



Behaviour Policy – Infant and Junior

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v2.0	January 2016	Appendix C: Anti-Bullying Policy extracted into a separate, unified policy for the whole school (PUP-POL-013).



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1 Purpose of this Policy

The purpose of this policy is to clarify to staff our expectations of St Christopher's pupils with respect to behaviour and to clarify the role of staff in enforcing our discipline code. All staff are responsible for ensuring this policy is adhered to and for communicating clearly to all pupils our expectations (not just those in their teaching groups or form classes).

2 Scope of this Policy

This Policy applies to all pupils on School premises. It will also form the foundation for acceptable behaviour outside the School where pupils are wearing school uniform and/or taking part in organised trips and events.

It may also be applied where a pupil's behaviour outside school is violent, illegal, may harm the reputation of the School, may place other pupils at risk or could have repercussions for the orderly running of the school.

3 Caring about Good Behaviour

St Christopher's School is a happy, lively and caring community. Pupils and staff are expected to respect and care for themselves and each other, co-operate and collaborate, show self-discipline and motivation, be independent and have a positive attitude to life. Pupils and staff are expected to behave according to guidelines laid down in this policy. When unacceptable behaviour occurs, it is the behaviour that is seen as unacceptable and not the child.

3.1 The GOLDEN RULES

At all times St Christopher's pupils are expected to observe the Golden Rules.

3.1.1 Nursery Golden Rules

- Kind Words
- Gentle Hands
- Listening Ears
- Busy Bodies
- Thinking Heads

3.1.2 Reception to Y6 Golden Rules

- We are gentle; we do not hurt others
- We are kind and helpful; we do not hurt anybody's feelings
- We listen; we do not interrupt
- We are honest; we do not cover up the truth
- We work hard; we do not waste our own or other's time
- We look after property; we do not waste or damage things.

The underlying expectations being that the pupils are encouraged:

- To be polite and helpful to adults, visitors and each other
- To do as they are told first time and always behave sensibly
- To work calmly, and with as much effort as they can, and allow others to do the same
- To look at the person who is speaking to them and listen carefully



- To play happily in the playground and be kind to each other
- To look after their own belongings and respect other people's property
- To walk around the School quietly
- To keep the School tidy and litter free and take care of the School premises and its resources
- To wear school uniform neatly and correctly.

4 Pupils, Happiness and Good Behaviour

Pupils will usually feel secure and happy when their learning is active, well directed and matched to their ability. There should also be a degree of challenge and teachers should use a variety of groupings and varied strategies to ensure there is an optimum learning environment. Pupils also feel happy and secure when the people they come into contact with are considerate, caring and supportive.

Good behaviour needs to be carefully developed. It is too important to be left to chance. Young pupils learn best when they are clear about what they are supposed to do, and when they are continually and consistently encouraged to do it.

Pupils need to come into school prepared by parents for the demands that will be made upon them in a school-based learning situation.

Good behaviour continues to develop when school and home share the same aims, where each appreciate the others' point of view and when both support each other in achieving these aims. At St Christopher's we are privileged that our pupils are generally extremely well behaved and live up to our high expectations. Pupils new to St Christopher's quickly learn to conform to the expected standards of behaviour.

Pupils are expected to behave well on all occasions, including when attending events or on educational visits or trips, and whenever they are wearing school uniform.

All adults encountered by the pupils at school have an important responsibility to model high standards of behaviour, both in their dealings with the pupils and with each other, as their example has an important influence on the pupils. We must remember that we all have a collective responsibility for our school ethos.

5 Discipline and Supervision

At St Christopher's our main aim will always be to develop self-discipline in our pupils.

A well-structured and interesting classroom situation will create an air of discipline based on kindness, fairness and mutual respect between staff members and pupils. This disciplined approach should continue in the public areas of the school i.e. hall and activity streets and needs to be supervised according to the numbers of pupils involved.

Classes dispersing/entering should be supervised by staff to avoid dangerous or chaotic situations developing. Classes must move calmly and sensibly to the hall/playground for snack or indoor breaks. Pupils must be told to ask permission from the member of staff on duty before re-entering school.

