

Churchfield C.E. Primary Academy



Behaviour Policy 2025-26

Mr G. Lloyd _____ Head of School

Miss K. Taylor _____ Chair of LAC

Walking together in the light of the Lord, we aim to create a supportive and safe environment where we encourage each other to be the best we can be. At Churchfield we learn to take pride in our successes and aspire to make a positive difference for ourselves, the local community, and the wider world.

Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally. - *Behaviour in schools Advice for headteachers and school staff September 2022*

Contents

Principles.....	3
Purpose of the behaviour policy.....	3
All staff must:.....	3
The Executive Principal, Head of School and The Senior Leadership Team must:.....	3
The role of pupils	4
The role of parents and carers.....	4
Positive Behaviour and Rewards	4
Behaviour for Learning	5
Churchfield C.E. Primary Academy principles: 'Ready, Respectful and Safe'	5
Sanctions.....	6
Adult Strategies to Develop Excellent Behaviour:.....	6
Behaviour Pathway	6
Behaviour Passports	6
Extreme Behaviours.....	7
Physical Attacks on Adults	7
Suspension	8
Managed Moves	8
Permanent Exclusion or Out Of School Transfer	9
Beyond the School Gate	9
Application	10
References	10
Monitoring and Review	10
Appendix A - PHYSICAL INTERVENTION & USE OF REASONABLE FORCE	11
Key Points	11
1. Definitions.....	11
2. The Legal Position	11
Who can use reasonable force?	11

3. When can physical force be used?	11
Schools can use reasonable force to:	11
Appendix B – Behaviour Blueprint.....	12
Appendix C – Banned Items.....	13

Principles

Churchfield C.E. Primary Academy is committed to creating an environment where exemplary behaviour is at the heart of productive learning and social and spiritual development. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the rules / principles of being: ‘Respectful, Ready, and Safe.’ All children and adults are expected to follow these rules, which reflect the Christian values of Churchfield.

At Churchfield C.E. Primary Academy we aim to:

- Provide a safe, comfortable and caring environment where optimum learning takes place
- Provide clear guidance for children, staff and parents of expected levels of behaviour
- Use a consistent and calm approach
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally
- Ensure all adults use consistent language to promote positive behaviour and
- Use restorative approaches instead of punishments

Purpose of the behaviour policy

To provide simple, practical procedures for staff and children that:

- Foster the belief that there are no ‘bad’ children, just ‘bad choices’
- Encourage children to recognise that they can and should make ‘good’ choices rooted in the Christian values of the school
- Recognise individual behavioural norms and respond appropriately
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

All staff must:

- Take time to welcome children at the start of the day
- Be at the door of their rooms at the start of each session
- Always pick up on children who are failing to meet expectations
- Always redirect children by referring to ‘Ready, Respectful and Safe’ and the Christian values of the academy
- Ensure that communal areas are covered at the start and end of all breaks
- Be aware of those children who have a behaviour passport and the strategies required

The Executive Principal, Head of School and The Senior Leadership Team must:

- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/texts/notes home and certificates/stickers
- Ensure staff training needs are identified and met

- Use behaviour records to target and assess interventions
- Support teachers in managing children with more complex or challenging behaviours
- Ensure that referrals for additional behaviour support are completed swiftly and appropriately

The role of pupils

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil is made aware of the school behaviour standards, expectations, pastoral support, and consequence processes.

- Pupils are taught that they have a duty to follow the school behaviour policy and uphold the school rules, and should contribute to the school culture.
- Pupils should be asked about their experience of behaviour and provide feedback on the school's behaviour culture. This can help support the evaluation, improvement and implementation of the behaviour policy
- Every pupil should be supported to achieve the behaviour standards, including an induction process that familiarises them with the school behaviour culture. Schools might wish to repeat elements of this induction for all pupils at suitable points in the academic year.
- Provision should be made for all new pupils to ensure they understand the school's behaviour policy and wider culture. Where necessary, extra support and induction should be provided for pupils who are mid-phase arrivals.

The role of parents and carers

The role of parents is crucial in helping schools develop and maintain good behaviour. To support the school, parents should be encouraged to get to know the school's behaviour policy and, where possible, take part in the life of the school and its culture.

