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## 1. Vision and introduction

This policy and the practice contained within it are a vital part of how we put into action our vision statement for Christ Church School.



# Christ Church School, Hampstead

A village school in London inspiring *life in all its fullness*

*Jesus, The Good Shepherd, promises 'life in all its fullness'. (JOHN 10:10)*

At Christ Church we believe every child and adult in our school should be able both to experience life in all its fullness now and to aspire to life in all its fullness in the future.

We all seek to inspire life in all its fullness for all in the school through:

- ensuring a **safe, welcoming and inclusive environment** for children and adults, where everyone is valued and has the opportunity to contribute and flourish;
- the pursuit of **academic excellence** in all areas, with a determined desire for each child to make the best possible progress as a result of high aspirations, hard work and the development of a personal love for learning alongside the highest-quality teaching and support;
- offering the widest possible **breadth of curriculum** both within school and through extra-curricular activities, enriched by the vast range of opportunities locally and across London;
- **creativity and positivity** in all we do, mixing innovation with tradition;
- planned and spontaneous opportunities for **spiritual development** through reflection, discussion and harnessing curiosity, as well as the provision, at the heart of our school life, of daily opportunities for prayer and worship;
- the development and modelling of **strong, positive and loving relationships**, with peers, amongst the school community and in the wider community;
- the promotion of **respect and compassion for ourselves and for all others**, by cultivating positive emotional and physical well-being, by celebrating the diversity within and outside our school and by encouraging all of us to be empowered global citizens, guided at all times by the example of Christ's compassion alongside the UN Convention on the Rights of the Child;
- engendering a **sense of community and responsibility** for others and for our local and global environment and enjoying working together towards our common goals and expecting and valuing contributions from all.

Our vision is brought to life in our school through our five Christian values of **compassion, creativity, community, simplicity and courage**.

Our vision is to ensure that all children and adults in our school community experience *life in all its fullness*. We believe that this can only happen in a **safe and secure environment** where **positive relationships, respect and compassion** for ourselves and all others and a **sense of community and responsibility** are at the heart of everything we do.

We are a committed UNICEF Rights Respecting School and we believe that the principles of the UN Convention on the Rights of the Child (UNCRC) and all the rights contained in the UNCRC sit comfortably alongside our Christian vision and values.

This policy is written with reference to and in line with the DfE Advice for Headteachers: Behaviour in Schools (September 2022) and seeks to incorporate all the elements which it suggests are included in a Behaviour Policy (p8-9).

This policy is also written with reference throughout to The Church of England Education Office document 'Valuing All God's Children' (2<sup>nd</sup> Edition, 2017). Our Positive Behaviour and Anti-Bullying Policy is based on the underlying principle that: *'Church of England schools have at their heart a belief that all children are loved by God, are individually unique and that the school has a mission to help each pupil to fulfil their potential in all aspects of their personhood: physically, academically, socially, morally and spiritually. Our aim is that all may flourish and have an abundant life. Schools have a duty to try to remove any factor that might represent a hindrance to a child's fulfilment. We want all pupils to willingly engage in learning in a safe and welcoming environment.... Schools should ensure that their Christian ethos statements offers an inclusive vision for education. This includes affording pupils a sense of their own dignity and a vision of the innate dignity of all humankind. Inclusivity and hospitality should be hallmarks of Church of England schools: every child should be revered and respected as a member of a community where all are known and loved by God.'* (Valuing All God's Children – Executive Summary, p5)

This policy should be read alongside our related current policies, including Equalities Policies, Safeguarding and Child Protection Policy, Guidance on Child-on-Child Abuse, including sexual violence and harassment and Policy on Physical Contact with Children.

## 2. Aims, purposes and principles in establishing and implementing this policy

### **General aims, purposes and principles**

- All staff, children and other members of the school community will behave towards each other with mutual respect, consideration and tolerance.
- We have equally high expectations for all children in our school, whatever their gender, race, class, religion or cultural background or ability or disability. This policy runs alongside our existing equalities policies and we will deal with racist or sexist incidents and any other instances of discrimination, harassment or victimisation to do with equalities issues in line with this policy.
- Emphasis will always be placed on promoting positive behaviour.
- We acknowledge that not everyone will agree all the time; instead we seek to develop and encourage reconciliation and to find ways for people to 'disagree well'. This means 'finding ways for people who disagree well to go forward together without reducing their beliefs to a lowest common denominator or pretending that their difference does not exist'. (Archbishop Justin Welby, quoted in Valuing All God's Children, p11). We also seek to promote and facilitate forgiveness in how we deal with all behaviour incidents in school.
- A consistent approach to managing behaviour is important.
- All pupils will be treated with dignity at all times.
- Communication with parents is essential to help to establish consistency of expectations at home and in school. The principles of this policy are set out in the home-school books and home-school agreement each year.
- Training is an important part of our work to encourage positive behaviour and prevent bullying. Staff training is held regularly: e.g. annual September INSET training about this policy and specific training and information for staff on countering the use of homophobic language in line with LA and Church of England guidance (VAGC 2017). Parent workshops, e.g. on e-safety are also held regularly.

Teaching staff, support staff, children, governors and parents are involved in drawing up and reviewing this policy. The policy will be revisited annually with all staff and reviewed to ensure it reflects current best practice; all new staff will be made aware of this policy.

### **Aims, purposes and principles in relation to bullying**

At Christ Church School, we recognise that bullying is 'behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group, either online or face-to-face, either physically or emotionally' (Department for Education in the guidance "Preventing and Tackling Bullying" July 2017).

We recognise that bullying can take many forms and be short term, but repeated, or continue over a longer period of time.

We use the acronym developed by Kidscape, 'S.T.O.P', to explain bullying to pupils - Several Times On Purpose. We use the term 'Upstander' with children to explain the importance of children reporting (or challenging) any bullying behaviour that is taking place. Children should aim to be Upstanders rather the Bystanders, who by doing nothing are implicitly supporting the bullying behaviour.

