



Pupil Behaviour and Exclusion Policy

Person responsible	House Leaders and SLT
Last update	Autumn 2023
Frequency of Review	Biennial
Date of next review by Governors	Autumn 2025

Introduction

Every child at St Christopher's The Hall is valued and respected as an individual. We treat each child with respect and courtesy and expect our children to behave in the same way to both other children and adults. Each child is encouraged to recognise that they must accept responsibility for their actions. We help each child to make appropriate choices and realise that their actions have consequences. We recognise that when children feel happy, safe and secure they behave well and this in turn has a very positive impact on their learning.

This policy is designed to support the way in which all members of the School can work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

Statement of General Principles - Our Aims and Objectives

The School is a place where all individuals are respected and their individuality valued, where pupils are encouraged to achieve, where self-discipline is promoted, good behaviour is the norm and the School's aims are clearly understood and applied by all concerned. (The School has regard to DfE non-statutory advice 'Behaviour and Discipline in Schools' (2016).

This policy reflects the belief that every pupil who attends the School should have opportunities to achieve the highest possible standards, and be encouraged to achieve their individual/personal best. Every pupil should be helped to develop a sense of personal and cultural identity that is confident and open to change, and that is receptive and respectful towards other identities. Every pupil should develop the knowledge, understanding and skills that they need in order to participate in Britain's multi-ethnic society, and in the wider context of an interdependent world. At St. Christopher's we reject corporal punishment in any form.

The School's policies reflect the highest moral standards, and show in particular, that St Christopher's the Hall will not tolerate bullying or other anti-social behaviour. (*See Anti-Bullying Policy, E-Safety Policy, Acceptable Use Policy*).

All staff should be aware of children whose special educational needs require a particular approach – eg impaired vision/hearing. (Equality Act 2010) The School will support parents and liaise with other agencies if the need arises (eg Educational Psychologists). The School will manage pupils' transition from Preschool, EYFS, Key Stage 1 and Key Stage 2, and prepare them for transition to senior schools, post 11+.

There will be House Meetings during each term where the House Leaders will review a positive and constructive code of conduct that aims to help the children develop:

- A responsible and independent attitude towards their roles in the community;
- An awareness of right and wrong and differentiate between acceptable and unacceptable behaviour;
- Respect for others and to behave courteously towards them;
- Tolerance and an understanding of the feelings and needs of others;
- Awareness of what it means to learn in a safe and orderly environment;

- An understanding of the role of and need for discipline as a positive part of school life.

All staff must ensure that they understand and follow this policy to develop a consistent approach across the school and maintain high standards and outcomes for the children.

Achieving our Aims:

In order to promote and achieve our aims, we encourage everyone to both understand the need for basic rules and to try their best to keep to the School's Core Values, known as our Character Strengths:

Core Values / Character Strengths

C - Common Sense

H - Honesty

A - Adaptability

R - Respect

A - Ambition

C - Creativity

T - Teamwork

E - Enthusiasm

R - Resilience

Classroom Charter

Each teacher and class is also encouraged to determine their own 'Classroom Charter' which works alongside the Jigsaw Charter together at the start of the Autumn term. The charter should:

- Aim to secure a learning environment in which all children feel happy and safe and enable all children to work to their full potential in every lesson;
- Be personalised by the class and teacher but be underpinned by the School Core Values and Character Strengths;
- Be kept short, simple and realistic;
- Be clearly displayed and phrased in a positive manner i.e. 'We speak politely to one another,' as opposed to 'We are not rude';
- Referred to frequently;
- Be regularly reviewed and any changes negotiated with, and understood, by the children themselves.

The School's belief is that good discipline is a result of consideration for others. Discipline and the development of self-discipline are achieved through a co-operative process involving pupils, parents and school staff.

Strategies:

All members of the school community must be made aware of and agree with the expectations of behaviour in order to achieve our school aims. This is to be achieved through staff induction and regular discussions at staff meetings.

Parents should receive a clear explanation of the School's ethos before they choose the School, and a description of the school's discipline policy. Pupils should also receive regular reminders that home and school are working in partnership to support their learning and wellbeing.