5.1 As Adults, we should aim to

- Create a positive climate with realistic expectations
- Emphasise the importance of being valued as an individual within the group
- Promote, through example, honesty and courtesy
- Provide a caring and effective learning environment



- Nurture relationships based on kindness, respect and understanding of the needs of others
- Ensure fair treatment for all regardless of age, gender, race, ability and disability
- Show appreciation of the efforts and contribution of all.

5.2 As Adults, we will

- Recognise and highlight good behaviour as it occurs
- Ensure that all pupils are praised for behaving well
- Ensure that criticism is constructive and refers to the behaviour and not the child
- Explain and demonstrate the behaviour we wish to see/model good behaviour e.g. politeness and respect for others
- Encourage pupils to be responsible for their own behaviour
- Let parents know about their child's good behaviour
- Reward pupils for behaving well.

5.3 We can reward Good Behaviour by using

- Praise
- Stickers or house points
- Special responsibilities
- Special mention in front of class or school
- Displays of good work throughout the school
- Certificates
- Golden Time
- Golden Book
- Merit badges
- Special mentions to parents through Parent Portal
- Good news phone calls.

At all times we should ensure fairness and consistency; pupils naturally feel let down if they perceive actions as unfair or inconsistent.

The giving of these rewards takes place in class regularly, through such slots as Golden Time, Circle time, during Golden Book assemblies or other whole school assemblies when appropriate.

The general guidelines can be specified even further to quite specific expectations at different times **which all staff should be aware of and enforce.**

5.4 Class Rules

Class rules are agreed with pupils at the beginning of the School year encouraging Pupil Voice feedback. They are regularly reviewed and reinforced. In summary, rules emphasise:

- Use class voices – calm and well-mannered
- Move calmly around the room – not running
- Allow others to learn – respect each other's space and need for quiet times
- Always try their best



- Contribute to the learning community, by being a responsible learning partner who gives supportive and constructive feedback to peers
- Listen to whoever is talking to the whole class
- Be part of the class team – help and co-operate and take turns
- Take care of resources
- Take some responsibility for the classroom environment – help to tidy up and look after displays
- Always use good manners.

5.5 At Breaktime; Pupils should

Pupils should obey the playground rules which are displayed prominently

PLAYGROUND RULES

We are gentle. We don't hurt others.

We are kind and helpful. We don't hurt anybody's feelings.

We play well with others. We don't spoil others' games.

We care for the playground/ We don't damage or spoil anything.

We listen. We don't interrupt.

We are honest. We don't cover up the truth.

- Ask pupils on their own if they would like to play
- Play safely – no fighting games
- Stop and listen to instructions when a teacher speaks
- Walk to classes after playtimes
- Speak to adults on duty when a problem arises
- Use toilets appropriately – not as play areas
- Help people if they are hurt
- Take care of play equipment
- Put toys away
- Not bring toys that are designed for solitary play, nor should they bring expensive or treasured toys
- Not be in classrooms unsupervised
- As they get older become increasingly more responsible for visiting the toilet before the end of break – minimising disruption to class time early in the session.

The Golden Rules are used in the playground to encourage good behaviour. Pupils are encouraged to follow the steps for 'solving problems' before involving a teacher. Staff members on duty are expected to be proactive and refer to the Playground Golden Rules when needed. Our Year 6 'Here to help' also take an active role during breaktimes.

5.6 At Snack Time; Pupils should

- Wash their hands before eating



- Remain seated while eating
- Take responsibility for the clearing of all of their own mess
- Eat healthy food first. Fizzy drinks and sweets are not allowed (a reminder should be sent home when these come to school)
- Not share food unless specifically requested to do so by a teacher
- Take home what is not eaten (to communicate with parents regarding what their pupils are and are not eating at school)
- Use good table manners.

5.7 Before School; Pupils should

- Aim to arrive around 07:30am (KS2) 07:40 am (KS1)
- Not enter their classroom before school
- Play sensibly until the bell rings for line up
- Enter school calmly and quickly
- Be responsible for carrying and remembering their own belongings
- Nursery, Reception and Year 1 pupils must be directly supervised by the parent/carer.