We recognise that bullying can be:

- **physical** (pushing, hitting, punching, kicking).
- **verbal** (yelling abuse at another, name-calling, insulting someone, using verbal threats, offensive mimicry of accent and/or pretending not to understand what is said, using discriminatory language)
- **emotional** (social exclusion, talking about children behind their back)
- **indirect** (also known as social bullying or relational bullying-spreading rumours, social exclusion, disclosing another's secrets to a third party, graffiti).

- **online** (cyberbullying - bullying using electronic media, such as email and texts, chat rooms, blogs and social networking sites, apps, gaming, making or sharing derogatory or embarrassing images or videos of someone via mobile phones or email (e.g. sharing nude or semi-nude images). Sexualised online bullying can be a form of sexual harassment and/or sexual violence)
- **a form of child-on-child abuse** (see our Child-on-child abuse and sexual violence and harassment guidance for additional information on prevention and responses)

Some specific ways in which bullying occurs are:

- Name calling, mocking differences or making someone feel small
- Making threats
- Pressurising someone to hand over money or possessions or do something they do not want to do
- Hitting or other physical violence
- Damaging or hiding possessions or work
- Spreading rumours about someone or their family
- Laughing at a hurt or upset person or preventing someone from getting help
- Using text, email, social media or webspace to write, post or say hurtful things about someone (cyberbullying) – please also refer to our online safety policy.
- Other behaviours that makes someone feel unhappy

It is important that all members of our school community recognise repeated incidence of any of these behaviours as forms of bullying.

We recognise that causes of bullying often reflect real or perceived differences and are often motivated by prejudice against particular groups, for example on grounds of race, religion, culture, background, gender, sexuality, appearance and size, ability and attainment, material possessions and other real or perceived differences. As stated above, this policy runs alongside our existing equalities policies and we will deal with racist or sexist bullying and any other instances of discrimination, harassment or victimisation to do with equalities issues in line with our Positive Behaviour Policy. We recognise the potential for children with SEN and disabilities who might be disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.

### **Christ Church School does not tolerate bullying of any kind.**

- As a UNICEF Rights Respecting School, bullying is viewed as an infringement of our right to feel safe.
- In addition to bullying between children, we are aware that bullying can happen between adults and children and between adults.
- All children, parents and members of staff should feel safe to report any incidents of bullying and confident that steps will be taken to work to stop the bullying happening again.
- Bullying is one form of inappropriate behaviour and when carried out by children will be dealt with in line with the responses and sanctions set out in this Policy.

### **The difference between bullying and other hurtful behaviour**

Our definition of bullying does not include disagreement and/or friendship problems between children and young people or one-off incidents. These issues will still be dealt with seriously and in line with this policy on Positive Behaviour to prevent them developing into bullying behaviour.

### 3. School systems: Encouraging, valuing and recognising positive behaviour

At Christ Church School, we believe that encouraging, praising and rewarding positive behaviour helps to reduce inappropriate behaviour and decrease the number of behaviour incidents. When encouraging and recognising positive behaviour, staff should use the language of rights wherever possible. Staff should consistently model positive behaviour in their interactions with each other, with parents and carers and with pupils.

#### **Encouraging positive behaviour**

The following are **ways in which positive behaviour is encouraged** at Christ Church School:

- Christian ethos – our school is inclusive, open and tolerant and conveys respect and value to all families. Our Christian vision and values promote the development of strong, positive and loving relationships and respect and compassion for all. This vision, and the way it is lived out within our school community day-to-day, plays a key role in promoting and encouraging positive behaviour from all.
- Praise – all members of staff are encouraged to praise children behaving well before reprimanding children who are not; praise for other children will often remind children of the expectations for their own behaviour.
- Positive relationships between adults and children – all members of staff need to build up positive, respectful relationships with all pupils and familiarise themselves with any issues that may affect the pupils' behaviour or relationships with others.
- School rights respecting charter reflects the School's commitment to the UNICEF Rights Respecting Schools agenda; it is shared with the school community throughout the year and has been negotiated with the children in the school.



- Class rights respecting charters – each class works together to create a class charter at the beginning of the year; all children and adults who work in the class sign the charter which is displayed in the classroom and referred to throughout the week and year.

- Playtime and lunch time charters identify how to respect lunch times and playtimes rights which have been created by the School Council after consultation with each class; these charters are referred to in order to reinforce and encourage positive behaviour at these times.
- Classroom and school organisation and routines – effective and considered classroom and school organisation and routines play an important part in promoting positive behaviour; staff should bear in mind the need to encourage positive behaviour when arranging their classrooms and groupings, and planning for transitions between different activities. (See ‘behaviour curriculum’ section below)
- Learning environment – the provision of a positive learning environment will encourage positive behaviour, particularly in respect of caring for property and the school environment
- Supervision – supervision of children is arranged and considered to ensure that positive behaviour can be encouraged as much as possible; this includes the positioning of adults to supervise in the playground and around the school. Our supervision arrangements are reviewed regularly with the relevant staff, e.g. in INSET days
- Adaptive and enriched curriculum – planning and delivering motivational activities which engage and challenge all children at their own ability levels (including those children with Special Educational needs or those who are more able) will ensure that all children are learning and on task; effective adaptation of the curriculum to ensure challenge at all levels avoids children becoming bored, distracted or frustrated. Our broad and enriched curriculum aims to engage all children in stimulating learning activities. Children’s own interests are considered in planning activities, where this is appropriate.
- PSHE/Citizenship/Circle times, assemblies and worship – issues surrounding behaviour, positive relationships, rights, responsibilities and feelings are discussed and taught directly in PSHE/Citizenship lessons; class circle times provide the opportunity to discuss class-specific behaviour issues, develop an understanding of how behaviours affect others’ feelings and encourage positive behaviour; assemblies and worship provide opportunities for encouraging positive behaviour throughout the School, often providing models or examples from Biblical text or stories
- Curriculum, whole school activities and a range of positive role models are used to help pupils understand and appreciate and celebrate difference and diversity.
- Teaching and learning about safe and courteous behaviour online throughout the curriculum in all classes and also in specific online safety lessons and events, including those involving parents.

### **Pupil induction and transition to a new year group**

At the beginning of a school year, classroom organisation and the expectations about behaviour in the classroom, in the playgrounds and around the school are discussed with the children and they are reminded of this throughout the year as and when necessary.