In order to foster and promote good discipline, staff should:

- Actively look for the positive in everything;
- Give praise, positive feedback and reward good behaviour;
- Reinforce examples of correct behaviour wherever noted, especially amongst the children themselves or in books or in other related incidents (such as the news);
- Provide clear, consistent expectations of behaviour

[A Consistent Approach to Behaviour Management](#)

[The Preschool](#)

Behaviour management in the Preschool will be structured around the following principles:

Staff and children will talk about a clear set of 'ground rules' governing all behaviour in the Preschool. Positive behaviour will be reinforced with praise and encouragement. Negative behaviour will be challenged in a calm but assertive manner. In the first instance, staff will try to redirect children's energies by offering them alternative and positive options. Staff will be open in stating and explaining non-negotiable issues. When dealing with negative behaviour, staff will always communicate in a clear, calm and positive manner. Staff will make every effort to set a positive example to children by behaving in a friendly and tolerant manner themselves, promoting an atmosphere where children and adults respect and value one another. Staff will work as a team by discussing incidents and resolving to act collectively and consistently. Staff will try to discuss concerns with parents/carers at the earliest possible opportunity in an attempt to help identify the causes of negative behaviour and share strategies for dealing with it. Staff will encourage and facilitate mediation between children to try to resolve conflicts by discussion and negotiation. Stories and circle times will be used to encourage discussion around positive and negative behaviour.

[Rewards across the Whole School \(Reception-Year 6\)](#)

Numerous systems operate simultaneously to ensure pupils' exemplary behaviour and conduct. Such systems are outlined below.

[Merit System](#)

Our merit system emphasises fluidity between classes and the ability to reward children anytime, anywhere. Our focus is on recognising and praising individual effort in the moment, fostering a culture of immediate positive reinforcement which matches our school ethos of personal pastoral growth.

With the implementation of ClassDojo, merits can be awarded seamlessly across the entire school. This system empowers all staff to acknowledge and reward students for their hard work and achievements, regardless of location.

Merits (or 'MErits') are given as an acknowledgement of something specific that a child has done or achieved at school (thus the 'ME'rit- as it is about them). When Merits are rewarded, they take into account each child's ability and are rewarded for individual excellence. Merits are not awarded for being or doing 'the best', but for a child doing something that reflects *their* personal best.

Merits can be awarded by Class Teachers, Specialist Teachers and Senior Leadership and Teaching Assistants.

At the end of each term, the pupil with the most merits in each year group will receive a reward. This is in the form of a special lunch with the Head Teacher.

Class Teachers are encouraged to monitor Merits awarded to the children in their class, ensuring a consistent approach is being followed and that all children are being recognised.

House System

St Christopher's The Hall has four separate houses: Blyton, Campbell, Hillary and Johnson, named for people with a connection to the School. All children are assigned to houses from Reception, or whenever they join the school. If children have a sibling at the school, they will go into the same house as their sibling.

House meetings are held with the emphasis being on community and the core values we expect our pupils to embody. A pupil will be elected as House Rep - voted for by the children themselves.

Character Counters

At St. Christopher's, we believe that character education is paramount and therefore we have explicit values and characteristics which are embedded within our school ethos and curriculum. Character Counters are awarded when an individual child or group of children follow any of our core values, known at St Christopher's as Character Strengths. The Character Strengths have been designed to help promote good community spirit and nurture our children as they grow into responsible, active members of the school and wider community.

Core Values / Character Strengths

- C - Common Sense
- H - Honesty
- A - Adaptability
- R - Respect
- A - Ambition

C - Creativity
T - Teamwork
E - Enthusiasm
R - Resilience

Through explicit modelling during assemblies, House Meetings, House Assemblies and class-based activities during form time, pupils are able to develop their Character Strengths.

Four labelled jars are kept in each classroom, one for each house, to collect counters. Class Teachers and Specialist Teachers (with their own classroom) have their own stash of Character Counters to award when needed. Travelling Specialists Teachers can use the Class Teachers' counters, or ask Class Teachers to award Character Counters on their behalf.

House Captains collect each class' Character Counters at the end of the week and transfer these into the House Tubes, displayed in a central spot in the school for all to see.

The House with the most character counters at the end of the term will be allowed to come in their own clothes on a day following the announcement .

Each term, form teachers will nominate one pupil in their class who really embodies our character values. These people will be recognised in assembly and the reasons for their nominations will be read out. These reasons will also be emailed to their parents to ensure clear home/school communication and to celebrate the pupils' success.

