child Protection, Equality and Diversity, Code of Conduct

	Signed	Date
Headteacher		March 2025
Chair of Governors		March 2025

## Ethos Statement

Our vision at Christ Church New Malden Cof E Primary School (CCNM) is *'becoming the people that God made us to be'* through *creating community, embracing diversity* and *achieving widely*.

### 1 Introduction: Behaviour Principles

CCNM aims to provide a caring Christian community where all pupils are valued and nurtured within a safe environment. Pupils are taught to follow our ['Ways to Be'](#). Positive behaviour is rewarded and celebrated and pupils are encouraged to take responsibility for their actions. Behaviour that is not acceptable to others is corrected as appropriate, making clear to the child that it is the behaviour that is being criticised and not the child as a person. Good behaviour allows learning to take place and raises achievements for all pupils.

The purpose of this policy is to provide a safe and ordered environment for pupils in the school. Every pupil attending CCNM has the right to learn and play within a safe environment without worries or fears. This will empower everyone to "become the people God made us to be".

At CCNM, we aim to:

- Foster positive relationships between children, teachers and parents to establish outstanding behaviour.
- To establish consistent practice throughout the school to promote and encourage positive behaviour.
- To develop self-discipline and the ability to learn independently and to work
- cooperatively.
- For pupils to understand how their behaviour affects others.
- For pupils to understand the difference between acceptable and non-acceptable behaviour.
- To foster a caring attitude and respect for each other, the school environment and property.
- To nurture the importance of telling the truth.
- To ensure fairness and equality of opportunity for all pupils.

Our school is founded on the Christian values of care and responsibility and these are the qualities which are at the heart of our expectations for good behaviour.

We do not tolerate any bullying of any kind at CCNM, whether it be bullying on the basis of ability, culture, race, gender or sexual orientation. All bullying incidents are reported as a **pupil referral** and acted on according to our [Anti-Bullying Policy](#) . If a pupil uses racist, sexist or homophobic language with or without intent, a senior leader will investigate and educate the pupil on the impact of using such language and, where appropriate, parents will be informed. All racist or prejudicial incidents are logged on our [Referral Google Form](#) and are reported to the local authority.

## 2 Roles and Responsibilities

From the school, it is expected that:

- Staff will seek to create a safe and caring place for each child.
- Each child will be valued as a person.
- Teaching and learning will be appropriate to the child's ability.
- Clear information will be communicated to parents about general school routines.
- Parents will be informed of celebrations of their child's successes.
- Parents will receive early warning of any problems.
- Opportunities will be made available to discuss any concerns or problems.
- Staff will communicate with each other about expectations and steps taken

From the parents/carers, it is expected that they will:

- Ensure their child's regular attendance.
- Get their child to school on time and with the correct equipment and uniform.
- Check their child does not bring inappropriate items to school.
- Provide up-to-date contact information.
- Discuss problems with the school, initially with the class teacher.
- Keep the school informed about changes in a child's life at home.

## 3 Rules and Expectations

At CCNM, our Ways to Be, which are grounded in our Christian ethos and school vision, are known and understood by all and on display in classrooms and around the school. These are revisited regularly, including at the beginning of every school year and regularly in collective worship.

Our ['Ways to Be'](#) are:

- Be Kind
- Be Safe
- Be Respectful
- Be Your Best

*"Treat others as you want them to treat you" Matthew 7v12*

## 4 Rewards

A number of rewards are used at CCNM to celebrate positive behaviour for learning and achievements. Through the following rewards, which are used generously for all pupils, but at each staff member's discretion, we aim to motivate and encourage our pupils onto even greater achievements and successes, with our vision of 'becoming the people God made us to be' at its heart. It is also understood that rewards motivate different children with different needs in different ways, and so there is flexibility within this list below in how each reward may be used, depending on context.