5.8 After School; Pupils should

- Only leave the classroom with the permission/knowledge of the teacher
- Take responsibility for remembering and carrying (not always all of) their own belongings
- Treat maids and or drivers with respect
- Go directly to parent waiting areas if that is where they are meeting parents/carers.

Important

Pupils should not use apparatus before and after school.

5.9 Indoor Breaks/Hall or Sports Hall

During very hot weather Reception to Year 1 spend their breaks in the classroom. Year 2 to Year 6 are allowed to use the hall. Teachers should ensure that suitable materials, paper, reading material, games are readily available for use during these breaktimes. Pupils should be informed that they must be involved in a quiet activity. Running around or boisterous games are not acceptable and can be dangerous. Active supervision by the staff on duty will ensure that problems are kept to a minimum. If they do arise, they are dealt with by the staff on duty who may need to report the incident to the child's class teacher, Year Leader or link SMT. The routines expected are clearly posted in the hall.

5.10 Moving around the School; Pupils should

- Walk calmly and quietly – not disturbing other classes. (Sometimes pupils might copy teachers in moving around the school in fun ways, e.g. hopping)
- Use the right hand sides of stairs
- Use manners and polite greetings
- Hold doors for people.



NB Classes should be accompanied by an adult where possible unless the journey is short – within the range of vision of the teacher.

5.11 In the Library; Pupils should

- Take care of books
- Put books back where they came from
- Always walk
- Talk quietly
- Listen to the librarian
- Help each other to find books.

5.12 Trips and Outings; Pupils should

- Display their best St Christopher's behaviour (expectations must be clearly communicated to the pupils prior to the outing)
- Stay with appointed adult(s) at all times
- Show good manners and excellent listening at all times
- Make sure their seatbelt is fastened by themselves or an adult
- Stay sitting, with fastened seatbelt, while the bus is moving and only remove belts when teacher asks
- Be calm – chatting and singing rather than shouting
- Not open or put anything out of windows
- Not disturb the driver
- Say hello, goodbye and thank you to the driver.

5.13 Assembly; Pupils should

- Enter and leave quietly
- Listen to music if played at beginning/end of assembly
- Listen to whoever is addressing the group
- Not disturb those around them with any touching or voices
- Clap at the end of presentations . An exception to this is House Assemblies where the atmosphere is less formal and support for your House is encouraged.

5.14 With Visitors; Pupils should

- Use manners and polite greetings, smile and be helpful
- Let teachers talk to visitors without interruption
- Greet visitors when the visitor is addressing the class or visiting for a prolonged session rather than popping in.

5.15 In the Library before School

- Pupils should obey the library rules and read quietly with their parents.



6 Dealing with Inappropriate Behaviour

At St Christopher's, we are very fortunate that there is very little inappropriate behaviour and it is usually not of a serious nature. We will at all times try to reassure the child that it is the behaviour and not him/her that is disliked or unacceptable. Low self-esteem can lead to poor behaviour so we will always try to find ways of praising the positive side of a child's attitude/behaviour.

Pupils who have been identified by staff as requiring additional support may need a *Behaviour Log*. Every adult working in school will then be able to record positive/negative comments about the child's behaviour. This would usually be set in motion and reviewed by the class teacher.

6.1 Levels of Misdemeanours

Examples of misdemeanours are given in Appendix A of this Policy. 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 will raise the level of sanction applied. Mitigating circumstances may reduce the level of sanction applied. Where new examples of misdemeanour are identified they will be added.

6.2 Sanctions

Sanctions are in place for pupils who do not behave as well as we expect and do not conform to the policy for behaviour.

Sanctions vary according to the nature of the incident. Most instances of poor behaviour are relatively minor and usually can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence.

It is likely that in most cases, an incident may be dealt with satisfactorily by the class teacher. In situations where the incident is more serious or repeated it may be necessary to seek the assistance of a Year Leader or SMT link. At appropriate stages of referral an accurate record should be kept. Where necessary a record should be included in the pupil's file and Year Leaders should keep their own personal records to refer back to. The SMT link should also keep records which can be referred to by the Head Teacher when necessary.