Celebration Assembly Stickers

Celebration assembly stickers are given every week during a Friday morning assembly. Children are nominated by their Class Teacher for a wide range of reasons, be it their community spirit, personal achievements or individual excellence - not just academic attainment. Children are rewarded with a sticker, bestowed to them by The Head, and celebrated in front of the whole school. The emphasis in these assemblies is on the breadth of achievements so that every child is valued and celebrated and feels a sense of pride.

Sanctions across the Whole School

Sanctions are applied when positive reinforcements and rewards have failed, or where it is necessary in the circumstances to show appropriate disapproval. Children are reminded that they are responsible for their own actions and that breaking rules will lead to sanctions.

The following measures can be used to manage low-level poor behaviour:

- Simple verbal reminders
- Non-verbal communication with the child; particularly in whole class situations such as on the carpet
- Highlighting examples of good behaviour as a reminder/model
- Separating children who find it challenging working or playing together appropriately
- Providing a quiet place where the child can calm down before discussing the issues with an adult

- Temporarily confiscating property if this is thought to be contributing to the poor behaviour

When it becomes necessary to deal with a child who is misbehaving and thereby disrupting the learning of the class or themselves, the following approach is used by staff:

1. **In the Preschool**, disruptive behaviour is dealt with by the Preschool staff by talking to the child and giving clear explanations of their expected behaviour. This may mean taking the child away from the situation to a quieter area. If the behaviour escalates or is persistent, all incidents are monitored and recorded to establish if any patterns emerge. Parents will be invited in to meet with the teachers to discuss strategies to help with the behaviour.
2. **In the Pre-Prep**, the first step will be a verbal warning, the second step will be a time-out from playtime, and the third step will be to see the Head of Pre-Prep and parents will be informed. In extreme cases, the child will be seen by the Head Teacher.
3. **In the Prep School**, the first step will be a verbal warning, the second step will be a time-out and the third step will be to see the Head of Prep School and parents will be informed. The fourth step will be a signature in the Sanction Grid in the homework diary.
Any child who receives five sanctions in one term will be sent to see the Head to discuss their choices.

In the Prep School, in addition to displaying poor behaviour, repeatedly forgetting sports kit, equipment or homework will also result in staff members having to embed the School Sanctions.

During break and lunchtimes, children in the Prep School, who are not displaying the correct behaviour will be given a 'Warning' and then a 'Timeout'. This will then be noted and checked by the Head of Prep each week. If a child appears in the behaviour book more than three times in a week, they will be sent to the Head of Prep to discuss their behaviour.

(See Appendix A for sanction steps displayed in all classrooms to support teachers and pupils)

Additional Sanctions

Additional Sanctions, although these would be used sparingly and after much consideration of the incident, might include withholding participation in any school trip that are not an essential part of the curriculum. It also includes the possibility of fixed term or permanent exclusion from school.

Where pupils do not respond to preventative strategies to combat bullying/child on child abuse or other antisocial behaviour, further action will be taken. Disciplinary action will

also be taken against pupils who are found to have made malicious accusations about staff. (*Refer to Safeguarding Policy*). In this case, parents will be kept fully informed and will be involved in this process. If the need arises, a meeting may be arranged with other agencies e.g. Educational Psychologists, Family GP, Social Worker to come up with appropriate strategies to help improve the situation.

Exclusion would only be considered in a case of extreme and persistent disruptive behaviour e.g. bullying; physically, emotionally or sexually abusing another child; theft; fighting; racist abuse etc. This behaviour is never tolerated whether it occurs at school, on the school grounds, or while on a school trip or residential visit. Further details can be found in the School's Exclusion Policy

Ensuring these Guidelines are Implemented

The Head's role is to determine the detail of the standard of behaviour acceptable to the School. The Head has the day-to-day responsibility for maintaining discipline in the School, which will include monitoring the code of conduct, sanctions, rewards and the provision for enforcing them.

The Senior Leadership Team, House Leaders and all staff are expected to encourage good behaviour and respect for others as detailed above, to keep parents informed and to apply all rewards and sanctions fairly and consistently.

All staff will set high standards of behaviour, respect and consideration, always encouraging good work habits and behaviour from the moment a boy or girl enters the School. All staff are expected to promote self-discipline amongst pupils and to deal appropriately with any unacceptable behaviour, with pupils across the School and not just the children that they teach.