New pupils joining our school are paired with a pupil ‘buddy’ in their class to explain routines and expectations at an age-appropriate level and supported by adults around the school to understand the class and school systems and routines.

### **Classroom and School Routines – our ‘behaviour curriculum’**

*‘A behaviour curriculum defines the expected behaviours in school, rather than only a list of prohibited behaviours. It is centred on what successful behaviour looks like and defines it clearly for all parties... A behaviour curriculum does not need to be exhaustive but represents key habits and routines required in the school.’ (Behaviour in schools, DfE 2022)*

Our ‘behaviour curriculum’ reflects the principles of our rights respecting charters.

- All members of the school take time to move around the school in a calm, quiet and orderly manner. Praise will be given for considerate and self-controlled behaviour in the school.

- Children line up in the playgrounds quietly and enter the school calmly at the beginning of the day and after break times, ready to learn. Class teachers will set up a 'line order' (usually register order) in which children line up in most circumstances.
- In classrooms, children respond immediately to the teacher's agreed signal to stop and listen (e.g. clapping). Children listen to adults and peers with respect and in silence, raising their hand (or using another agreed signal) if they wish to ask or answer a question or make a comment.
- Children work in their classrooms on independent, paired or group tasks using an agreed conversation level set by the class teacher and appropriate for the task. This includes silent working. Children cooperate positively in pairs or groups with any other children in the class, in groups chosen by adults or by peers.
- Children always ask permission to leave the classroom or playground (e.g. to go to the toilet), except during playtimes when the toilets are accessible for all.
- Children and adults enter and leave the hall (or church) for assemblies and worship in silence, remain focused at all times and respectful of all those around them.
- Children respond immediately to the bell in the playgrounds during the school day (by freezing in silence) and listening and responding to the adult instructions. (Only at the very beginning of the school day, does the bell signal for children to line up ready to start the day.)
- Children play with others in the playgrounds showing respect and kindness. There is no physical or 'rough' behaviour, including 'playfighting'. Children include all others in their games when asked.
- Before trips outside school, children and adults are briefed on the expected behaviours and routines. There are specific practised and consistent routines for safe and respectful behaviour at each stage of a trip, for example when walking along the pavement or when waiting for the tube. These routines are shared in staff training sessions and new staff members are supported to introduce and follow them. Children show consideration and respect for members of the public at all times.

Routines may be practised to teach and reinforce them and they should be applied consistently.

### **Systems to recognise and reward positive behaviour**

There are a number of systems to recognise and reward positive behaviour at Christ Church School. These include:

- Praise – all members of staff are encouraged to praise children for positive behaviour whenever possible.
- House Points – House Points are awarded by any member of staff for behaviour, effort or achievement; house point totals are announced each Friday in assembly.
- Golden Certificates – awarded by staff for behaviour, effort or achievement; presented to at least one child per class in assembly each Friday.
- Star of the day (e.g. Charlie Koala, Outstanding Owl) – each class teacher gives out a daily reward which children take home to share with parents; this reward is presented for positive behaviour, effort or achievement.
- Classroom reward systems – these vary from class to class and may include stickers for individual children, table points systems and whole class reward systems; class teachers take responsibility for organising and implementing these systems.
- Lunchtime rewards – lunchtime reward stickers or an additional Golden Certificate may be presented to children for positive behaviour at lunchtime.

### **Strategies for preventing bullying**

In addition, the following are specific strategies for preventing bullying which are in place at Christ Church School:



- Awareness - all members of the school community are made aware of bullying issues and this Policy; inclusion of bullying issues in staff handbook, annual September INSET for staff and staff induction; inclusion of bullying statement in home-school communication book; discussion at termly Behaviour and Safety governors' committee meetings; circle time and PSHE lessons for pupils (see below). The school will also hold specific Anti-Bullying awareness weeks/days or events at least every academic year.
- Sharing concerns
  - Children - all school staff are supported to develop positive relationships with children and encourage them to share their concerns; the school's ethos and curriculum encourages children to be able to discuss their feelings with key adults with whom they feel safe (there are posters displayed around school encouraging children to talk to any of the adults in school); Childline posters are displayed in each playground.
  - Parents - parents are made aware of several channels of communication with the School if they want to bring up any concerns; more formal methods of communication include home-school books, arranged meetings with the class teachers or Head Teacher (with records made); parents can also meet informally with staff at the school gates or at the beginning/end of the day
  - Staff - Sharing information within school about these issues is also important – information is shared in staff morning briefings/staff information book, TA liaison meetings, TA meetings, teaching staff meetings, SLT meetings, multi-disciplinary meetings with SEN professionals.
- Curriculum and assemblies – bullying awareness is part of the School's PSHE and Citizenship curriculum with lessons taught which cover such issues as what is bullying, who can help, understanding differences, belonging, how to help others, making the right decisions (see PSHE curriculum pack for more detail); these issues are also covered in whole school assemblies and in computing and online safety teaching raising awareness of cyberbullying. The PSHE curriculum and programme of assemblies also teaches children to discuss and celebrate the differences between people in our school and in the wider community.
- Anti-Bullying Champions – each year, our Year 5 class members are trained as anti-bullying champions by following a day-long, school-developed training programme about how to be an upstander. Our Anti bullying champions then help to run the next year's anti-bullying week/event, e.g. by supporting in other classes and leading an assembly
- Circle times and comments/worry boxes – each class has a comments/worry box system where anonymous concerns can be posted; these are then sensitively dealt with in circle time discussions with the whole class; issues raised in this way will also be shared with other staff members where appropriate.

#### **4. School systems: Responding to inappropriate behaviour**

At Christ Church School, we have high expectations of behaviour for all members of the school community and aim to ensure that any inappropriate behaviour, including bullying, is dealt with quickly, fairly and firmly.

