



Behaviour Policy: Infant & Junior Schools

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Revision History

Version	Date	Reason for most Recent Revision
v1.0	March 2015	Reviewed and reissued as per guidelines in WS-PRO-001. Minor changes.
v2.0	January 2016	Appendix C: Anti-Bullying Policy extracted into a separate, unified policy for the whole school (PUP-POL-013).
v3.0	February 2019	The Infant section of the policy was reviewed over the course of the first term of 2018/2019. In February 2019 the new Infant section of the policy was implemented.
v3.1	May 2019	Minor changes to Junior School Golden Rules
v3.2	January 2020	Minor amendments to Section 8
v3.3	February 2020	Minor amendment to Section 8.1
v3.4	November 2022	Updates to Section 6.8, 7, 8 and 9
v3.5	May 2023	Minor amendments to Infant Behaviour Levels
v3.6	October 2023	Minor amendments to Infant Behaviour Levels
v3.7	November 2023	Link to Cyberbullying Policy (PUP-POL-017) added
v3.8	December 2024	Updates to Junior School procedures



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1 Aims and Expectations

St Christopher's School is a happy, lively and caring community. students and staff are encouraged to respect and care for themselves and each other, cooperate and collaborate, show self-discipline and motivation, be independent and have a positive attitude.

Our behaviour policy is centred upon the three core values of **CARING, HONESTY** and **MUTUAL RESPECT**

Every member of the School community has a right to be valued and respected in a safe and secure environment and every member of the School community will be treated fairly through the consistent application of this policy. We work towards creating an environment in which students can develop self-discipline and healthy self-esteem and where students are free to develop their learning in an atmosphere of mutual respect and encouragement. All staff have a collective responsibility for maintaining a positive, learning environment within the school, and to actively support the school ethos of praise and encouragement. Promoting positive behaviour requires the commitment of all staff, students and parents, and consistency of practice is needed across the whole school to ensure that students know the standards of behaviour expected of them.

2 Purpose of this Policy

The purpose of this policy for children is to help them learn how to make positive behaviour choices. The purpose of the policy for adults is to give clarity of the expectations and to ensure everyone uses the policy consistently and effectively.

High standards of behaviour are expected at all times, whether inside the School building, on School grounds (including SPARTA and ECA sessions), on the roads and paths surrounding the School and when on School trips. This applies to everyone within our School, in all situations. This policy may also be applied where a student's behaviour outside school may harm the reputation of the School or may place other students at risk.

Across the School, students are taught by specialist teachers and this policy ensures that they experience consistency in expectations with regards to behaviour as they move between and interact with different adults.

This policy needs to be read in conjunction with our policy related to [Cyberbullying PUP-POL-017](#).

3 Rationale

The Infant School and the Junior School share the same school site and facilities. We are of one mind and move together in one direction. We do have a variation in the behaviour policy for each School, to take into consideration the age difference between our children in the Infant School and in the Junior School. Our aim, expectations and vision for behaviour are as one.

4 Promoting Excellent Behaviour

Relationships between students and staff are key in securing excellent behaviour. At St Christopher's, all staff strive for positive relationships with their students and with other students they come into contact with.

Students learn best when expectations are clear and when they are consistently praised and encouraged. Students feel secure and happy when their learning is high quality, active, well directed, fun and suitably challenging. Staff will ensure they use a variety of groupings, pedagogical and organisational strategies to ensure there is an optimum learning environment. Students feel happy and secure when the people they come into contact with are considerate, caring and supportive.



All adults encountered by the students at school have an important responsibility to model high standards of behaviour and interaction, both in their dealings with the students and with each other, as their example has an important influence on the students.

Staff actively seek to praise positive behaviour and utilise reward systems (eg House Points) to acknowledge positive behaviour. Staff model excellent manners at all times and ensure that students demonstrating excellent manners are recognised and thanked eg when holding the door to let others through.

5 Supervision

Staff actively supervise students at all points during the school day and it is stressed that all staff have the responsibility for ensuring the following:

- establishing a positive learning environment within every classroom in which our core values of caring, honesty and mutual respect are consistently promoted.
- safe, quiet and courteous movement around school at all times. students must not run at any time in School classrooms or corridors, as it is not safe.
- appropriate behaviour in assemblies; this includes all children in whole school and House assemblies.
- excellent behaviour at the beginning and end of the school day when entering and leaving the school buildings.
- excellent behaviour at break time reinforced through active supervision and interaction between all adults and students.

We aim to develop self-discipline in our students which will lead to students effectively managing their own behaviour. We seek to praise students for appropriate behaviour knowing that this positive reinforcement will impact on other students.

6 The Infant School

6.1 The Golden Rules in the Infant School

- be safe
- be kind
- be respectful
- be responsible

6.2 Promoting positive behaviour through your choice of language

The language of the Golden Rules should be used at all times, to **reward and promote positive behaviour**. For example:

- ‘You made a good choice to be **safe** and ignore that distraction.’
- ‘Thank you for being **kind** and looking after your friend when she fell over.’
- ‘Thank you for holding the door open for me, you are being **respectful**.’
- ‘Well done for being **responsible** and picking up that pencil from the floor.’

The language of the Golden Rules should also be used when **addressing inappropriate behaviour**. For example:



In order to prevent children from running in the corridor - 'Are you being **safe** if you are running in the corridor?' or 'Please walk so that you are **safe**.'