6.3 A Member of Staff may

- Verbally reprimand a child and discuss appropriate positive behaviour
- Move the child away from others who might be distracted
- Ask the child to complete a meaningful task or activity at playtime or in their own time
- Communicate informally with parents by telephone, email or face to face
- Refer the child to the Year Leader, link SMT/Assistant Head of School or Head of School
- Communicate formally, in a designated meeting, with parents and seek agreement to place the child on daily or weekly report; this is usually requested by the Year Leader and the parents and the SMT link must be informed
- Following consultation with the Head Teacher/Principal, parents may be asked in exceptional cases, to keep their child at home for a specific period of time; in very exceptional cases, the school may require parents to remove their child from the School. (see suspension or expulsion).



6.4 Staff will

- Listen to problems at all times and investigate fully where necessary
- Avoid shouting in anger
- Show patience
- Only gain attention verbally – not physically
- Frequently celebrate good, friendly and helpful behaviour
- Treat all people with respect
- Model good manners and positive language
- Use language that should emphasise what we DO want
- Always try to think of positive phrasing e.g. 'sensible walking please', rather than 'don't run'. It is appropriate to start with 'please' and end with 'thank you'
- Not use negative labels with pupils – such as 'naughty' or 'naughty chair'
- Promote good listening by chunking learning into short enough periods for pupils to maintain their concentration
- Display the Golden Rules and any specific procedures for the class/year group
- Refer to them in discussions and in reminders for the pupils
- Use Circle Times in PSHE and address other issues when necessary
- Never use sarcasm
- Not use the word detention as it is not used at Primary level, however pupils may sometimes be kept behind in class to complete work or miss breaktime when this is considered appropriate.

6.5 Suspension or Expulsion

6.5.1 A Decision to Suspend or Expel a Pupil from St Christopher's will only be taken:

- In response to serious breaches of the school's Behaviour Policy
- If allowing the pupil to remain in school would seriously harm the educational welfare of the pupil or others in the school.

6.5.2 Unacceptable Behaviour which might result in Suspension or Expulsion includes:

- Fighting
- Verbal abuse
- Persistent disruptive behaviour
- Physical violence
- Bullying
- Racism
- Vandalism
- Stealing
- Possession of offensive or dangerous weapons eg knife
- Smoking.



This list is not meant to be exhaustive and sanctions will be applied as appropriate following a thorough investigation and discussions between the Head Teacher and the Principal.

6.6 Fighting and Bullying

Incidents of fighting and bullying are rare at St Christopher's. Pupils are encouraged to speak to a member of staff if they have been involved in physical aggression or have been the victim of threats of bullying. The school has an **Anti-Bullying Code** (see Appendix B: Anti-Bullying Code, page 16) which is displayed in all classrooms.

If a child has been hit, pushed or shoved they should report it and also realise that hitting, pushing and shoving back will put them in the wrong and they themselves may get into trouble even if they did not start the fight. When pupils report a serious incident to a member of staff, it should be recorded by the class teacher/Year Leader or link SMT.

We will not tolerate bullying in any form and we will always encourage pupils to report this. If a member of staff witnesses bullying, it should always be reported. In instances of suspected bullying, the Head of School will enlist all members of staff to keep particular note of an individual/group and report any incidents of significant to the class teacher for monitoring. Should further incidents occur the class teacher should intervene and set up an individual monitoring system with the victim? Bullying in contrast to other forms of aggression will be defined as a sustained and systematic verbal or physical abuse of another pupil or pupils.

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

6.7 Communication and Parental Partnership

The school will communicate this policy and its expectations to parents. Where behaviour is causing concern, parents will be informed at an early stage and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within the guidelines of the policy, and further disciplinary action will always be communicated to the parents. Clear deadlines for the review of any agreed actions will always be set.

The key professional in this process of communication is the Class Teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the parents and the Year Leader so that strategies can be discussed and agreed before more formal steps are required. A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems.