- Parents have an important role in supporting the school's behaviour policy and should be encouraged to reinforce the policy at home as appropriate.
- Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.
- Schools should reinforce the whole-school approach by building and maintaining positive relationships with parents, for example, by keeping parents updated about their children's behaviour, encouraging parents to celebrate pupils' successes, or holding sessions for parents to help them understand the school's behaviour policy.
- Where appropriate, parents should be included in any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place.

Positive Behaviour and Rewards

The vast majority of pupils behave well most of the time. As such, it is important to recognise this in school. We use a number of different rewards for children including (but not limited to):

- Use of Dojo points – children are rewarded with a certificate for every 50 points earned;
- Values Certificate – children who are spotted living out Churchfield's Christian Values are rewarded in Celebration Assembly with a special certificate;
- Class Recognition Boards – used in classrooms to recognise children who display a specific positive behaviour during the day or week;
- Marble Jar type rewards, where individual children contribute to a whole class reward;
- Secret Student/ Secret Star;
- Positive Points competitions;

Behaviour for Learning

Churchfield C.E. Primary Academy principles: 'Ready, Respectful and Safe'

We recognise that a clear structure of predictable outcomes have the best impact on behaviour. Our principles set out the rules, relentless routines and visible consistencies that all children and staff follow. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private. The school has 3 simple rules 'Ready, Respectful and Safe' which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans (Behaviour Passports) which may include rewards to reinforce positive behaviour.

Our Rules	Visible Consistencies	Over and Above Recognition
<ul style="list-style-type: none"> • Ready • Respectful • Safe 	<ul style="list-style-type: none"> • Daily meet and greet • Persistently catching children doing the right thing • Picking up on children who are failing to meet expectations • Accompanying children to the doors at the end of every day • Praising in public (PIP), Reminding in private (RIP) • Consistent language 	<ul style="list-style-type: none"> • Recognition boards • Certificates • Stickers • Phone call/text home • Verbal praise • Notes home • SLT praise • Class Rewards including Dojos • Show work to another adult

Stepped Boundaries - Gentle Approach, use child's name, child level, eye contact, deliver message	
1. REMINDER	<p>I noticed you chose to (noticed behaviour) This is a REMINDER that we need to be (Ready, Respectful, Safe) You now have the chance to make a better choice Thank you for listening Example - 'I notice that you're running. You are breaking our academy rule of being safe. Please walk. Thank you for listening.'</p>
2. WARNING	<p>I noticed you chose to (noticed behaviour) This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to the quiet area etc) (learner's name), Do you remember when (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation Example - 'I have noticed you are not ready to do your work. You are breaking the academy rule of being ready. Are you choosing to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</p>

3. FOLLOW UP – REPAIR & RESTORE	I noticed you chose to (noticed behaviour) You need to.....(Go to quiet area / Go to sit with other class / Go to another table etc) Playground: You need to(Stand by other staff member / me / Sit on the picnic bench/ stand by the wall etc) I will speak to you in two minutes Example - 'I have noticed you chose to use rude words. You are breaking the academy rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.' *DO NOT describe child's behaviour to other adult in front of the child*
Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.	

Sanctions

Sanctions should:

- Make it clear that unacceptable behaviour affects others and is taken seriously
- Not apply to a whole group for the activities of individuals
- Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

Sanctions need to be in proportion to the action being sanctioned.

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address the behaviour, not be made personal to the child.

Adult Strategies to Develop Excellent Behaviour:

- **IDENTIFY** the behaviour we expect
- Explicitly **TEACH** behaviour
- **MODEL** the behaviour we expect
- **PRACTISE** behaviour
- **NOTICE** excellent behaviour
- **CREATE** conditions for excellent behaviour

Behaviour Pathway

Reminder

Warning

Time Out

Follow up/Reparative Conversation

Should you feel, using your professional judgement, a senior member of staff needs to be part of the Follow-up / Reparative Conversation then follow the guidelines below:

Sent to SLT / AP / HoS

Parents phoned

Parents called to school

Seclusion or internal exclusion

Suspension

Behaviour Passports

Some children may need additional support to help them manage their behaviour in school. When this is the case a Behaviour Passport is put in place. This sets out the behaviours seen and what it is

that these behaviours are trying to demonstrate. It also sets out the adjustments made in the classroom and around the school, individualised strategies that are in place and strategies that should be avoided. Key adult are also listed. These passports are shared with all necessary staff.

Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As an academy we recognise that their behaviour is their way of communicating their emotions and we respond to that with understanding and compassion. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child.

These children may have bespoke '**Positive Handling Plans**'.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe.

This will only be used as last resort and **wherever possible** will only be carried out by authorised staff. See Appendix A.

Authorised staff are:

- Mr. Dobson (Executive Principal)
- Mr. Lloyd (Head of School)

The school will record all serious behaviour incidents on CPOMS and any restraints using a Serious Incident Report (Staffordshire Health and Safety portal and CPOMS).

Suspension will occur following extreme incidents at the discretion of the Executive Principal. A suspension will be enforced under these conditions:

- The child needs time to reflect on their behaviour
- To give the academy time to create a plan which will support the child better
- The child being at home will have a positive impact on future behaviour

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

Physical Attacks on Adults

At Churchfield C.E. Primary Academy, we take incidents of violence toward staff very seriously. Staff can use 'reasonable measures' to protect themselves and should call for support if needed. Wherever possible, only staff who have been trained in physical restraint should restrain a child where the child is posing a risk to the safety of staff.

All staff should report incidents directly to the Executive Principal or Head of School and they should be recorded on CPOMS and in the Staffordshire Health and Safety Portal. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of SLT. The child **MUST NOT** return to the classroom setting during that day, to ensure that the child, member of staff and other pupils are ready to forgive and start relationships afresh.

Suspension

A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period.

A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of this behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, the Principal will consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.

It is important that during a suspension, pupils still receive their education. The Principal will take steps to ensure that work is set and marked for pupils during the first five school days of a suspension.

The school's legal duties to pupils with disabilities or special educational needs remain in force, for example, to make reasonable adjustments in how they support disabled pupils during this period. Any time a pupil is sent home due to disciplinary reasons and asked to log on or utilise online pathways should always be recorded as a suspension.

A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. The legal requirements relating to the suspension, such as the Principal's duty to notify parents, apply in all cases. Lunchtime suspensions are counted as half a school day in determining whether a governing board meeting is triggered.

The law does not allow for extending a suspension or 'converting' a suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the suspension.

Following a suspension, a re-integration meeting will be held involving the pupil, parents, a member of senior staff and other staff, where appropriate. A Behaviour Passport or amended Behaviour Passport may be agreed at this meeting.

Managed Moves

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. Managed moves should be voluntary and agreed with all parties involved, including the parents and the admission authority of the new school. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction should be used.

Managed moves should only occur when it is in the pupil's best interests.

Where a pupil has an EHC plan, the relevant statutory duties on the new school and local authority will apply. If the current school is contemplating a managed move, it should contact the authority prior to the managed move. If the local authority, both schools and parents are in agreement that there should be a managed move, the local authority will need to follow the statutory procedures for amending a plan.

Managed moves should be offered as part of a planned intervention. The original school should be able to evidence that appropriate initial intervention has been carried out, including, where relevant, multi-agency support, or any statutory assessments were done or explored prior to a managed move.

The managed move should be preceded by information sharing between the original school and the new school, including data on prior and current attainment, academic potential, a risk assessment and advice on effective risk management strategies. It is also important for the new school to ensure that the pupil is provided with an effective integration strategy.

If a parent believes that they are being pressured into a managed move or is unhappy with a managed move, they can take up the issue through the school's formal complaints procedure

Permanent Exclusion or Out Of School Transfer

Permanent exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
- The risk to staff and other children is too high
- The impact on staff, children and learning is too high

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions. Wherever possible these arrangements will be made through the SEN and Inclusion Hub. Only the Executive Principal can make the decision to exclude a child either permanently or for a fixed term.

Beyond the School Gate

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the academy needs an awareness beyond the school gate. Our policy covers any inappropriate behaviour when children are:

- taking part in any school organised or school related activity
- travelling to and from the academy
- when wearing Churchfield uniform
- posing a threat to another pupil
- potentially adversely affecting the reputation of the school
- or, if the behaviour falls within e-safety curriculum.