To help a child resolve a situation - 'How could you be **kind** in this situation?'

When teaching a child to use excellent manners - 'What would be a **respectful** thing to say now?'

When a child has not tried their best with a piece of work - 'Have you taken full **responsibility** for your learning in this piece of work?' or 'Have you been **responsible** and tried your best?'

6.3 The Behaviour Chart

The chart should be used in every lesson, both inside and outside (e.g. in the pool or on the track) of the classroom to recognise excellent behaviour, including behaviour for learning, and to help children consider their behaviour and make good choices. It also applies at playtimes.

In each learning area there is the same display: four whiteboards in a vertical column (from top to bottom).

- Pearl Board (child is making good choices, beyond what is expected)
- Golden Board (child is following the Golden Rules)
- Believe Board (child needs help from the adults and peers to make good choices - we show and tell the child we believe they can make good choices)
- Think Board (child has some 'time out' in the Year Leader's classroom to think, they talk with their class adult/s about strategies and complete a 'Think Letter' which, after an in person or telephone conversation, is emailed to parents. The Assistant Headteacher is also informed)

Pearl Board

Children are recognised for modelling any behaviour beyond the expectations of the Golden Rules by writing the child's name onto the Pearl Board whiteboard (KS1) or moving the child's photo onto the Pearl Board (Early Years) and stating why they are going onto the Pearl Board. For example, 'Charlie, you are really impressing me as you are being incredibly kind to everyone in your group - you can have your name written on the Pearl Board.' OR, 'Harriet, you are being exceptionally respectful by holding the door for everyone as they are coming into the classroom, I didn't ask you to do this, so you can have your photo moved onto the Pearl Board.'

Golden Board

All children are expected to be on the 'Golden Board' at the start of each lesson/session, nothing is written on the boards, but the expectation is conveyed to the children. For example, 'Children you all came into the classroom so smartly, I'm delighted that everyone is on the Golden Board.' OR, 'Children, remember that you all start each lesson on the Golden Board and I'm going to be looking out for children who are really impressing me by following the 4 Golden Rules - they are going to get their names on the Pearl Board first in this lesson.'

Believe Board

If a child is not making a good choice:

- Positively remind the child of how to follow the Golden Rules (for example, 'Charlie, please could you be safe and sit smartly on your chair).
- If there is cause to speak to the child again, then get down to the child's level and politely explain to the child that they will now be placed on the Believe Board as they are not being (insert Golden Rule eg 'safe') and that you really believe they can do this. For example, 'Charlie, I really need you to be safe and so I'm going to put your name on the Believe Board as I really believe you can be safe. (Name another child), thank you for being safe on your chair, you are really helping Charlie to see how to be safe.'



- At this point it is essential to look for the child making a good choice and following the Golden Rules. Catch them being good (for example, 'Charlie I'm delighted to see that you are now making a great choice to be safe, I can now put you onto the Golden Board). You would now rub Charlie's name off / move Charlie's photo off the Believe Board whiteboard.
- The child may move 'up and down', between the Believe Board and the Pearl Board and this could happen a few times within a lesson.

Think Board

- If the child's behaviour escalates to a serious level (see section 4 and examples in appendix 2) then the child's name is rubbed off the Believe Board and is written on the Think Board. For example, 'Charlie, I'm going to give you some thinking time, as you are not being safe at the moment. 'TA Name' will take you to 'Year Leader's name' / HoD's room to have some thinking time.'
- The child must be escorted to the Year Leader's room / HoD's for the Year Leader / HoD to speak to. The child is then settled to learn in that room.
- Work can be brought to be completed in that classroom, for Y1 and Y2 children, or the child can join in with the learning in that room. Nursery and Reception children should join in with the learning in the new classroom.
- The child would spend the rest of that lesson in the Year Leader's / HoD's room and stay there **until they are ready** to come back to their class and follow the Golden Rules (this may take longer than to the end of the lesson in the Year Leader's room). When the child is ready to follow the Golden Rules again, the class TA will take the child back to their classroom.
- The teacher should spend a few minutes with the child and ask the child to explain why they needed Thinking Time. The teacher then completes the Think Letter (this is done electronically on the device/computer and shared via iSAMs). The teacher must speak to the parents as soon as possible that same day, in person or by telephone, before the Think Letter is emailed home for the parents to see and acknowledge. (See Appendix 1 for Think Letter template.) The Assistant Headteacher must also be informed of the incident and the YL where a specialist is completing the Think Letter.
- If there is an unexpected serious incident (for example a child hits another child intentionally) then the child is moved immediately from wherever they are on the chart, straight to the Think Board.
- The teacher must speak with the parents (invited in at the classroom door that afternoon is preferable, but over the phone if parents don't collect the child) to explain the reason for the Think Letter and inform parents that the Think Letter will be emailed to them. This dialogue is essential in supporting the child and their parents so that Think Letter incidents are minimised.
- The Think Letter must be kept in the correct folder on the Primary Google Drive

6.4 Behaviours which may result in a child being moved to the Think Board

- a serious breach of the Golden Rules
- deliberately physically hurting someone (hitting, kicking, pushing, biting etc)
- deliberately emotionally hurting someone (saying, doing or implying hurtful things)
- creating a persistent distraction, which is affecting the learning in the classroom
- repeatedly not following the instructions and this becomes disruptive for others
- being rude or abusive (including swearing)

The Assistant Headteacher will be informed if a child is placed on the Think Board.