In the Preschool and EYFS setting, the Preschool staff are responsible for behaviour management. All staff will manage behaviour according to clear, consistent and positive strategies. Physical punishment, or the threat of it is never used. Physical intervention is only ever used to avert immediate danger of personal injury. In this situation, parents will be notified on the same day or as soon as reasonably practicable. All incidents should be recorded immediately. All sections of the Physical Restraint report should be completed, so that in the event of any future complaint a full record is available. (See Physical Restraint Policy)

The working of the School's policies and procedures will be discussed regularly at SLT and Staff Meetings. Staff will be involved in discussions about behaviour with pupils in Form Time.

Staff will be called upon, from time to time, to identify problems that may be the reason for poor behaviour, and to suggest possible courses of action.

All rewards and sanctions must be applied fairly and consistently and in accordance with the School's Equal Opportunities Policy.

Involvement of Pupils

Staff should be aware that Article 12 of the UN Convention on the Rights of the Child, allows children who are capable of forming views, the right to express those views. The Government's Circular 10/99 also suggests that pupils can help to reinforce behaviour policies by contributing to them. Each year, each class comes up with its own Class Charter that all the children agree to abide by.

APPENDIX A - SANCTION STEPS DISPLAYED IN THE CLASSROOMS FOR PRE-PREP AND PREP:

Behaviour Policy/Guidance

Level 1			
Behaviour Issue	Possible Sanction	People involved	Support
<ul style="list-style-type: none">- Failing to listen- Distracting others- Name calling- Off task- Shouting out- Pushing in line- Poor use/ handling of school equipment	<ul style="list-style-type: none">- Nonverbal/verbal reminder- Recorded in the book (breaktime)- Work to be completed in their own time.- Miss part of play or lunchtime.	Teacher on duty/Class teacher Pupil	<ul style="list-style-type: none">- Positive reinforcement of expected behaviours- Role modelling high expectations- Consistent use of rewards e.g. Character counters and merits- Conversation with children and clarity of expectations.
Level 2			
Behaviour Issue	Possible Sanction	People involved	Support
<ul style="list-style-type: none">- Persistent repetition (three times) of level 1 low level behaviours.- Deliberate but minor physical aggression e.g. hair pulling/pushing/deliberate tackle in football.- Inappropriate language or being rude to other pupils or members of staff.- Repeatedly ignoring instructions from a member of staff.- Deliberate damage to school property.	<ul style="list-style-type: none">- 1:1 conversation talking through why the behaviour is unacceptable.- Miss part of playtime or lunchtime play.- Speak to the Head of Phase for further support and to speak to the pupils involved.	Teacher/Pupil/Head of Phase	<ul style="list-style-type: none">- Behaviour expectations made clear to the child- Strategies put in place to support identified needs e.g. visual timetables, personal organisers, visual prompts- Discussion about strategies for anger management and correct responses.- Advice to support children in making correct choices.

Level 3			
Behaviour Issue	Possible Sanction	People involved	Support
<ul style="list-style-type: none"> - Consistent repetition of level 2 behaviours - Intense physical abuse e.g. fighting, hurting or spiteful behaviour - Intense verbal abuse e.g. swearing, racism, sexism, offensive name-calling or remarks relating to disability, sexuality etc. or other bullying either face to face or online - Deliberate refusal to comply with adult requests 	<p>All incidents in this level to be logged on CPOMS.</p> <p>CT To speak to pupil's parents (Call/face to face)</p> <p>Pupil spoken to by Head of Phase/SLT.</p> <p>Timeout during break and lunchtimes with CT/SLT</p>	Teachers/SLT / Pupil/Parents	<p>- Behaviour Support Plan involving parents, child and staff with specific targets. Parents and SLT to be informed of the SENCO assessment if appropriate.</p>
Level 4			
<ul style="list-style-type: none"> - Consistent repetition of level 3 behaviours. - Repeated bullying incidents (Child on Child) - Violent/ dangerous behaviours towards other pupils/adults. 	<ul style="list-style-type: none"> - Removal from the classroom, adult to take to a place of safety - Time out with SLT - Parent informed, formal meeting to discuss way forward with CT/AH/DH/HT - Inform DSL/DDSL if a safeguarding concern. - Record on CPOMS. 	Teachers/PSL T/DSL/DDL/P/Parents/Pupils	<p>As above.</p> <p>Advice from agencies if required.</p>