If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

Off-site Behaviour (Academy Activities) The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good behaviour to and from school, on educational visits or during learning opportunities in other schools
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.

- The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

Application

This Behaviour Policy is for all of our academy community. If it is to be effective, everyone must use it with confidence and consistency.

There may be occasions when adaptations may need to be applied e.g. swimming pool, science or technology lessons, but the same principles of promoting good behaviour through the policy will always apply.

References

This policy was developed with reference to the following Government publications:

[*Behaviour in schools Advice for headteachers and school staff September 2022*](#)

[Searching, Screening and Confiscation Advice for schools July 2022](#)

This policy should be read alongside the following academy policies:

- Anti-Bullying
- Child on Child abuse
- Mental Health and Wellbeing
- Mobile and Smart Technology
- PSHE and SRE
- Safeguarding
- SEN Information Report

Monitoring and Review

This policy will be reviewed annually and approved by the Local Academy Committee

Appendix A - PHYSICAL INTERVENTION & USE OF REASONABLE FORCE

Key Points

1. Definitions

Reasonable force' - actions involving a degree of physical contact with pupils; it can be used to prevent pupils from hurting themselves or others, damaging property, or causing disorder

'Force' can mean guiding a pupil to safety, breaking up a fight, or restraining a student to prevent violence or injury

'Reasonable in the circumstances' means using no more force than is needed

'Control' is either passive – e.g. standing between pupils, or active e.g. leading a pupil by the arm out of a classroom

'Restraint' means to hold back physically or to bring a pupil under control

2. The Legal Position

Who can use reasonable force?

All members of academy staff have a legal power to use reasonable force, and it can apply to other adults, e.g. unpaid volunteers or parents accompanying children on a school trip.

Staff should use their professional judgement of each situation to make a decision to physically intervene or not.

Staff should avoid causing injury, pain or humiliation, but in some cases it may not be possible. Schools do not require parental consent to use force on a pupil.

3. When can physical force be used?

Schools can use reasonable force to:

Remove disruptive pupils if they have refused to follow an instruction to leave

Prevent a pupil:

- who disrupts a school event, trip or visit
- leaving the classroom where this would risk their safety or disrupt others
- from attacking someone
- Restrain a pupil at risk of harming themselves through physical outbursts

Schools and academies cannot use force as a punishment – this is always unlawful.

The academy will record all serious behaviour incidents on CPOMS and any restraints using a Serious Incident Report (SIR form).

Appendix B – Behaviour Blueprint

Rewards

Dojo points
Verbal Praise
Certificates
Phone call home
Positive note home
Show work to another adult
Class Recognition Board

Adult Consistencies

End each lesson on a positive
Focus on positive praise
Remain calm to avoid confrontation
Always maintain a way out of the situation
for the adult and child
Address behaviour issues on a one to one
basis without an audience
Ask the children to remind you of routine
expectations before you ask them to enact it
Modelling walking with pride and
encouraging others to follow this

Our School Rules

READY
RESPECTFUL
SAFE



Visible Consistencies

Staff meet and greet children at the beginning of
all lessons.
Staff accompany children to the external doors at
playtimes and the end of the day.
Class Recognition Board in each classroom
Staff notice and respond to good behaviour
exhibited by children from across the school.
Staff intervene whenever incidents occur –
following Restorative Approaches where possible
All staff challenge children who are not keeping
school rules in a non-confrontational way – using
key phrases as needed
Staff are present in communal areas during change
over periods.

Restorative Talk

What has happened from your point of view?
What were you thinking/feeling at this time?
Who else has been affected by this?
What do you need right now?
What can you do /can be done to put things
right?

Appendix C – Banned Items

The following items are banned in school and searches can be made for these items in line with [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk)

Aerosol sprays

Alcohol and tobacco

Controlled drugs and medicines (unless following Administration of Medicines Policy)

Dangerous liquids (nail varnish remover etc)

E-cigarettes/ Vapes

Energy drinks

Laser pens

Mobile phones (unless handed in at the office for safe-keeping)

Pornographic images

Solvents

Tools

Weapons