6.5 Behaviour Which Happens in the Playground

When inappropriate behaviour happens on the playground, the teacher on duty must deal with the behaviour in the first instance, investigating exactly what happened and following the behaviour chart strategy. A child may need to be placed on the Believe Board. As we are in the playground, it would not be practical or logistically possible to physically write a name on a board. However the language used is the same and the child knows they are on the Believe stage. If the child's behaviour escalates to a serious level (see section 21 and examples in appendix 2) then the child moves to the Think Board stage. For example, 'Charlie, I'm going to give you some thinking time, as you are not being safe at the moment. Please hold my hand and walk with me, so you are getting fresh air and exercise but so I can ensure you are safe and give you some thinking time. When we go inside, I will need to speak to your teacher and I'd like you to speak to 'Year Leader's name' so we can help you make safe choices'.

The adult on duty must inform the child's class teacher as soon as the children are safely inside. If the incident happens at the end of playtime, the child may need to spend some time in the Year Leader's classroom to have their thinking time.

If the incident is extremely serious and it is not safe or practical for the child to remain outside at playtime, a sensible child must be sent inside to get another adult to come and support the situation and take the child inside to the Year Leader.

6.6 Rewarding Positive Behavioural Choices in the Infant School

Children will be rewarded for demonstrating that they are following the Golden Rules by:

- being moved onto the Pearl Board
- being given verbal praise
- being given a 'Praise Postcard' for following the 4 Golden Rules
- being given a '6C sticker' for demonstrating that 6C (compassion, confidence, creativity, curiosity, courage, commitment)

6.7 Dealing with Inappropriate Behaviour in the Infant School

Adults will:

- remain calm
- never use a shouting / angry voice
- always know, refer to and model the Golden Rules
- listen carefully and investigate fully where necessary
- not use negative labels with students – such as 'naughty' or 'naughty chair'
- communicate sensitively to the parents
- seek advice where they are unsure, from the Year Leader or SLT
- always follow the Behaviour Policy

6.8 When a child is repeatedly on the Think Board

The Assistant Headteacher is informed when a child is placed on the Think Board. The Class Teacher, Year Leader and Assistant Headteacher will monitor the child's behaviour and parents will be informed. If the child is placed on the Think Board twice or more within a week (or 5 working days), the Class Teacher will ask parents to



come into school to meet with the Class Teacher. Concerns will be discussed along with the child's specific needs and any perceived barriers. Strategies will be discussed and put in place, for example a home/school book. All Think Letters will have been recorded, correct folder on the Primary Google Drive, creating an evidence trail.

If no improvement is seen in the child's ability to meet the Golden Rules, the Year Leader, then the Assistant Headteacher will meet with parents and LS may be involved.

If the situation shows no further improvement, the Headteacher will then meet with the parents. A child's place at School may be at risk or untenable if a child is persistently not able to meet the Golden Rules.

7 The Junior School

Our expectations as students progress into the Junior School is that they take increasing responsibility for their behaviour and that they are aware of the consequences their actions may have. A student's ability to make sensible behavioural choices has developed and evolved and we reference the core values of the school when dealing with behavioural issues.

Rewarding good behaviour and addressing inappropriate behaviour is the collective responsibility of all staff. Students must experience consistency in approach to dealing with behaviour to ensure that they are able to learn in a secure environment.

7.1 Junior School Core Values

In the Junior School we promote the school's three core values of **Caring, Honesty and Mutual Respect**. When addressing behavioural issues, staff will endeavour to refer to these values as appropriate to the circumstances. These values are expanded upon in our [Junior School Charter](#) which is displayed in all classes.

7.2 Positive Relationships

We believe that positive relationships between staff and pupils and between all members of the school community are essential for securing successful outcomes for students. All students should feel safe and secure in school and know that staff are there to support, guide and encourage them to make positive behaviour choices. All staff will work to establish and maintain positive relationships with students and particularly with the students that they directly teach. This involves investing time in students to get to know them as individuals.

Positive relationships ensure open communication and we encourage and reinforce to students that they should speak to a member of staff if they have any concerns, including those relating to behaviour. Students need to feel confident they will be listened to and that their concern will be addressed promptly, fairly and consistently.

7.2.1 Promoting Positive Behaviour

We expect Junior children to behave appropriately and model the School's core values. Staff are also proactive in modelling the behaviour they expect from the students at all times.

To promote positive behaviour and reinforce good manners, all staff will ensure the following:

- Children are greeted on arrival to school with 'good morning', smiles and positive body language
- When passing students in the corridors staff will encourage greetings, smiles, eye contact and positive body language.
- Students will be praised for demonstrating good manners and engaging positively with adults and each other.



- As per policy, staff will ensure that mobile phones are not visible when they are interacting with children at any time. This includes in the corridors and outside spaces when students are around at the beginning and end of day.
- Staff have the responsibility for promoting and addressing inappropriate behaviour at all times whilst the school is in session - this includes Cafe61, car park areas and areas in the immediate vicinity of the school.

7.2.2 Rewarding Positive Behaviour

Both inside and outside the classroom, students will be rewarded and praised for excellent behaviour and demonstration of our core values. We know that positive language and highlighting positive behaviour has a motivational effect with students as they recognise that good behaviour is rewarded. Parents are made aware of our core values and approach to positive behaviour to ensure a continuity between environments at school and home.