##### **What is inappropriate behaviour?**

Inappropriate behaviour is any behaviour which contravenes our agreed rights respecting charters. This includes all behaviour which does not meet the expectations as set out in our 'behaviour curriculum' section above. Inappropriate behaviour could include:

- lack of co-operation or task avoidance
- physical violence towards children or adults, actual or threatened
- deliberately annoying others or any behaviour which disrupts the working atmosphere in the class
- lack of respect (including answering back, swearing or the use of inappropriate, prejudice-based or homophobic language)
- dishonesty
- name calling
- disregarding instructions
- an uncaring attitude towards the school's environment or personal property, including vandalism or stealing
- making threats
- racist and sexist behaviour or any other form of discrimination
- deliberate acts of unkindness, including laughing at a hurt or upset person, hurtful remarks or comments, spreading rumours
- malicious behaviour – hiding belongings, dares, preventing someone getting help
- bringing to school dangerous or disallowed items (see below)
- inappropriate use of technology
- **child-on-child abuse**, including any form of sexualised behaviour, violence or harassment (see our Child-on-child abuse and sexual violence and harassment guidance for additional information on prevention and responses)
- any form of bullying (see above)

Bullying is a serious form of inappropriate behaviour and will usually demand the earlier involvement of more senior staff and the parents of those involved and a more serious response or sanction.

##### **Banned items**

No member of our school community is allowed to bring any dangerous or illegal item on to the school site. This includes the full list of items as set out in DfE Searching, Screening and Confiscation advice (2018).

Our mobile phone/smart device policy sets out that children must hand in any phones/smart devices to the school office as soon as they enter the school site, collecting them only when they are leaving school (including after a club). In line with Searching, Screening and Confiscation advice (DfE 2018), an appropriately authorised staff member of staff (usually the head teacher) may carry out a search of children's possessions when they have reasonable grounds for believing that the pupil may have a prohibited item. This item will then be confiscated.

##### **Responses and sanctions**

There are a number of responses or sanctions available to deal with inappropriate behaviour.

The response or sanction will depend on the nature of the inappropriate behaviour and will also take into account a range of factors which *may* include the child's previous behaviour record, any particular

background circumstances related to the incident or child involved, the honesty of the child in explaining and apologising for the incident and the effect the incident has had on other children, adults or property. In taking into account this range of factors, there may be circumstances when different approaches may be taken in dealing with the same case of inappropriate behaviour. Where appropriate, sanctions will be a related consequence of the inappropriate behaviour. All pupils will always be treated with dignity and respect.

It should be noted that some sanctions or responses may not be appropriate to be shared with the rest of the school community, for example where there are issues of confidentiality or the involvement of agencies external to the school. However, where necessary, a class may be reassured that measures are in place to deal with inappropriate behaviour shown by other children (particularly in the case of a child repeatedly displaying this type of behaviour) and that action was being taken by the teacher and/or school.

In investigating any incidence of inappropriate behaviour, staff members will always attempt to discover the true nature of the incident by talking and listening to children and any adults involved. It should be noted that, even with the high levels of supervision in place in the school, it may not always be possible to establish a completely accurate picture of the incident and any response or sanctions will inevitably have to deal with the incident as far as it can be established.

Written records will be kept of any discussions or responses to more serious incidents of inappropriate behaviour; these may include children's written accounts of the incidents, completing an incident form (Appendix 1) and making records in the 'Inappropriate Behaviour Books' in each class. All these records will be kept within a Green Box file in each classroom (Appendix 2).

All staff members should seek to de-escalate any incident of inappropriate behaviour in the first instance. Training about de-escalation is provided as a refresher/induction each September INSET day. Staff are also made aware of and should follow our Policy on Physical Contact with Children. In rare circumstances, in order to keep the child or others safe, physical restraint may be necessary, in line with our Policy on Physical Contact with Children.

The following are a list of possible responses or sanctions which may be used at Christ Church School. They may be used in conjunction with each other.

- Reprimand – all members of staff should be prepared to speak to children about their inappropriate behaviour at the time that it occurs; staff should use the rights respecting language in talking to children about their behaviour encouraging them to explain how they have failed to respect others' rights; it may be appropriate to send a child to another member of staff to talk about their behaviour (their class teacher, senior member of staff, Headteacher etc); staff members should always show respect for children when reprimanding them about their behaviour and treat children with dignity at all times; it may be appropriate to ask a child to apologise for their behaviour in person or in writing; staff should be mindful in their discussions with children about their behaviour that we are seeking to develop in children the ability to 'disagree well' and to respect others' differing views and that we should be facilitating and promoting forgiveness. It may be appropriate for a 'restorative conversation' to be facilitated between pupils.
- Confiscation of items – to be returned to the child (or parent if a dangerous item) at the end of the day or longer period.
- Class behaviour management/sanctions - these vary from class to class and may include reduced playtime, privilege or golden time; class teachers take responsibility for organising and implementing

these systems and there should be a tracking/traffic light system in place to both recognise positive behaviour and provide a visual warning for children who are not meeting behaviour expectations.

- 'Time out' in the classroom or playground – if children continue to behave inappropriately following one reminder they may be moved away from the activity; they may be asked to sit in a separate or 'time out' area of the classroom or to sit on the bench/stand at the side in the playground; children should be allowed to rejoin the activity after a stated length of time if they have sat out calmly and sensibly.
- D-Time (Appendix 3)
  - From Year 2 upwards a Friday detention system is in place for any inappropriate behaviour which has caused a child to be asked to leave the classroom or for any other incident of serious inappropriate behaviour which goes against our agreed rights respecting charter.
  - All members of staff can give a D-time following the school's agreed procedure. It is at the Headteacher's discretion to decide ultimately on all behaviour sanctions.
  - Children should always be given one warning/reminder of how they should be behaving before being sent out, unless the behaviour is deemed so serious by the staff member that D-time is appropriate immediately.
  - Children are sent out (accompanied by two other children) to another classroom (within the same KS if possible) with an explanation of their behaviour in the 'Inappropriate Behaviour Book', a reflection sheet (Appendix 4) and work to complete.
  - The child will then spend Friday lunch time in D-time, with the head teacher, discussing their behaviour and writing letters of apology and explanation to those they have hurt/annoyed and their parents. A record is made in the inappropriate behaviour book of the discussion with the HT during D-time.
  - If the D-time cannot be held on Friday it will be held on the first possible occasion the following week.
  - Parents of the child should be made aware that their child has been in D-time from the first instance.
  - If the child attends D-time three times in the year a meeting between the class teacher, member of SLT (Senior Leadership Team) and parents is arranged to discuss ways forward (Appendix 5),
  - monitoring of children's attendance in D-time is carried out by SLT and also reported to the Behaviour and Safety Governors committee;
  - repeated attendance in D-time without a consequent reduction in inappropriate behaviour will mean other strategies and sanctions will also be introduced.