6.8 Searching Pupils for Items

The School reserves the right to search a pupil and their possessions for any items which the School considers should not be in School or are suspected to have been taken without permission. The school can insist that the pupil 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.



7 Appendix A: Infant and Junior School Sanctions

7.1 Aims and Expectations

It is the aim of St Christopher's School that every member of the community feels **valued and respected**, and that each person is treated fairly. We work towards creating an environment in which pupils can develop self-discipline and healthy self-esteem and where pupils are free to develop their learning in an atmosphere of mutual respect and encouragement.

All staff have a 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 and pupils, and consistency of practice is needed across the whole school to ensure that pupils know the standards of behaviour expected of them. It is important that everyone has high expectations of the pupils and that the Golden Rules are frequently referred to, and displayed prominently around school.

Discipline is the responsibility of all staff and pupils, whether in the classroom or generally around the school. Incidents of inappropriate behaviour should be dealt with immediately where possible.

The procedures outlined below will facilitate a consistent reaction to inappropriate behaviour. They will ensure that information is disseminated to the relevant members of staff following any breach of the school behaviour policy.

7.2 Nursery and Reception Sanctions

- Ways of dealing with unacceptable behaviour are regularly discussed and agreed within Nursery and Reception, and explained to all newcomers, both pupils and adults.
- Golden Rules are used to reinforce our expectations.
- Recurring problems are tackled by the whole year group, in partnership with pupils and parents, using objective observations to establish an understanding of the cause.
- At this point an Individual Behaviour Plan ("IBP") may be implemented. This will be drawn up by the SMT link, class teacher and Year Leader.
- Appropriate methods are implemented to manage pupils's behaviour including distraction, praise and reward, supported by excellent home/school links.
- Techniques intended to single out and humiliate individual pupils such as a 'naughty chair' will not be used. Adults will not raise their voice in a threatening way.
- Positive steps are taken to avoid a situation in which pupils receive adult attention only in return for undesirable behaviour.
- In the unlikely situation of this unwanted behaviour continuing they are given a period of 'Time Out' with an adult. The parents would be informed about the inappropriate behaviour at the end of the day.
- Pupils are encouraged to say they are sorry.
- Pupils will never be sent out of the room or left unattended in any situation.
- Physical containment may be used if a member of staff feels that the child was in danger to themselves or others. The parents would be immediately notified.



7.3 KS1/2 Behaviour Sanctions

- Individuals who breach the rules are sanctioned as individuals and we avoid sanctioning a whole class unnecessarily.
- Pupils are referred to another colleague for a sanction only after the member of staff concerned has attempted to resolve the problem and has exercised the appropriate sanction(s) themselves.
- Pupils are never left unsupervised to complete work or a 'Time-out'.
- Parents and the school work in partnership so that the values encouraged by home and school are mutually reinforced.
- All sanctions will take into account the age of the individual child and will recognise that young pupils are learning how to behave appropriately and that the role of staff is to support and guide their learning.

7.4 Uniform Infringements/Lateness

These are often beyond the control of KS1/2 pupils and should be addressed directly with the parents: individual pupils should not be sanctioned for areas of their life which are beyond their immediate control.

- In the first instance, the class teacher will contact the parents informally to highlight the issue
- If the uniform infringement has not been addressed, the Year Leader will meet with the parents to highlight the infringement and ask them to address
- In the rare instance that the infringement has not been addressed, a member of SMT will meet with the parents. A formal letter may be issued and placed on the pupil's file.