7.3 Junior Charter and Rewards

The Junior School Charter sets out the expectations we have for all students as defined by our Core Values. [Junior Charter](#)

All staff look for opportunities to refer to and reinforce the Charter and ensure that all students have a clear understanding of our expectations.

School Based Rewards:

We use the following rewards consistently in the Junior School to reward good behaviour as well as effort, attainment and achievement:

- Headteacher certificates
- 6C Cards
- House Points
- Emails home - This includes targeted 'feel good' emails which teachers aim to send a total of 3-4 per class each half term
- Phone calls home
- Posts on ISAMs

7.3.1 Class Based Rewards

We believe that teachers are best placed to implement reward systems that meet the needs of the children in their class. In consultation with the Year Leader / Line Manager, teachers will implement reward systems in their class that are consistent and fair, and which are clearly understood by students. We encourage teachers to research, trial and share practice related to classroom rewards.

Any behaviour strategies that are used within a classroom or across a Year Group are shared with all specialist teachers to support a consistent approach to behaviour management.

7.4 Dealing with Inappropriate Behaviour in the Junior School

Staff will refer to this policy when dealing with inappropriate behaviour and ensure that they address the behaviour and not label the child. Staff should always seek advice from the relevant Year Leader or SLT where they are unsure as to how to proceed.



Staff are proactive in modelling the behaviour they expect from the students and consistently using positive language and praise to highlight and acknowledge good behaviour.

Positive relationships ensure that staff and students reflect together on poor behaviour choices and students understand the impact of their behaviour.

7.4.1 Inappropriate Behaviour in the classroom

- The student will be informed verbally that their behaviour is inappropriate and is having a negative impact on others and their environment
- The student may be moved away from other students to work without distraction. This may be within class or the Activity Street.
- The student may work in another classroom.
- The student may visit the Year Leader who will reinforce behaviour expectations. The student may remain under the supervision of the Year Leader for a period of time.
- If a student is working without distraction outside the classroom, the teacher will ensure there is appropriate supervision and they will also ensure it is for a finite period before the student is re-integrated back into the class once assurances have been made regarding subsequent appropriate behaviour.
- The Class Teacher will make time to talk through the behaviour using restorative practice.

7.4.2 Inappropriate behaviour in a specialist classroom

- The student will be informed verbally that their behaviour is inappropriate and is having a negative impact on others and their environment
- The student may be moved away from other students to work without distraction. This may be in the Activity Street.
- The student may work in another classroom of an adjacent colleague. They should not be sent back to their class teacher as they may be involved in cover responsibilities.
- If a student is working without distraction outside the classroom, the teacher will ensure there is appropriate supervision and they will also ensure it is for a finite period before the student is re-integrated back into the class once assurances have been made regarding subsequent appropriate behaviour.
- If the behaviour has resulted in the student being removed from the class, the Specialist will inform the relevant class teacher.
- The Specialist Teacher will make time to talk through the behaviour using restorative practice.

7.4.3 Inappropriate behaviour in the corridor

- The student will be informed verbally that their behaviour is inappropriate and is having a negative impact on others and their environment
- The student may be asked to demonstrate appropriate behaviour, e.g. return to their place of origin and walk along the corridor if they have been running.
- If the behaviour persists, the Class Teacher will make time to talk through the behaviour using restorative practice.



7.4.4 Inappropriate behaviour in the playground and around the school site

When dealing with inappropriate behaviour on the playground, it is recognised that the supervising adult may not be dealing with a student from their class. Supervising adults will always listen and respond to reports of misbehaviour and investigate further where appropriate. Professional judgement should be used to determine whether it is necessary to feed back details of incidents to the relevant class teacher in order for them to follow up.

- The student will be informed verbally that their behaviour is inappropriate and the impact it is having on others and their environment
- At playtime, the student may be given a time out sitting quietly on a bench to reflect on their behaviour before rejoining the game
- If incidents of inappropriate behaviour are occurring when the student is involved in a team game e.g. football, they may be excluded from playing for a finite period
- The student may miss their play time and be supervised in the classroom or Activity Street
- Staff will intervene if they see a student behaving inappropriately towards their Nanny or Driver

7.4.5 Inappropriate behaviour in assembly

- The Student will be informed verbally that their behaviour is inappropriate and is having a negative impact on others and their environment
- The student may be moved away from other students and possibly asked to sit next to a member of staff
- The incident will be followed up by the class teacher and possibly the year leader after the assembly

7.4.6 Escalating Incidents to Middle and Senior Leaders

When a member of staff is dealing with a behaviour incident, they must use their professional judgement to ascertain whether the incident should be escalated to middle and/or senior leaders. In all instances, students must be assured that the incident they are reporting will be dealt with. Year Leaders are ultimately accountable for students in their Year Group and must therefore be made aware of behaviour incidents so that they maintain an overview of the cohort. Behaviour incidents are reviewed routinely in team meetings under the agenda item 'children of concern' so that consistency is reviewed and maintained.

7.4.7 Investigating Behaviour Incidents

In the first instance, behavioural incidents will be dealt with by the supervising adult. Staff will always listen to a child reporting inappropriate behaviour and investigate further if necessary. They will seek feedback from other students and staff who may have witnessed the behaviour in order to inform any decision regarding next steps and possible consequences.