*Note on our D-time sanction:*

*In recent years, there have been very few D-time sanctions given by teachers as these have not been necessary (see termly behaviour reports to governors for figures). This part of our behaviour policy has therefore under review by staff and governors. However, feedback from pupils (e.g. in surveys or pupil voice sessions) tells us that pupils see D-time as a helpful deterrent in our behaviour policy and routines, supporting them to behave well. We will continue to review this area of our policy annually, including asking children and staff for their views.*

- Assembly detention – children who behave inappropriately in assembly may be asked to stay in at break time in the hall.
- Involvement of parents – parents will be informed about any serious occurrence of inappropriate behaviour and the subsequent response by the staff member who has dealt with it; parents will also be asked to discuss any continuing inappropriate behaviour, with the class teacher in the first instance; a consistent approach at home and school and an ongoing, positive dialogue about a child's behaviour with parents is vital to improving behaviour and school staff will work hard to achieve this.

- Involvement of SLT or the Head Teacher – it may be appropriate to involve a member of SLT or the Head Teacher in dealing with inappropriate behaviour depending on the seriousness of the incident; staff members should always ensure that information about children’s behaviour is shared between relevant members of staff; formal methods for sharing information include staff meetings, SLT meetings and morning staff briefings.
- Behaviour contracts – Behaviour contracts, discussed and shared with parents, all staff and the child, may be put in place to monitor the behaviour of children who have continuing difficulty in behaving appropriately; behaviour contracts may form part of a child’s SEN Provision Map or Personal Plan. Behaviour sticker charts may be used with younger children.
- Access to LA Behaviour Support Outreach team, or other appropriate external support agencies - who may be able to provide one-to-one support for the child, staff or family.
- ‘Exclusion’ from certain activities in school – in some circumstances it may be appropriate to exclude children from certain activities in school, for example class trips, PE, after school clubs on school premises, school events, representing the school at competitions or events, lunchtimes, playtimes or the use of certain resources or technology. Children can also be ‘excluded’ from working or playing with their class (internal exclusion). This ‘exclusion’ may be one-off or over a period of time; this exclusion may either form part of a sanction for a previous incident or be a way of managing inappropriate behaviour which occurs at this particular time; children will always be supervised appropriately if they are not working with their class.

The head teacher may also make the decision to ‘exclude’ a child from a Friends event or an after-school club run on school premises, either because of inappropriate behaviour at a previous event/club or as part of a sanction for a previous incident. The head teacher has the ultimate discretion about decision-making related to behaviour at Friends events. Staff members or outside agencies running after school clubs are in charge of behaviour in the club in the first instance, with the head teacher having ultimate discretion about decision-making related to behaviour in clubs on school premises.

The decision to ‘exclude’ a child from any activity in school will not be taken lightly and will be implemented for the minimum amount of time, as our vision is for all children to experience *life in all its fullness* and exclusion from an activity could run counter to this school vision. However, this decision will be taken in the best interests of *all* the children in the class or school, and may be necessary to enable all other children to experience the breadth of opportunities in school safely, happily and effectively.

- Suspension or permanent exclusion – the head teacher has the power to exclude children from the school, either on a temporary or permanent basis, for the most serious incidents of inappropriate behaviour or for continuing inappropriate behaviour of a less serious nature; the Head Teacher will follow current DfE Guidelines in all matters relating to suspensions and exclusions; currently this is Suspension and Permanent Exclusion from Maintained Schools guidance (DfE, May 2023). This includes the support that will be put in place to support reintegration of a pupils after a period of suspension. The Head Teacher will always inform the Chair of Governors when taking this action; any suspensions or exclusions are also reported to the Behaviour and Safety Committee and full Governing Body and the Local Authority. For the duration of any suspension or exclusion from school, a child will also be excluded from any after school activities held in school and from any child-only Friends events held in school, e.g. discos. Attendance at any event held on school premises for the duration of the exclusion will only be allowed with the permission of the head teacher and whilst accompanied by a parent.
- Police involvement – in the most serious circumstances it may be appropriate to involve the police.

### **Pupil support, including for pupils with additional needs**

The school will consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure all pupils can learn and achieve as well as possible. Some pupils

may have additional needs which may affect their ability to behave in particular ways. The school will always seek to find out about and consider the underlying causes of any behaviour.

Reasonable adjustments may need to be made to both school routines and/or sanctions for a pupil with additional needs – these may be temporary or longer term. Teachers and school staff will be supported by the Inclusion Leader to agree and make these adjustments where necessary and any adjustments to the usual behaviour routines will be communicated clearly to staff (and other pupils where appropriate). It may be appropriate to include targets related to behaviour or additional support provided or adjustments made on a child's personal plan or provision map.

### **Responding to a bullying incident**

The priority for the school is to **ensure the victim is able to feel safe and that the bullying behaviour stops** immediately. This may involve separating those involved or increasing supervision while the bullying is investigated. If possible, it will be the aim to reconcile those involved. We recognise that both the victims of bullying and bullies may need ongoing support even after the bullying has stopped. We also recognise that ongoing monitoring may be necessary to ensure that bullying is not redirected elsewhere. The responses or sanctions used to deal with bullying and the principles for applying them are the same as for any other incident of inappropriate behaviour at Christ Church School.

In addition, it may be appropriate to use discussion with/between those involved and circle times. It may be appropriate for the School to facilitate and mediate in a discussion between those involved (and, in some circumstances, their parents) where they can share their feelings and the effect that the bullying behaviour has had and attempt to resolve the difficulties; it may be appropriate for a class circle time to focus on the issues giving peers a chance to suggest possible ways forward. Additional class, group or individual learning about related issues, such as how to behave appropriately online, may be appropriate. A focus on moving forward and on reconciliation and forgiveness where appropriate will be maintained in any discussions with children and parents.