Foundation Stage				
Range of possible sanctions at each level – 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 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 bottom on the carpet.</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 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 bottom on the carpet.</p> <p>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 causes a mark, bruise, scratch or bleeding.</p>	<p>Repeated biting of another child or adult. Three times over a period of two weeks. 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. May be to different individuals.</p>
Sanction				
<p>The adult will calmly approach the situation, ask the pupils involved what the problem is, what has happened and then discuss how best to resolve the situation.</p> <p>The adult will encourage the pupils to say 'please don't do it, I don't like it' if a situation arises which makes them unhappy.</p> <p>The adult will reinforce Golden Rules.</p> <p>The adult may try to distract the child through involvement in another activity.</p>	<p>Pupils are given 3 opportunities to show appropriate behaviour. In the unlikely situation of this unwanted behaviour continuing they are given a period of 'Time Out' for 3-5 minutes</p>	<p>Pupils are given 3 opportunities to show appropriate behaviour. In the unlikely situation of this unwanted behaviour continuing they are given a period of 'Time Out' for 3-5 minutes.</p> <p>The parents would be informed about the inappropriate behaviour at the end of the day.</p> <p>The Year Leader will be informed.</p> <p>Strategies for addressing the behaviour are shared with the child and parents.</p>	<p>Pupils are removed from the situation and given 'Time Out' for 3-5 minutes.</p> <p>The parents would be informed about the inappropriate behaviour at the end of the day.</p> <p>The Year Leader/ SMT link would be informed.</p> <p>Strategies for addressing the behaviour are shared with the child and parents.</p> <p>A Good Behaviour home-school book would be established for 1 week.</p>	<p>The Year Leader/ SMT link would be informed and the child would immediately be excluded internally. Parents will meet with the Head of School and in consultation with the Principal, they may be asked to remove their child from school for an agreed period of time. Strategies for addressing the behaviour are shared with the child and parents. A Good Behaviour home-school book would be established for 1 week.</p>



KS1/2				
Range of possible sanctions at each level – 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</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 causes 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</p>	<p>Repeated Level 4 misbehaviour Deliberate, and planned, physical injury of another pupil: kicking/punching to the head or vulnerable body areas Bringing alcohol or tobacco items into school</p>
Sanction				
<p>Verbal reprimand Supervised 'Time out' or 'Thursday Book' Loss of Golden Time Completion of work in own time All incidents to be recorded on the class record sheet.</p>	<p>Withdrawal of privileges and loss of Golden 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.</p>	<p>Parents will be contacted and informed of the incident All incidents to be recorded on MIS system If property damage is involved the sanction may be to make good the damage and/or provide compensation A behaviour home-school book may be established for a fixed period. Behaviour contract put in place to modify and monitor future behaviour <i>* If Bullying is confirmed the anti – bullying actions will be implemented.</i></p>	<p>Immediate referral to Head teacher/Assistant Head Parents will be contacted, informed of incident and invited to a meeting with SMT If property damage is involved the sanction may be to make good the damage and/or provide compensation All incidents to be recorded on MIS system Withdrawal from class: Internal suspension Possible fixed term suspension.</p>	<p>Immediate external suspension (pending investigation) External suspension – must involve Principal Expulsion from school – must involve the Principal.</p>
<p><u>Action taken by:</u> Class teacher/Specialist Teacher/adult supervising play duty/break:</p>	<p><u>Action taken by:</u> Class Teacher/Specialist Teacher/Year Group Leader</p>	<p><u>Action taken by:</u> Year Group Leader/Specialist Teacher/and/or SMT</p>	<p><u>Action taken by:</u> SMT/LMT</p>	<p><u>Action taken by:</u> LMT: Head Teacher/Principal</p>



8 Appendix B: Anti-Bullying Code

Anti-Bullying Code



What Is Bullying?

Bullying is the deliberate and repeated abuse of another pupil. It is behaviour which causes someone to feel hurt or threatened.

There are 3 different types of bullying of which we should all be aware.

- **Verbal Bullying** - repetitive incidents of name calling and teasing and spreading of rumours. This could also be through unkind and hurtful notes or leaving someone out of a group.
- **Physical Bullying** - repetitive incidents of hitting, kicking, and pushing someone and damaging property on purpose.
- **Cyber Bullying** - causing distress on purpose through the misuse of email, the internet or mobile phones.

Your Rights

St Christopher's does not tolerate bullying of any kind.
Bullying will **always be treated seriously**.

YOU have the right to enjoy school life free from bullying.

If you or another person is being bullied
you must tell someone.

BE A BUDDY, DON'T TOLERATE A BULLY

Written by St Christopher's Infant, Junior and Senior School Student Councils