Professional judgement should be used to assess the nature of the behaviour and/or whether it is a repeated behaviour before informing other relevant staff. Staff may be made aware of behaviour incidents that are of a more serious nature and require detailed investigation- these may be reported by students, their parents or their peers. The teacher will investigate initially and, in consultation with their line manager, will inform the Year Leader/SLT link of the incident so that they can investigate further.

The following apply to all investigations:

- Detailed notes will be taken and where appropriate, added to CPOMS



- Every effort will be taken to ensure that any and all witnesses are spoken to and their account recorded
- All interviews with students will follow safeguarding guidelines
- Parents will be informed and involved as appropriate. As a matter of course, we do not seek permission from parents to speak with students about behaviour incidents
- Any consequence will be considered in conjunction with SLT

8 Restorative Practice

We understand that Junior children are developing their ability to take responsibility for their actions and that they are learning how to behave appropriately. Our job as adults in school is to support and guide them through this process and work with them to reflect and learn from behaviour choices. We accept that the children we teach come from a range of backgrounds and have a range of experiences with regards to behaviour expectations, but, when in school, they need to conform to our expectations and policies. Primary aged children may make inappropriate behaviour choices and we will work with them to ensure that they learn through the mistakes they make.

Restorative practice aims to ensure children understand their responsibilities and the shared accountability they have for their behaviour when working within a community. When relationships have been affected by unacceptable behaviour, restorative practices are used to repair those relationships and ensure that there has been an opportunity to reflect and learn from the behaviour incident. Restorative practices are routed in the following:

- Relationships are central to build a successful community
- Everyone's voices should be heard and valued
- The harm caused should be repaired through a collaborative approach

When addressing a behaviour issue, adults will make time to talk to children about the incident and consider:

- What was the inappropriate behaviour choice that was made?
- How did this behaviour affect others?
- What different choice can be made in the future?
- How can you repair the harm caused?

If the behaviour has impacted on another child, it may be appropriate to involve the child in the conversation so that their voice can be heard and that the child who behaved inappropriately can hear first hand the impact of their behaviour. The 'victim' can also be asked to contribute to any consequence that will help restore the relationship.

Teachers will ensure that time is given to dealing with incidents through a restorative approach where appropriate. It is important that this is done in a timely manner, particularly with younger children. Times that are appropriate include: the beginning of break times, morning Form Time or teacher non-contact times where children can be excused from the first minutes of a specialist lesson are times that should be utilised. Restorative practice should be used in all appropriate situations including when addressing incidents in specialist classes, on the playground and around school.

An example of Restorative Practice

Scenario:



A child's parents contact the class teacher to say that their child is being 'bullied' by another child in the class.

Steps to be taken:

1. The class teacher responds to the parent that they will investigate the claim and arrange a time to meet with them to follow up. The teacher informs their Year Leader and SLT link.
2. The teacher speaks to the alleged victim and finds that the alleged bully has been telling other children not to play with the victim at breaktime. The teacher asks for names of other children involved.
3. The teacher speaks with all of the children involved so that their voices are heard. Detailed notes are taken.
4. The teacher summarises their investigation and discusses with the Year Leader and SLT. Next steps are agreed along with any consequences.
5. The teacher takes time to put the perpetrator and the victim together to go through the allegations. Both parties are given time to share their thoughts and feelings.
6. Both parties are asked how the relationship can be repaired.
7. The teacher meets further with the victim to reassure them and ensure the matter has been resolved.
8. Any further consequence for the bully is dealt with according to policy.
9. Parents of both parties are communicated with.

8.1 Behaviour consequences

- students who do not demonstrate our core values are consequenceed as individuals and we do not consequence a whole class unnecessarily.
- students are referred to a senior colleague for a consequence only after the member of staff concerned has attempted to resolve the problem and has exercised the appropriate consequence(s) themselves or if the consequence is at a level where a middle or senior leader is involved.
- students are never left unsupervised to complete work or a 'time-out'.

9 The Infant and Junior Schools - Suspension and Expulsion

Consequences will be applied as appropriate following a thorough investigation and discussions between the Head Teacher and the Principal. This applies whether in School, out of School on a trip, during SPARTA and ECA sessions.

9.1 Internal Suspension - at the discretion of the Head Teacher

An 'In-School Withdrawal' may be given to a student, where the incident is severe (Junior School only).

9.2 Suspension - at the discretion of the Head Teacher

Suspension - this is a fixed term period where the student is not permitted to attend school for a specific period of time.

9.3 Expulsion - at the discretion of the Principal

A decision to permanently exclude a student from St Christopher's will only be taken:



- in response to serious breaches of the school's Behaviour Policy
- if allowing the student to remain in school would seriously harm the educational or general welfare of the student or others in the school.

9.4 Communication with the Ministry of Education

As agreed with the Ministry of Education, the School will inform the Ministry of any external suspension of up to three days. Ministry approval will be requested for any external suspension of more than three days.

10 Bullying

Please refer to the School Anti Bullying Policy (PUP-POL-013) for more detailed information.

11 Communication and Parental Partnership

Where behaviour is causing concern, parents will be informed at an early stage. Parental support will be sought in resolving any concerns and parents will be kept regularly informed.

The key professional in this process of communication is always the Class Teacher, as they have the initial responsibility for the child's welfare.