See the further guidance on dealing with bullying (Appendix 6) for details on how the school works with and supports all those affected by bullying (victim, bystanders, bully, parent/carers).

All members of staff should feel confident to deal appropriately with any incidences of bullying, and be given appropriate training to support them in doing this.

The Head Teacher has overall responsibility for encouraging positive behaviour and dealing with inappropriate behaviour, including bullying, in the school and has the ultimate discretion to decide upon sanctions and responses to inappropriate behaviour.

If parents are concerned that their child is being bullied they should contact the class teacher or head teacher as soon as possible to discuss their concerns. The school will take any incident of bullying extremely seriously and will deal with it quickly to find out why it has happened and to prevent it happening again. See Appendices for more parent/ carers guidance. If parents are not satisfied with the way in which the School has dealt with an issue, they will be directed to follow the procedures set out in the School's agreed Complaints Policy and procedures.

## **5. Bullying involving adults**

All adults should feel safe to discuss issues if they feel they are experiencing bullying from other adults. There are both informal and formal (meetings, annual reviews, appraisals) systems in place to allow for this. The staff handbook also gives contact details of LDBS and LA advisors whom staff can contact independently with any concerns. Members of staff can also contact their Trade Unions or Professional Associations to discuss any concerns.

In all instances of bullying between adults (staff, parents, outside professionals) the School (in the person of the Head teacher, Governors representative, LDBS or LA representative as appropriate) will attempt to mediate between those involved in order to reconcile them and resolve the issue.

Complaints concerning bullying behaviour from a member of staff will be dealt with following the School's agreed Staff Work Place resolution (Grievance) and Discipline procedures (LDBS documents).

## **6. Leadership and management, including roles and responsibilities**

In line with our vision for all in our school to experience *life in all its fullness* and our belief that this can only happen in a **safe and secure environment** where **positive relationships, respect and compassion** for ourselves and all others and a **sense of community and responsibility** are at the heart of everything we do, positive behaviour management is of the highest priority in our school. Consequently, considerable time, resource, thought and energy is directed by school leaders to ensuring that positive behaviour takes place at all times, and that appropriate support is in place for those who need it.

The headteacher has overall responsibility for encouraging positive behaviour and dealing with inappropriate behaviour in the school and has the ultimate discretion to decide upon sanctions and responses to inappropriate behaviour.

All members of staff take responsibility for promoting our school vision, upholding the school's high expectations for behaviour, praising children demonstrating positive behaviour, paying attention to any infringements or disturbances, explaining why behaviour is inappropriate using rights respecting language and supporting colleagues when they are dealing with inappropriate behaviour.

Class teachers (or another member of teaching staff or a supply teacher who is in temporary charge) are responsible for encouraging positive behaviour and dealing with inappropriate behaviour in their classrooms. They should make the decision to consult a member of the SLT or the Head Teacher for advice and support with particular incidents.

Teaching Assistants working with a group of children have responsibility for encouraging positive behaviour in the group; they should deal with any inappropriate behaviour in the first instance and also report it to the class teacher.

The teaching staff member on duty in the playground has responsibility for encouraging positive behaviour and dealing with inappropriate behaviour in the playground. They should be supported by other members of staff on duty and should make the decision to refer any serious incidents to a member of SLT or Head Teacher.

Lunchtime Supervision staff (TAs) have responsibility for encouraging positive behaviour and dealing with inappropriate behaviour at lunchtimes. They should support each other in the playground and hall and should make the decision to refer any serious incidents to a member of SLT or Head Teacher.

Volunteers and parent helpers (including on school trips), through their training and induction processes, should be able to encourage positive behaviour with the children with whom they are working. They should refer any incidents of inappropriate behaviour or concerns about our behaviour policy to class teachers.

The Governors Behaviour and Safety Committee has responsibility for monitoring the implementation of this Policy, which includes monitoring the nature and number of incidents of inappropriate behaviour in the school. This information is reported termly to the Behaviour and Safety Committee by the head teacher and at least annually to the full Governing Body.

### **Staff induction, development and support**

Staff consistency plays an important role in both encouraging positive behaviour and dealing with inappropriate behaviour. All staff have refresher training on this Positive Behaviour and Anti-Bullying Policy



at least once per year in the September INSET and should also refer to the additional guidance in the Staff Handbook. An introduction to our Positive Behaviour and Anti-Bullying Policy forms an important part of induction for any new staff, whether in a teaching or support staff role, and is part of our new staff induction checklist.

All class teachers can expect proactive and professional support with behaviour issues from colleagues and senior staff. ECT (Early career teachers) can expect specific support with areas such as setting up effective classroom routines and behaviour systems from their ECT mentor, as well as ongoing support as needed.

Periodic training on behaviour-related issues and topics will also be provided for all or groups of staff, e.g. in TA meetings or as part of planned INSET programmes.

## **7. Monitoring the implementation of this policy**

The headteacher monitors behaviour within the school and, after consultation, makes decisions on areas for change or improvement in school policy or practice. The SLT reviews class teachers' behaviour records regularly to ensure consistency across the school. This will also be an opportunity to evaluate the effectiveness of this policy and its implementation across the school.

Numbers of serious incidents are reported to the Governors Behaviour and Safety committee each term and to the full Governing Body each year. Specific reports are made of numbers of incidences of bullying, incidents involving discriminatory language or behaviour, incidents where physical intervention by an adult has taken place, incidents involving sexual harassment or sexual violence and incidents involving the use of technology. Written records of serious incidents or inappropriate behaviour or bullying are recorded on behaviour incident forms kept by the Head Teacher, alongside any records of children's accounts of an incident or related communication from parents or meeting notes. Analysis of behaviour incidents is carried out to ensure the school is aware of and addressing any equality issues which emerge.

School consultation with children, parents, staff and governors provides information about stakeholders' views about the effectiveness of this Positive Behaviour and Anti-Bullying Policy. At least annually, groups of children are given the opportunity to formally share their views about behaviour in a 'pupil voice' session, sometimes observed by Governors. The Behaviour and Safety Committee will look at and analyse the results of any consultation, findings are shared with pupils, staff, parents and Governors and may help to form subsequent school improvement priorities.

