



St Christopher's School

Hampstead

Behaviour Policy

Policy to be reviewed annually		
Reviewed by	Deputy head	May 2020
Approved by	Board	May 2020

To be published on	
School network	✓
School website	✓

This policy applies equally to the Early Years Foundation Stage setting, KS1 and KS2 as taught at St Christopher's School. ***This policy is reviewed annually by the Deputy Head and in conjunction with the Head.***

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1. Aims of Policy

The school aims to promote good behaviour through a culture of mutual respect. PSHCE, assemblies, golden rules and form time provide opportunities within the classroom for good behaviour to be discussed and promoted.

Related Policies

- Wellbeing Policy
- Learning Enrichment Policy
- Physical Intervention Policy
- Complaints Policy
- E-Safety Policy
- Counter-Bullying Policy
- PSHCE Policy
- Staff Code of Conduct
- School Trips Policy
- Admissions, Discipline and Exclusions Policy

2. Guiding Principles

This policy takes as its guiding principle 'respect for each other and the building in which we work'. It is dovetailed to be used with the **Counter-Bullying Policy**.

St Christopher's is an inclusive community. We welcome pupils from a wide variety of ethnic backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to take her place in the modern world.

As a school, we acknowledge our legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs and disabilities (SEND).

The school community of Governors, staff, parents and pupils adhere to an established routine and code of conduct, rather than to lists of rules. We see education as a partnership. Staff aim to achieve a spirit of trust and cooperation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school.

At St Christopher's School we have high expectations of pupil behaviour and we believe that:

- The most effective learning takes place in a quiet, well ordered atmosphere.
- The most effective discipline is self-discipline not imposed discipline.
- Each child must learn to be responsible for her own learning.
- Each child must show consideration for the welfare and rights of both other children and adults.
- Each child must be aware that bullying is unacceptable.

Good discipline will be maintained if parents and teachers have the same standards and we expect all parents who accept places for their children to fully support our school policies.

All adults, including parents, should provide good role models for the children. Uniform contributes to the ethos of the school and parents should undertake to provide the correct uniform from the official stockist at all times. Parents must support their child by ensuring regular attendance and punctuality.

3. Behaviour Around the School

We believe that the school should be a calm, orderly place at all times. Therefore, the children should be taught and encouraged to show respect in everything they do. 'Respect for each other and the building in which we work' is the cornerstone of all good behaviour at school.

Involvement of Pupils

We believe the most effective discipline is self-discipline and we endeavour to ensure that the pupils are involved in and committed to the Behaviour Policy. Through PSHCE lessons, P4C enquiries and 'circle time' pupils are encouraged to think about the importance of 'respect'; House Captains and Form Captains are encouraged to promote respect; and School Council gives the pupils a sense of involvement and pride in the running of the school.

Encouraging Good Behaviour

Classrooms

At the beginning of each new academic year the class will work out a set of GOLDEN RULES with their teacher. These are clearly displayed in each room so that parents and children know what is expected. All are positive statements. In the general running of lessons, pupils are expected to:

- Be on task – not distracted or distracting others.
- Strive to achieve the best results possible.
- Bring in the correct equipment (including PE clothes) each day.
- Help ensure that noise level is kept to a minimum.
- In and around school, show respect towards each other.

Wet Breaktimes

During wet play the children stay in their classrooms with adult supervision. They are expected to:

- Behave in a responsible and safe way.
- Follow the class rules.
- Use equipment from the selection available for wet play.
- Respond positively to adults other than their own class teacher.

NB: No child is allowed to stay in a classroom unless accompanied by an adult. Pupils are aware that this is for their own safety.

Playground

All playground areas are supervised by appropriate adults during playtimes. Pupils report any accidents/ incidents to one of the adults on duty. Pupils are not allowed to enter the school building during playtime without asking permission.

Pupils are encouraged to:

- Be sensitive to and aware of the needs of all pupils and to be aware of any who are being bullied.

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- Include other children in their games and ensure no child is excluded.
- Treat playground equipment with care.
- Tidy away any equipment then return, as quickly as possible, to their classrooms when the bell is rung at the end of play.

The school building

Pupils must respect and look after the fabric of the building. Parents may be asked to pay for damage to the building.

Lavatories and cloakrooms

Children are expected to behave appropriately, respect the privacy of others and maintain a high standard of hygiene. Pupils must ask permission before going to the lavatories or cloakroom.

Supporting Pupils' Wellbeing

There are many factors that may bring about temporary change in a young person's behaviour and consistent disruptive or withdrawn behaviour can be an indication of an underlying problem. Where there are concerns about behaviour, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with speech and language or mental health issues.

At St Christopher's we track changes in pupils' patterns of attainment, attendance or behaviour, so that they are noticed and can be acted upon. We also have an effective pastoral system where the form tutor is asked to identify where challenging or unusual behaviour may have a root cause that needs addressing. Where this is the case, the school policies provide the structure through which staff can escalate the issue and take decisions about what to do next.

For more information, please refer to the **Wellbeing Policy**.

Supporting Pupils with SEND

The SEN Code of Practice states that special educational provision should be additional to, or different from, the educational provision made generally for children of their age.

At St Christopher's, we understand that children may experience a wide range of social and emotional difficulties, or have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. Children with speech, language and communication needs (SLCN) may also have difficulty in communicating with others. Any of these issues may affect a child's behaviour in school.