Any concerns that a parent or carer may have should be communicated to the Class Teacher in the first instance.



12 Infant School Behaviour Levels

The range of consequences that can be applied for unacceptable behaviour is as follows. The list is by no means exhaustive. Repetition of the same type of misbehaviour, lying about misbehaviour and failing to comply with instructions when challenged over misbehaviour may raise the level. Mitigating circumstances may reduce the level.

Early Years (Nursery & Reception) from Level 3 onwards parents MUST be contacted				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Snatching an object/toy from another child.</p> <p>Refusing to share an object/toy with another child.</p> <p>Refusal to participate in an activity/adhere to expected behaviour. E.g. standing still in the line, sitting on their bottom on the carpet.</p>	<p>Repeated snatching an object/toy from another child.</p> <p>Repeated refusal to share an object/toy with another child.</p> <p>Repeated refusal to participate in an activity/adhere to expected behaviour. E.g. standing still in the line, sitting on their bottom on the carpet.</p> <p>Intentionally lying about something or someone to cause a difficulty / upset.</p>	<p>Repeated snatching an object/toy from another child over a period of 2 days or more.</p> <p>Repeated refusal to share an object/toy with another child over a period of 2 days or more.</p> <p>Repeated and intentional refusal to participate in an activity/adhere to expected behaviour over a period of 2 days or more. E.g. standing still in the line, sitting on their bottom on the carpet.</p> <p>Physical behaviour which causes offence: spitting, biting. Intentionally hitting or kicking another child or adult.</p> <p>Displaying any other forms of inappropriate behaviour with the risk of hurting themselves, others around them or the environment.</p>	<p>Repeated intentional hitting or kicking of another child or adult.</p> <p>Biting another child or adult.</p> <p>Physically harming another child or adult which may or may not cause a mark, bruise, scratch or bleeding.</p> <p>Repeatedly displaying any other forms of inappropriate behaviour with the risk of hurting themselves, others around them or the environment.</p>	<p>Repeated biting of another child or adult. Three times over a period of two weeks. This may be to different individuals.</p> <p>Repeatedly physically harming another child or adult which causes a mark, bruise, scratch or bleeding. More than once over a period of two weeks. This may be to different individuals.</p> <p>A serious incident, for example violent or aggressive behaviours, preceded by regular Think Letters (1 every 2 weeks or similar); or regular concerning behaviours, e.g. persistent low level behaviours.</p> <p>Intentionally putting themselves in an unsafe situation, eg repeatedly running away from staff.</p>
Actions will be taken in line with section 6.3 and 6.8.				



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KS1 (Year 1 and Year 2) from Level 3 onwards parents MUST be contacted				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Off task in lessons Not completing learning tasks in the given time Distracting peers in class Off task during Assembly time or during other whole school events Shouting out, talking over others, distracting peers... Impulsive verbal and physical Incidents in the playground: teasing, name calling, pushing, kicking... Inappropriate movement around school: running/shouting in the corridors and when lining up</p>	<p>Repeated Level 1 misbehaviour Repeated failure to follow adult instructions Inappropriate behaviour on a school trip Inappropriate behaviour in the playground and classroom <u>*inappropriate behaviour is that which is not in line with the 4 Golden Rules</u> Intentionally lying about something or someone to cause a difficulty / upset.</p>	<p>Repeated Level 2 misbehaviour Physical behaviour which causes offence: spitting, biting Serious name calling and teasing Stealing school property, or property belonging to peers Deliberate damage to property, including graffiti Using rude or offensive language Displaying defiance, disobedience and disrespect towards a member of staff Bullying (as per policy definition)</p>	<p>Repeated Level 3 misbehaviour Physical fighting with peers Physically harming another child or adult which may or may not cause a mark, bruise, scratch or bleeding Using rude or offensive language (including racist language) Deliberate act(s) of vandalism Setting off the fire alarm deliberately Repeatedly displaying any other forms of inappropriate behaviour with the risk of hurting themselves, others around them or the environment.</p>	<p>Repeated Level 4 misbehaviour Deliberate, and planned, physical injury of another student: kicking/punching to the head or vulnerable body areas A serious incident, for example violent or aggressive behaviours, preceded by regular Think Letters (1 every 2 weeks or similar); or regular concerning behaviours, e.g. persistent low level behaviours. Intentionally putting themselves in an unsafe situation, eg repeatedly running away from staff.</p>
<p>Actions will be taken in line with section 6.3 and 6.8.</p>				



13 Junior School Behaviour Levels and Consequences

The range of consequences that can be applied for unacceptable behaviour is as follows. The list is by no means exhaustive. Repetition of the same type of misbehaviour, lying about misbehaviour and failing to comply with instructions when challenged over misbehaviour may raise the level.

We will employ restorative practices to restore relationships and offer an opportunity for reflection and learning.

Historical conduct of each individual and mitigating circumstances may reduce the level of consequence that is applied.