The Behaviour and Safety committee has responsibility for monitoring the implementation of this policy and reporting back to the full Governing Body.

The School seeks to learn from good practice elsewhere and uses the support of the LA, LDBS and other relevant organisations when appropriate.

This policy was written following consultation with staff, parents, governors and pupils. Any subsequent changes will be consulted on with the whole school community. This policy is available on the school's website for all to consult. It will be reviewed annually to ensure it reflects current best practice and publicised in the school newsletter for the school community.

*Most recent review: June 2024*

For SLT Monitoring

Ethnicity	
SEN	
Gender	
EAL	
Looked after Children	



# Christ Church Primary Incident Form

For Teacher to complete

Verbal	Physical
Lack of respect, answering back	Uncaring attitude towards property
Discrimination	Actual physical violence
Sexist behaviour	Hitting
Other discriminatory incident	Pushing
Name calling	Kicking
Making threats	Threatened physical violence
Spreading rumours	
Mocking differences	
Bullying or alleged bullying (repeated)	Bullying or alleged bullying (repeated)
Emotional	Other
Deliberately annoying others	Lack of co-operation,
Deliberate acts of unkindness	Task avoidance
Malicious behaviour	Disregarding instruction
Pressurising someone	Incident involving technology, including cyber bullying
	Dishonesty
Sexual harassment, sexual violence or sexual behaviour	

Name of Child: ..... Year: .....

Date: .....

Time: .....

Location: .....

Other children involved: .....

Description of the incident (staff member to complete)

Children's comments attached: yes/ no

Adult's comments attached: yes/ no

Was any form of physical contact by an adult involved?: yes/no if yes, please attach details including nature and timing

Outcome following the incident

Parents informed: yes/no

Communicated by: in person / telephone / email / other (please specify).....

Signed ..... Name and role: ..... Date: .....

Copy to Head Teacher: yes/ no

For all serious incidents please copy this form for the Head Teacher immediately.

Serious incidents include physical violence, bullying, racist or other discriminatory incidents, incidents involving sexual harassment or violence.



# Christ Church Behaviour Records

Please ensure the following are kept in your class behaviour file.

**\*D time procedures**

**\*Policy incl. Appendices**

**\*Inappropriate Behaviour Book**

**\*Incident forms**

**\*Additional notes**

**\*Records of behaviour meeting with parents**

**\*Reflection sheets**

Each term SLT will request your folder is handed in so the incidence of unacceptable behaviour in the school can be monitored.



## Christ Church D-time Procedures

From Year 2 upwards a Friday detention system is in place for any inappropriate behaviour which has caused a child to be asked to leave the classroom or for any other incident of serious inappropriate behaviour which goes against our agreed rights respecting charter.

All members of staff can give a D-time following the school's agreed procedure. It is at the Head Teacher's discretion to decide ultimately on all behaviour sanctions.

Children should always be given one warning/reminder of how they should be behaving before being sent out, unless the behaviour is deemed so serious by the staff member that detention is appropriate immediately.

Children are sent out (accompanied by two other children) to another classroom (within the same KS if possible) with an explanation of their behaviour in the 'Inappropriate Behaviour Book', a reflection sheet and work to complete.

The child will then spend Friday lunch time in D-time, with the head teacher, discussing their behaviour and writing letters of apology and explanation to those they have hurt/annoyed and their parents. A record is made in the inappropriate behaviour book of the discussion with the HT during D-time.

If the D-time cannot be held on Friday it will be held on the first possible occasion the following week.

Parents of the child should be made aware that their child has been in D-time from the first instance.

If the child attends D-time three times in the year a meeting between the class teacher, member of SLT (Senior Leadership Team) and parents is arranged to discuss ways forward.



**Christ Church School, Hampstead**

A village school in London inspiring *life in all its fullness*

## Christ Church Reflection Sheet

Name: .....

Year: .....

When you think about your behaviour, remember that our vision is for everyone in our school to experience *life in all its fullness* and that our school values are compassion, creativity, simplicity, courage and community. Also, think about our school and classroom rights respecting charters.

You have been given this reflection time to think about your inappropriate behaviour and how you will move forward from this incident.

What happened before your behaviour let you down today?

How did you behave that was inappropriate?

What did you say/ do?

Lesson - What effect did your behaviour have on your learning and the learning of others?

Playtime- What effect did your behaviour have on those around you?

Identify three things you could do to ensure you behave appropriately in the future.

- 1.
- 2.
- 3.

Please hand this back to the teacher so they know how you are going to improve your behaviour in the future

Child ..... Date: .....

Teacher ..... Date: .....



# Christ Church Primary School

## Behaviour/D-time Conferencing Form

Child's name:

Year:

Reason for meeting:

*Discussion about three behaviour incidents (three d-times)*

*Next steps to support improvements in behaviour*

Meeting called by class teacher  Key stage leader  other .....

People present:

Date of meeting:

Time started:

Time finished:

- Share letters written by child in D-time; discussion of three incidents; are there any patterns/similarities?
- Discussion about behaviour in general - in class, playground, around school, at home

- Support already in place

- Planned support/next steps - school and home

Ideas for strategies to support behaviour:

- Behaviour contract
- Sticker/target chart
- Feedback to home - phone/diary
- Weekly check with HT
- 'time out' plan
- External behaviour support
- TA support with certain activities

- Parents' views - e.g. behaviour at home, any triggers?

\*SIGNED: PARENT/S

SCHOOL STAFF

## **Further Guidance for Dealing with Bullying**

### **Guidance for pupils**

#### **If you are being bullied:**

It's very important to tell somebody you trust. If the bullying continues keep on telling someone. Sometimes people assume a problem has ended if you don't mention it again.

The school will take you seriously and take action to stop the bullying and support you to feel safe again – so please tell staff or have your parents or carers or friends tell staff, whether the bullying has taken place in or outside school.

Who could you tell if you are being bullied?

- You could talk to your parents or carers or to your friends.
- You could talk to a class teacher or teaching assistant, or any member of staff that you feel comfortable with.
- You could call Childline which is a free and confidential advice service for children. They are very experienced at helping children who have been bullied. The number is: 0800 1111.
- You can also email, text and have an online chat with a counsellor at childline. Their website is: <http://www.childline.org.uk>
- There are also other websites which provide advice and support to children and young people experiencing bullying.