As a school, we always do our best to ensure that the necessary provision is made for any pupil who has special educational needs or disabilities. All members of staff understand the need to make the adjustments when dealing with the behaviour issues of pupils with SEND, particularly in regard to sanctions.

If a member of staff feels that some apparent poor behaviour may be due to an undiagnosed special need or learning difficulty, they must seek advice from the Learning Enrichment Coordinator or the Deputy Head.

For more information please refer to the **Learning Enrichment Policy**.

Behaviour Outside School (School Trips/Off-Site Activities/Clubs):

The Education Act (2011) outlines the responsibility of schools to manage pupils' behaviour outside school, during excursions and also the power to impose sanctions (especially regarding bullying) even when the pupils are out of school and not under the lawful control of school staff.

We expect all pupils to uphold the high standards of the school when taking part in an off-site activity. These are carefully planned by the staff and will extend the curriculum for the children. We would not wish to exclude any child from such an activity. However, the welfare and safety of all the children in a group is our prime concern so if a child is not able to demonstrate responsible behaviour in school, it is possible that this could pose a problem for the group as a whole whilst off-site, and the teacher may have to exclude a pupil from a trip if there are problems with general behaviour. In certain circumstances, it may be possible to include a child if the parent accompanies the child. For clear guidelines and expectations of behaviour please see the **School Trips Policy**. Clubs are extra-curricular activities therefore we reserve the right to exclude a child if her behaviour disrupts the group as a whole.

Sanctions

Sanctions are determined by the nature of the behaviour on a case-by-case basis, so that flexibility and reasonable adjustment can be afforded depending on the age, ability or SEND of the pupil. All incidents should be reported to the pupil's Form Teacher in the first instance and will be handled in a fair, caring and supportive manner, and the Form Teacher will ensure all parents are communicated with either via a written note or by telephone. Incidents of a more serious nature are referred to the Head or Deputy Head, and further consideration taken.

Pupils are made aware that they are responsible for their own actions and the pupil will be reprimanded in a thoughtful and compassionate way. The school believes that all sanctions must always be proportionate and fully rejects the use of corporal punishment, recognising that it is illegal in all circumstances.

In determining whether a sanction is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

Suitable sanctions include:

- Setting the pupil a specific task, e.g. a piece of writing connected with the incident (e.g. the child's version of the incident) or writing a letter of apology.
- Contacting parents by phone or by speaking to them at the end of the day in the presence of the child to ensure that the correct version of events is reported.
- If it is considered appropriate, a writing task as above may be set, to be done at home so that parents are involved and are asked to sign it.
- Continual disruption in class, despite warnings, will result in the pupil being put on report, signed at the end of each lesson by the teacher.
- Inappropriate behaviour in the playground may result in a similar report and the pupil concerned may have to spend a given number of breaks to reflect on their behaviour.

NB

- In some cases, a pupil may be asked to leave the classroom in exceptional cases.
- It is also not acceptable for a child to be required to work on her own in a classroom or the library unless there is a member of staff with her at all times.
- No member of staff should ever strike a pupil or threaten to do so.
- Physical intervention should only be used in extreme circumstances e.g. when another child is seriously threatened, and then only the minimum physical contact e.g. holding the upper arm, should be used (please see **Physical Intervention Policy**.) Physical intervention should be seen firmly within the context of the school Behaviour Policy and remains an action of last resort. It must not be deployed as an alternative behaviour management strategy.
- The policy and supporting procedures are made known to the whole school i.e. all staff, parents/carers and children.
- The Deputy Head is allocated responsibility for overseeing the implementation of the policy and procedures.

For more information please refer to the **Physical Intervention Policy**.

The school's policy on Discipline and Exclusions is set out on the website (see **Discipline and Exclusions Policy**), and all parents and pupils should be aware of the more serious sanctions, including suspension and expulsion that the Head can impose for serious breaches of the rules and regulations, including criminal behaviour. Examples of serious breaches of the rules and regulations include:

- Drug abuse
- Theft
- Bullying
- Physical assault/ threatening behaviour
- Fighting
- Damage to property
- Persistent disruptive behaviour
- Parental behaviour
- Racist or sexist abuse
- Sexual harassment
- Sexual misconduct
- Alcohol and tobacco abuse

Violence Against Staff or Pupils

There are no circumstances in which violence towards any pupils or members of staff is acceptable. This includes acts of violence by other staff/pupils or members of the public. Any acts of violence should be reported to the Head immediately and appropriate action will be taken, involving appropriate disciplinary procedures and contact with the police if necessary.

Complaints

We hope that you will not feel the need to complain about the operation of our behaviour management policy, and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the school's complaints procedures (which apply equally to Reception) are on our web site. We will send you copies on request. We undertake to investigate all complaints and to notify you of the outcome of investigation within 28 days. We maintain records of complaints for three years after your child has left our school. For more information please refer to the **Complaints Policy**.

Remote Learning

During the remote learning phase of learning, the school maintains the same expectations of its pupils in regards to their behaviour during live sessions and their online conduct, which will be routinely monitored. Peer-on-peer abuse, or concerns around behaviour which may be perceived as such, will be referred to the DSL. Please also see the child protection, counter-bullying and online safety policies.