- A smile or a word of encouragement and praise
- Highlighting pupils who are acting as role models in their behaviour choices
- Sharing the work/behaviour/attitude with the whole class/year group
- Stickers celebrating specific achievements and behaviour choices
- Other class/year group specific in-house strategies, eg dojos, table points, class treats, etc
- House Points given (either 1, 2 or 3 at a time)
- Motivational or specific certificates presented in the class, such as 'proud presentation'
- [Instant positive memos](#) or phone-call home
- Showing achievement (work/behaviour) to headteacher or senior leader
- Displaying the child's work in the classroom and across the school
- 'Lunchtime Keys' awarded at lunchtime for good choices modelling our 'Ways to Be'
- [Playground Champion certificate](#) for outstanding behaviour on the playground
- [Pupil of the Week \(POW\) award](#), resulting in certificate given in worship, a special sticker and an invite to the POW tea party
- [Half termly celebration certificates](#) awarded by class teachers, announced in collective worship
- Termly 'Excellence' certificate given in special end of term collective worship led by headteacher and governors, with parents invited

## 5 Sanctions

Sanctions need to be timely, specific, logical and fair, and the 'six steps' list below outlines our steps, which are used with discretion and flexibility, depending on context and the needs of the child. Sanctions should have a clear beginning and end, and a 'new start' should be given in each morning or afternoon, or teaching session, where possible.

The sanctions below are to be applied consistently, whilst allowing for contextual issues and age-appropriate adjustments. For example, the language used and application of these sanctions may be less formal in the Early Years, with time-out likely to be in the classroom and internal exclusion to be used sparingly. We will also make adjustments according to the needs of the child (see section 9: Children with additional needs).

Please see *Section 6: Playground Expectations and Procedures* for more detail on how sanctions are applied during playtimes and lunchtimes.

Six Steps of Sanctions list:

1. Reminder
2. Verbal Warning
3. Verbal Warning, with name on ['Ways to Be' thinking board](#)
4. Time out in year group partner/nearby classroom
5. Sent to Senior Leader
6. [Pupil Referral](#)

Please see our [Sanctions Hierarchy](#) flowchart which outlines more fully how these six steps should be applied and recorded.

For the most significant behaviour incidents, a pupil referral may be followed by these sanctions:

- **Internal Exclusion** for part of day/ half day; parents informed by headteacher or senior leader
- **Suspension or Permanent Exclusion**; standard formal letter from headteacher and meeting with parent. See Section 13 for more details.

The following options of sanctions may also be used by staff to support better behaviour choices, depending on the context. These sanctions can be used at any stage in the six steps, but particularly following a SLT time out or pupil referral:

- Verbal or written apology to other child(ren) or staff member
- Reflection on choices made in discussion with relevant staff, eg walking with adult in playground
- Quiet thinking time out of situation, eg loss of some playtime/lunchtime
- Written [Reflection Sheet](#) on behaviour choice
- Repairing damage caused to environment/property
- Some temporary loss of privileges, such as monitor/leadership roles/right to walk home on own/etc

Sanctions we do not use:

- We do not shout at individual children as a behaviour management strategy
- No child should ever be sent to sit outside the classroom unattended
- In talking with children about their behaviour, we do not speak to them in a way that will embarrass, humiliate or intimidate them
- Physical intervention and restraint as punishment
- We do not use sarcasm as a behaviour management strategy

A [one-page summary](#) of our 'Ways to Be' is always shared with visiting staff, student teachers and volunteers. [Rewards and Sanctions posters](#) are displayed in every classroom and around the school.

## 6 Playground Expectations and Procedures

Lunchtime/Playground staff should act in line with our behaviour policy and all our school procedures at all times.

Our vision for playtimes and lunchtimes are that they will be valuable times, in which children can play, explore and socialise. Our lunchtime/playground staff have an important role to play in facilitating these times and making play an enjoyable part of the day.

For further details on how behaviour is managed at playtimes and lunchtimes, please see our separate document ['Ways to Be on the Playground'](#).

## 7 Persistent Behaviour Difficulties

The teacher will discuss any pupil's persistent behavioural difficulties with a senior leader, initially for advice and support. This may lead to further discussions with the parents and to discussions with outside agencies if further support is needed. This referral could be to the Educational Welfare Officer, Social Worker (if applicable), Education Inclusion Support Service or Educational Psychologist, depending on the particular need.