#### **If you are a bystander:**

Do not ignore or support bullying behaviour if you see it happening to someone else. If you do see someone being bullied please:

- Do not join in even if you feel pressured to do so
- Tell a member of staff what you have seen
- Tell your parents or carers or someone else you trust
- If you feel safe to do so, tell the bully/bullies they should stop
- You could tell the person who has been bullied that you don't agree with what's happened. When people are bullied they can feel very alone and can blame themselves, so it's good to have support
- If you are not sure what you should do, you could call Childline which is a confidential advice service for children. The number is: 0800 1111
- You can also email, text and have an online chat with a counsellor at Childline. Their website is: <http://www.childline.org.uk>

#### **If you are bullying someone:**

- Stop!
- Talk to someone about what you're doing and ask for help to understand and change your behaviour – and to find out how you can make amends to the person you've been bullying.
- If you are not sure what to do, you could call Childline which is a confidential advice service for children. The number is: 0800 1111. You can also email, text and have an online chat with a counsellor at Childline. Their website is: <http://www.childline.org.uk>  
They won't judge you and they understand that there are often many reasons why children and young people bully others, sometimes because they themselves have been bullied.



## Guidance for parents and carers

### What to do if your child is being bullied

Your child may not tell you that he or she is being bullied. However, you may notice some changes in his or her behaviour, including:

- unwillingness to go to school
- feeling unwell, often with a headache
- irritability
- anxiety
- aggression towards you or others in your family
- bedwetting
- waking in the night
- missing or damaged belongings

These things can happen for other reasons but they can be a sign of bullying so it's important to find a quiet time to talk to your child about your concerns. It might also help to talk to others who know and care for your child including their teachers.

If your child is being bullied,

- Calmly talk with your child
- Explain to them that bullying is unacceptable and that no one should have to put up with it. Promise to do all you can to stop it.
- Write down what your child has said. If it involves cyberbullying, keep any evidence of emails and texts
- Encourage your child to talk to their teacher or someone at the school
- Contact your child's class teacher as soon as possible to let them know your concerns. The school will take any incident of bullying extremely seriously and will deal with it quickly to find out why it has happened and to prevent it happening again
- Staff may not know about the bullying and will need to know what has happened and will discuss with parents and carers action to be taken
- Staff will feedback to parents and carers what has happened since taking action
- If you are not satisfied with the response you get and any action taken, you should contact the Headteacher with your concerns.
- If you remain dissatisfied, you should follow the school's complaints procedure, as detailed in the school prospectus.  
There is a leaflet on Camden Council's website giving advice about how to complain about a school service: <http://www.camden.gov.uk/schoolcomplaintsleaflet>
- Call or go on the website of one of the organisations dedicated to supporting parents and carers. They will give you independent advice and support. For example, Parentline Plus on 0800 800 2222 or the Parents Anti-Bullying Helpline on 08451 205 204.

### What to do if your child is bullying someone else

It can be a shock to parents and carers that their child could be bullying another child in the school. It may be hard to spot although one sign could be that they come home with toys, food and other things that you have not bought for them. There are many reasons why some children and young people bully others. Sometimes it's because they are copying someone at school or elsewhere, or being encouraged to bully or that they have

been a victim of bullying themselves. It is very important to deal with these kinds of issues straight away. You should:

- Talk with your child and explain why bullying is wrong
- Make an appointment to speak to their class teacher to talk about how the bullying can be dealt with

There are websites with advice for parents and carers;

### **Anti-bullying Alliance**

<https://www.anti-bullyingalliance.org.uk/tools-information/advice-parents>

### **Bullying UK**

<https://www.bullying.co.uk/bullying-at-school/>

Part of Family Lives [www.familylives.org.uk](http://www.familylives.org.uk) Free helpline (previously known as Parent Line) **0808 800 2222**

### **Kidscape Parent Advice Line**

<https://www.kidscape.org.uk/advice/parent-advice-line/>

Free helpline 020 7823 5430 Mon-Wed 9.30-2.30

### **NSPCC**

<https://www.nspcc.org.uk>

Free helpline if someone is worried about a child 0808 800 5000

## **Guidance for staff**

All the staff in our school take bullying seriously and will deal with it promptly and seek to prevent it from taking place. There is guidance in the positive behaviour and antibullying policy on how prejudice-related incidents should be recorded and dealt with. We treat all bullying incidents equally seriously, no matter what type of bullying it is.

We will investigate and act upon any bullying incidents that are reported to school staff that take place in school; we may also investigate and act upon any bullying incidents that are reported to school staff that take place outside school. We will also consider whether it is appropriate to notify the police of the incident.

Where bullying is found to be taking place we will

- Talk to the children involved separately to find out what has been happening and why and to any witnesses.
- Explain to the child who is bullying why their behaviour is wrong and try to help them to see this for themselves. Be clear that bullying is not tolerated at school
- Expect the child who is bullying to apologise for their actions and to agree to stop their behaviour.
- Involve parents and carers
- Use restorative approaches which hold the child who is bullying accountable for their actions.
- Use formal sanctions, such as keeping them in at lunchtimes, missing a special event or having a detention. The sanction used will depend on the severity and persistence of the bullying behaviour. Where appropriate we will also impose further sanctions, such as exclusion
- Continue to monitor the situation and intervene if the bullying appears to be carrying on or to have started again.

We will also:

- Record all incidents of bullying and describe how they are dealt with
- Spend time talking to the child who has been or is being bullied to see if they could benefit from further support such as counselling or from any interventions to help them develop their personal and social skills
- Spend time talking to the child who has done or is doing the bullying and try to find out if there are underlying reasons for their behaviour and if they could benefit from support or interventions to help them manage their behaviour and/or develop their personal and social skills
- Address with other children and young people who may have been bystanders, observing or supporting the bullying behaviour, how they could intervene to stop bullying behaviour in future.
- Keep parents and carers informed of how the incident is being dealt with and whether the bullying has stopped
- Provide regular training for staff to help identify bullying and work to prevent it happening and to intervene effectively to stop it.