KS2 (Year 3 to Year 6)				
Range of possible consequences at each level – from Level 3 onwards parents MUST be contacted				
Level 1	Level 2	Level 3	Level 4	Level 5
Off task in lessons leading to incomplete work Distracting peers in class Off task during Assembly or during other whole school events Inappropriate behaviour in class: shouting out, talking over others, not taking turns, interrupting adults.. Reactive verbal and physical incidents in the playground: name calling, physical behaviour Inappropriate movement around school: running/shouting in the corridors and when lining up	Repeated Level 1 misbehaviour Repeated failure to comply to adult direction Repeated name calling and teasing. Inappropriate behaviour not in line with the Junior Charter Intentionally lying about something or someone to cause a difficulty / upset.	Repeated Level 2 misbehaviour Aggressive and/or threatening behaviour towards another child Inappropriate gesture to another child or adult Stealing school property, or property belonging to peers Deliberate damage to property, including vandalism and graffiti Using rude or offensive language Displaying defiance, disobedience and disrespect towards a member of staff Bullying (as per policy definition)	Repeated Level 3 misbehaviour Fighting with peers Deliberate physical harm to another child Spitting at another child Aggressive behaviour towards an adult in school Using rude or offensive language towards an adult Using racist language Setting off the fire alarm deliberately	Repeated Level 4 misbehaviour Deliberate, and planned, physical injury of another student Bringing drugs, alcohol or tobacco items into school
Consequence				
Verbal reminder of why behaviour is inappropriate Restorative conversation which may be during break time Completion of work at break time Incidents may be recorded on school MIS	Restorative conversation which may be during break time Parents may be contacted and informed of the incident Incidents recorded on the MIS system.	Parents will be contacted and informed of the incident All incidents to be recorded on MIS system If property damage is involved the consequence may be to make good the damage and/or provide compensation A behaviour home-school book may be established for a fixed period. SLT to support with format Behaviour contract put in place to modify and monitor future behaviour	Immediate referral to Head teacher/Assistant Head Parents will be contacted, informed of incident and invited to a meeting with SLT If property damage is involved the consequence may be to make good the damage and/or provide compensation All incidents to be recorded on MIS system Withdrawal from class: In-school suspension Possible fixed term suspension.	Immediate external suspension (pending investigation) External suspension – must involve Principal Expulsion from school – must involve the Principal.



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KS2 (Year 3 to Year 6)				
Range of possible consequences at each level – from Level 3 onwards parents MUST be contacted				
Level 1	Level 2	Level 3	Level 4	Level 5
		<i>* If Bullying is confirmed the anti - bullying actions will be implemented.</i>		
<u>Action taken by:</u> Class teacher/Specialist Teacher/adult supervising play duty/break:	<u>Action taken by:</u> Class Teacher/Specialist Teacher/Year Group Leader	<u>Action taken by:</u> Year Group Leader/Specialist Teacher/and/or SLT	<u>Action taken by:</u> SLT/ELT	<u>Action taken by:</u> ELT: Head Teacher/Principal

14 Online Behaviour

Inappropriate behaviour demonstrated online through email, social media or accessing inappropriate content will be dealt with in accordance with this policy and in conjunction with the school’s Online Safety policies.

15 Infant School (Year 2 only) Mobile Device Consequences for Unacceptable Use

Year 2 from Level 3 onwards parents MUST be contacted				
Level 1	Level 2	Level 3	Level 4	Level 5
Using a device without permission in class. Using a device during break or lesson transition. Using a device before or after school without parental supervision.	Repeated Level 1 Misbehaviour Playing games on devices during lesson time. Recording or taking pictures of another student without permission. Accessing another student’s device without permission Using a device to communicate with parents without permission	Repeated Level 2 Misbehaviour Searching for inappropriate images or content. Disabling the device of a peer. Persuading/insisting a peer divulge their password. Recording or taking pictures of a member of staff without permission. Sending the contact details of students to others without their permission. Refusal to hand a device to a member of staff when requested. Refusal to turn off a device at the request of a member of staff.	Repeated Level 3 Misbehaviour Using rude or offensive language on social media or email. Bullying through social media or email. Impersonating a member of staff or peer on social media. Deliberate vandalism of another user's device. Sending a derogatory message to a member of the school community via text or social media. Stealing/hiding another user's device. Uploading/ circulating of videos/images taken in school of students or staff to social media without their permission and/or which bring the school into disrepute	Repeated Level 4 Misbehaviour Deliberate and sustained bullying using social media. Uploading/ circulating of videos/images taken in school of students or staff to social media without their permission and/or which bring the school into disrepute (Extension of Level 4).
Actions will be taken in line with section 6.3 and 6.8.				



16 Junior School Mobile Device Consequences for Unacceptable Use

The range of consequences that can be applied for unacceptable use is as follows:

KS2 (Year 3 to Year 6)				
Range of possible consequences at each level – from Level 3 onwards parents MUST be contacted				
Level 1	Level 2	Level 3	Level 4	Level 5
Using a device without permission in class. Using a device during break or lesson transition. Using a device before or after school without parental supervision.	Repeated Level 1 misbehaviour Messaging on device during lesson time. Accessing online sites not directed by a teacher Recording or taking pictures of another student without permission. Accessing another student's device without permission Using a device to communicate with parents without permission	Repeated Level 2 misbehaviour Using rude or offensive language on social media or email. Searching for inappropriate images or content. Disabling the device of a peer. Persuading/insisting a peer divulge their password. Recording or taking pictures of a member of staff without permission. Sending the contact details of students to others without their permission. Refusal to hand a device to a member of staff when requested. Refusal to turn off a device at the request of a member of staff.	Repeated Level 3 misbehaviour Bullying through social media or email. Impersonating a member of staff or peer on social media. Deliberate vandalism of other users' devices. Sending a derogatory message to a member of the school community via text or social media. Stealing/hiding another user's device. Uploading/ circulating of videos/images taken in school of students or staff to social media without their permission and/or which bring the school into disrepute.	Repeated Level 4 misbehaviour Deliberate and sustained bullying using social media. Uploading/ circulating of videos/images taken in school of students or staff to social media without their permission and/or which bring the school into disrepute (Extension of Level 4).
Consequence				
Verbal reprimand Supervised 'Time out' Completion of work in own time	Letter of apology/verbal apology (depending on level of writing ability) Loss of playtime - supervised Supervised task to be agreed with member of staff Parents may be contacted and informed of the incident Incident may be recorded on MIS system	Parents will be contacted and informed of the incident All incidents to be recorded on MIS system If property damage is involved the consequence may be to make good the damage and/or provide compensation A behaviour homeschool book may be established for a fixed period. Behaviour contract put in place to modify and monitor future behaviour * If Bullying is confirmed the anti - bullying actions will be implemented.	Immediate referral to Head of School/Assistant Head. Parents will be contacted, informed of the incident and invited to a meeting with SLT. If property damage is involved the consequence may be to make good the damage and/or provide compensation. All incidents to be recorded on the MIS system. Withdrawal from class. In-School Withdrawal. Possible fixed term suspension	Immediate external suspension (pending investigation) External suspension – must involve Principal Expulsion from school – must involve the Principal.
<u>Action taken by:</u> Class teacher/Specialist Teacher/adult supervising play duty/break:	<u>Action taken by:</u> Class Teacher/Specialist Teacher/Year Group Leader	<u>Action taken by:</u> Year Group Leader/Specialist Teacher/and/or SLT	<u>Action taken by:</u> SLT/ELT	<u>Action taken by:</u> ELT: Head Teacher/Principal



17 Searching Students for Items

The School reserves the right to search a student and their possessions for any items which the School considers should not be in School or are suspected to have been taken without permission. Any search will be undertaken by a member of SLT. The school can insist that the student will:

- Produce any such items in their possession or that they have placed elsewhere in the school
- Turn out the contents of their bags, pockets, coats etc.

As stated in the Online Safety Policy, the school can view the contents of mobile devices at any time.

18 SPARTA and ECAs

The School's Behaviour Policy applies during SPARTA and ECA sessions. The same Infant Golden Rules apply, the same Junior Core Values apply and the same measures will be taken to promote excellent behaviour. If a student continually does not meet the Infant Golden Rules / Junior Core Values, the student may be asked not to partake in some or all sessions if it is not in the child's or other students' safety and wellbeing interests.

19 Appendices

19.1 Infant School Think Letter

Title of email 'Think Letter'

Dear Mr and Mrs

At St Christopher's, our Golden Rules are so important to us, as they will help us to make good choices and are great principles to help us be 'Role Models for the World'. As you know, our four Golden Rules are:

- be safe
- be kind
- be respectful
- be responsible

'Child's name' has had some extra support today to help 'him/her' make good behavioural choices in 'subject/lesson/playtime/corridor', as 'Child's name' was struggling to follow our 'insert Golden Rule' Golden Rule by 'detail briefly what happened - see below for examples'. In such situations, we support children and give them 'thinking time' by asking them to work in a different classroom or area of school, so they do not remain in a situation where they are struggling to make good choices.

'Child's name' and 'staff name' sat down to 'think' about ways we could work together to ensure 'Child's name' has strategies to help 'him/her' to follow all of the Golden Rules. We write this down so you can see it and refer to it as a 'Think Letter'. Below are the strategies which 'Child's name' decided upon in 'his/her' 'Think Letter'. We want to share this with you so School and parents can work together, with the child, to help them make good choices.

1. 'List strategy'
2. 'List strategy'



We fully believe that 'Child's name' will be able to follow all the Golden Rules going forward and would welcome your support with this. Please talk to 'Child's name' about the Golden Rules and the strategies that 'he/she' has chosen, so that 'Child's name' is confident of how to make good choices next time 'he/she' is struggling.

Please also note that 'Year Leader's name' has also been informed, so they too can support 'Child's name'.

Thank you for your continued support,

'Class Teacher's name'

19.2 Infant School examples of reasons for a 'Think Letter'

These are worded so you can use the phrasing in the 'Think Letter' email to parents.

Severely breaking any Golden Rule - this list gives examples, but is not exhaustive:

Children who have struggled to 'be safe'

- by fighting in the classroom/lesson with another child
- by hitting / kicking / biting / pushing to the floor another child / member of staff
- by acting violently in the classroom/lesson, which caused another child to be hurt

Children who have struggled to 'be kind'

- by saying extremely hurtful or unkind words to another person or about another person
- by intentionally causing upset
- by deliberately isolating a child

Children who have struggled to 'be respectful'

- by being extremely rude or disrespectful
- by using racist language
- by damaging school property

Children who have struggled to 'be responsible'

- by being continuously disruptive in class, so that others can not fully access their learning
- by telling lies in order to get another child into trouble
- by deliberately taking items which do not belong to them (age appropriate)

STAGE 1: Class Teacher Level

Parents are contacted. YL has been informed. Behaviour recorded on iSAMS. Email to parents summarising meeting points.