In supporting a pupil who is exhibiting persistent behaviour difficulties, and thereby not meeting the school's expectations for behaviour as outlined in this policy, the following steps may be taken, depending on the context and individual situation:

- Discussion with the child's parent or carer between class teacher and senior leader to address areas of concern and plan best ways to support the child make better choices in school
- Informal behaviour charts and sticker charts for the class teacher to track a child's behaviour and celebrate positive choices. A daily log may also be appropriate to track trends.
- Regular increased contact with parents through phone-calls or discussion with class teacher
- Discussion with the Inclusion Leader/SENDSCO to set time-bonded and specific behaviour targets and support on an [Positive Behaviour Plan \(PBP\)](#). The PBP will be shared with parents and 'the team around the child' (all relevant staff); all staff will be made aware of children on PBPs, so as to ensure the management of the pupil is primarily left to the 'team around the child'.
- [Formal behaviour report card](#) (often after severe offence, regular pupil referrals or giving of internal exclusion – see above), requiring headteacher and parent signature each day; minimum weekly meeting/phone call between parent and senior leader (suggested duration 3-5 weeks)
- Liaison with other agencies, including the local authority Education Inclusion Support Service, to support with individualised strategies for the pupil
- Use of internal exclusion (working away from the class), as outlined in our sanctions

## 8 Behaviour Tracking and Monitoring

All time outs to other classes and instances of sent to a Senior Leader are logged by teachers on the [in-class behaviour tracker](#) in every classroom.

SLT time outs and pupil referrals are logged on the relevant Google form by class teachers or senior leaders (either on [Sent to SLT](#) or [Pupil Referral](#) form).

The Behaviour Lead ensures at least half-termly tracking of behaviour trends and any common issues or areas for attention that this shows, and this is reported to SLT. Behaviour tracking outcomes are reported termly to governors as part of the headteacher's report to governors.

For children who are demonstrating persistent behaviour difficulties, an informal log may be kept over a period of time to track patterns and support communication with parents, sometimes with an informal behaviour or communication chart.

For children who are on an PBP, a timeline log is used as part of this tracking, often with the use of a behaviour report card, with set targets (see previous section).

Children returning from a suspension, and who thereby could be at risk of permanent exclusion, will have an PBP, if this is not already in place, to help track and support their reintegration back into school.

For any formal meeting with parents regarding a child's behaviour, notes should be kept.

## 9 Parental Involvement

We give high priority to clear communication within the school and to a positive partnership with parents since we believe that these are crucial in promoting and maintaining high standards of behaviour.

Class teachers will speak to parents informally to both celebrate good behaviour and inform about incidents of poor behaviour, often through phone call, email or informal meeting, depending on circumstances.

Where there is a greater cause for concern, a teacher may invite a parent in for a more formal meeting to discuss a child's behaviour. A member of the Senior Leadership Team may be involved in this meeting.

In line with our rewards system, stickers, certificates and memos for good behaviour may be sent home by any member of staff.

Where a child has been given a **pupil referral**, a senior leader will follow this up and the parent will always be informed by either the class teacher or a senior leader.

The sanction of a whole-day internal exclusion or suspension is given in writing to parents by the headteacher.

#### **Parents can help to support their child by:**

- Recognising that an effective school behaviour policy requires close partnership between parents, teachers and children
- Discussing the 'Ways to Be' with their child, emphasising their support of them and assisting when possible with their enforcement
- Attending Parents' Evenings, parents' functions, and by developing informal contacts with the school
- Knowing that learning and teaching cannot take place without good behaviour for learning
- Remembering that staff deal with behaviour problems patiently and positively
- Recognising that there is always another side to the story and to find out all the facts before reaching conclusions
- NOT dealing directly with other children and parents and instead allowing the school to deal with them
- Always speaking directly to the class teacher as the first port of call

## **10 Children with additional needs**

We aim to be fair, consistent and equitable in the application of our behaviour policy at all times. However, within this, we recognise that every child is an individual and some of our pupils have additional needs, which means we need to be mindful of needs and context. Some of our pupils will flourish best with individualised strategies, agreed between school staff, parents and, where applicable, outside agencies.

