



Our shared vision for Christ Church and Holy Trinity Schools
We take inspiration from the Parable of the Sower (Matthew 13:3-23) teaching children to “See with their eyes, hear with their ears and understand with their hearts”.

Our schools are united in the Christian vision to educate children for life in all its fullness, working together so that each child may flourish with a delight in seeking wisdom and knowledge. We are learning to love God, one another and ourselves.

Our Federation Mission Statement

Christ Church and Holy Trinity Schools are dedicated to providing a nurturing environment in which all children have the opportunities to reach their maximum academic and social and spiritual potential. Excellent teaching, learning and relationships are at the heart of our school.

Our School Mission Statement

Aims and Expectations

- At the heart of our ethos is ensuring that every member of the school community feels valued and respected. We invest time in building excellent relationships between children, staff and parents with shared school values. Our expectation is that people are treated with fairness and equality.
- The school behaviour policy is therefore designed to support the way in which all members of the school can live. It aims to promote an environment where everyone feels happy, safe and secure.
- In conjunction with the Behaviour Policy please refer to the following documentation: Social, Emotional Aspects of Learning Scheme, Inclusion Policy and the Home/School Policy.
- Positive behaviour is encouraged through a system of expectations and rewards. When pupils behaviour falls short of these expectations, their actions will incur consequences. Consequences are appropriate to each individual situation.

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Rewards and Consequences

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

- Staff congratulate children publicly, to other staff, to other children/classes/to parents/to the community
- Staff give children points/ tokens/stickers
- All classes attend a Special Mentions Assembly each week in Church to which all parents are invited to
- Each week we nominate two children from each class to be ‘Students of the Week’ who receives a certificate in the assembly
- We award carefully worded special mentions to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school
- Children are given sessions of ‘Golden Time’ as a reward for positive behaviour
- Circle time is used to celebrate behaviour and to reflect on expectations and consequences
- The school acknowledges achievements of children, both in and out of school. These achievements are published in the Weekly Newsletter and on the school website.

Sanctions and consequences

- We expect children to listen carefully and actively to instructions in lessons. We use positive strategies. If they do not do so, we ask them either to move to a place nearer the teacher or to a more appropriate place where they will not be distracted. We expect children to try their best in all activities. We discuss our expectations.
- If a child is disruptive in class, the teacher quietly and discreetly reprimands him or her. If a child misbehaves repeatedly, we quietly and discreetly discuss the behaviour with the child. If the behaviour persists the child is offered thinking time or time away from the class until they are in a position to return to his/her peer group.
- The safety of the children is paramount in all situations. If a child’s behaviour endangers the safety of others, the class teacher will prevent the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the child faces the consequences of their action. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child’s parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

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- Behaviour is recorded in class behaviour books. This is monitored by the Deputy Head Teachers on a weekly basis.
- The class teacher discusses the Code of Conduct and Golden Time with each class. In addition to the Code of Conduct, each class also has its own classroom expectations, which are agreed by the children.
- The school does not tolerate bullying of any kind. If we discover that an act of bullying has taken place, we act immediately to stop any further occurrences of such behaviour.
- All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

The role the Teaching Staff

- It is the responsibility of the teaching staff to ensure that the school rules and expectations are upheld in their class, and that their class behave in a responsible manner during lesson time.
- We strive to deliver a rich and stimulating curriculum and meet the needs of all the learners .This leads to an environment of mutual respect and encourages positive attitudes towards learning and school.
- The teachers treat each child fairly and encourage excellent code of conduct consistently. Teachers treat all children in their class with respect and understanding.
- If a child is causing disruption in the class, the teachers will initially use a variety of positive reinforcements to guide the child to excellent conduct. If this disruption continues, children or teachers keep a record of these incidents in the behaviour book. Depending on the severity of the disruption, consequences vary from lost minutes off golden time to missed play times. If this behaviour disrupts the learning ethos the child maybe asked to leave the classroom with an adult to attend another class. A time limit has to be placed on this consequence If necessary the teachers seek help from, Assistant Heads, Deputy Head, SENCo and finally the Head Teacher.
- The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may,

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for example, discuss the needs of a child with the education social worker or LA Behaviour Support Service.

- The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. When parents are asked to attend a meeting about their child's behaviour, one of the senior leadership team will attend the meeting if necessary.

The role of the Head Teacher

- 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 governors, 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.
- The Head Teacher monitors the records of all reported incidents of misbehaviour and intervenes when appropriate. The Deputy Head at present has the responsibility of 'Whole School Behaviour Management' and liaises with the SENCo on behaviour issues.
- The senior leadership team is responsible for the above in the absence of the Head Teacher.

The role of Parents

- The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- We explain the school rules in the school prospectus, and we expect parents to read these and support them.
- We expect parents to support their child's learning, and to co-operate with the school, as set out in the Home-School policy. We try to build a supportive dialogue between the home and the school, and we inform parents when necessary if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher and ultimately the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

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- Please refer to the Home/School Policy for further clarification.

The role of Governors

- The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines.
- The Governors now review and monitor the success of the implementation of this policy in its annual cycle of observations. It conducts a Behaviour Review in the Spring Term of each year.
- The Head Teacher 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 Head Teacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

We avoid exclusions unless it is absolutely necessary. In the first instance we will result to offsite exclusion for a fixed term exclusions. After this we will seek support and direction for professional bodies.

Monitoring

- The Head Teacher monitors the effectiveness of this policy on a regular basis. She also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- The school keeps records of incidents of misbehaviour, including incidents that occur at break or lunchtimes. The incidents are recorded in a class behaviour book, which is monitored by the Head Teacher.

Review

- The Governing Body reviews this policy every two years. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Policy Reviewed: January 2021

Signed: Avis Hawkins

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Name of School	CCHT Primary Schools
Policy review Date	January 2021
Date of next Review	January 2022
Who reviewed this policy?	Avis Hawkins, Achievement Committee
Ratified by Governors	February 2021