Some children with additional needs may be given 'classroom breaks' as a supportive strategy to help them regulate their behaviour; this is different from our sanction step of 'time out'.

All background information regarding pupils' SEN is shared between our SENDCOs, the class teacher and relevant support staff working with the pupil (and, where appropriate, lunchtime staff). This knowledge enables staff to have a full understanding of the child's needs, the possible reasons and triggers for challenging behaviour, and the best strategies to use in supporting them. It is this understanding which enables staff to interact with the child with a sensitive, consistent and considered approach to help them flourish and minimise challenging behaviour as much as is possible. Where applicable, lunchtime staff will also be made aware of approaches and strategies in

place to support a child who may be struggling with behaviour choices and requires individualised strategies.

In accordance with the school's [Equality and Diversity Policy](#), positive attitudes to disability are promoted throughout the school, and strategies are put in place to support children with disability and agreed and discussed with parents and other agencies as appropriate.

## 11 Disciplining pupils for off-site behaviour

At CCNM, we strongly believe that for pupils of primary school age it is their parents' responsibility to ensure that they are well-behaved outside school hours and in particular on their way to and from school.

However, where incidents outside school are witnessed by school staff or reported to the school, the headteacher will use discretion in the school's response to such incidents. If a sanction is deemed necessary, it will be applied in line with the policy. Staff may give a pupil a sanction for misbehaviour when a pupil is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school

In the event of a Year 5 or 6 child not behaving in acceptable ways on their way home from school, we reserve the right to temporarily or permanently withdraw their privilege of walking home unaccompanied.

## 12 Physical Intervention

It is acknowledged that there may be occasions where the use of physical intervention is necessary when all other methods have failed. Physical intervention is used with the minimum force necessary and where the degree and duration of the force is proportional to the circumstance. Physical intervention is used as an act of care, never as punishment. No form of physical punishment is permitted in the school. Please refer to our [Physical Intervention and Restraint Policy](#).

We believe that some use of appropriate, positive physical contact with pupils can contribute to our development as a safe and friendly school. Physical contact may be necessary when working with younger children who may need encouraging or guiding; children with SEND who may need physical prompts; children requiring first aid; children receiving coaching in sport or other curriculum activity or pupils in distress. Staff will make professional and sensitive judgements about the nature and extent of their physical contact with pupils.

For individual incidents, where the child is not subject to an individual behaviour support plan, incidents should be recorded immediately on the [Physical Restraint Form](#). All sections of this report should be completed so that any future patterns of behaviour can be identified, analysed and addressed.

## 13 Suspension and Exclusion

Suspension or Exclusion may be used:

- In response to serious breaches of school's policy
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or of others in the school

The headteacher may suspend or exclude a pupil on disciplinary grounds as detailed below. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded. The law does not allow for extending a suspension or 'converting' a suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the first period ends.

Pupils whose behaviour at lunchtime is consistently disruptive may be excluded from the school premises for the duration of the lunchtime period.

The behaviour of a pupil outside school can be considered grounds for an exclusion.

Please see the school's [Suspension and Exclusion Policy](#) for more detail.

The headteacher will follow the procedures set out in law and statutory guidance (including local authority suspension and exclusion guidance) if the decision is taken to exclude a pupil. Further guidance for parents on suspension and exclusion can be found at: [School suspensions and permanent exclusions - GOV.UK](#)

## 14 Monitoring and Review of this Policy

This operational policy will be monitored on an on-going basis by the senior leadership team; this will include our Behaviour Lead monitoring patterns and trends in behaviour by monitoring internal tracking at least every half-term, and reporting to the SLT.

All aspects of the policy are reviewed in consultation with teachers, support staff, the wider staff team and our pupils. It is made available widely to parents on our school website and through other channels, such as news updates.

The outworking of the policy is also reviewed regularly through comments and feedback from visitors to the school, seeking the views of parents, pupil voice monitoring and governor visits and learning walks.