



**Endeavour**  
Multi-Academy Trust



# Behaviour and Discipline Policy

## Christ Church Primary School

DOCUMENT CONTROL		
Approved for operation within	Christ Church Primary School	
Version number	V7.0	
Consulted on with recognised trade unions	N/A	
Reviewed By	Christ Church Logistics Local Governing Committee	
Recommended to Full Trust Board by:	Christ Church Logistics Local Governing Committee	
Date approved by the Trust Board	23 March 2026	
Risk Register Item Number	N/A	
Review Period	Annual	
Next Review Date	Autumn 2026	
Policy status	Statutory	
Location published	External	
Owner	Christ Church Logistics Local Governing Committee	
DOCUMENT HISTORY DATE	DOCUMENT VERSION	DOCUMENT HISTORY
September 2020	V1.0	New policy drafting
September 2021	V2.0	Scheduled review
September 2022	V3.0	Scheduled review
September 2023	V4.0	Scheduled review
September 2024	V5.0	Scheduled review
September 2025	V6.0	Scheduled review
January 2026	V7.0	Early review – appendix added regarding Restrictive physical intervention as training has been received



## **Behaviour and discipline**

### Introduction

Our behaviour principles for Endeavour Multi Academy Trust state our commitment towards our pupils being supported in an individual way. (Appendix 1)

Christ Church Primary School believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. It seeks to create a caring and learning environment in the school, one in which we

### ***Love to learn, learn to love***

This is promoted by:

- Encouraging and acknowledging good behaviour and discipline
- Promoting self-esteem by encouraging pupils to value and respect themselves and others
- Providing a safe environment free from disruption, violence, bullying and any form of harassment
- Promoting early intervention
- Ensuring a consistency of response to both positive and negative behaviour
- Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedure
- Encourage children to take responsibility for their behaviour
- Explain unacceptable behaviour

### Roles and responsibilities

The Governing Body will establish in consultation with the Head, staff and parents the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to pupils and parents, is not discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour. The Headteacher will be responsible for the implementation and day-to-day management of the policy and procedures.

Staff, including teachers, support staff, lunchtime supervisors and student and peripatetic teachers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential so that a high quality learning

environment is created in which pupils develop self-discipline and personal responsibility.

The Governing Body, Headteacher and staff will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

Parents and carers will take responsibility for the behaviour of their child both inside and outside of the school. They will be encouraged to work in partnership with school in maintaining high standards of behaviour and will have the opportunity to raise with school any issues arising from the operation of the policy.

Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Pupils also have a responsibility to ensure that any incidence of disruption, bullying and any forms of harassment are reported.

### **Equality impact statement**

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of race equality, equality for disabled persons, gender equality and community cohesion using an appropriate Equality Impact Assessment. The policy may be amended as a result of this assessment.

### **Training**

The Governing Body will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.

### **Monitoring, evaluation and review**

School will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout school.

### **Interrelationship with other school policies**

In order for the behaviour policy to be effective a clear relationship with other school policies particularly with safeguarding education, equal opportunities, inclusion, and the use of force to control or restrain pupils, will be established.

### **Involvement of outside agencies**

School works positively with external agencies (e.g. Education Welfare Officer, Health Services, Special Educational Needs Support Services, and Educational Psychology Service, MHST etc.). It seeks appropriate support from them to ensure

that the needs of all pupils are met by utilising the range of external support available. We are a dyslexia friendly school and adapt our teaching and learning to enhance the learning for pupils with these tendencies.

### **Procedures**

The Headteacher in consultation with staff will develop the procedures from this policy. The procedure will make clear to the pupils how acceptable standards of behaviour can be achieved and will have a clear rationale, which is made explicit to staff, pupils and parents. The procedures will be consistently and fairly applied and promote the idea of personal responsibility and treat every member of the school equally. Each member of the school community has a responsibility towards the whole community in which we live.

### **Rewards and sanctions**

A school ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping pupils to realise that good behaviour is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups.

Sanctions are needed to respond to inappropriate behaviour. A range of sanctions is clearly defined in the procedures and their use will be characterised by clarity of why the sanction is being applied and what change in behaviour is required. The procedures make a clear distinction between the sanctions applied for minor and major offences.

### **Bullying**

#### **Aim of our anti-bullying policy:**

- To assist in creating an ethos in which attending Christ Church Primary School is a positive experience for all members of our community
- To make it clear that all forms of bullying are unacceptable at school
- To enable everyone to feel safe while at Christ Church Primary School and encourage pupils to report incidents of bullying
- To deal with each incident of bullying effectively, taking into consideration the needs of all parties and of our community, and, as a result, to reduce the incidence of bullying
- To support and protect victims of bullying and ensure they are listened to
- To help and support children displaying bullying behaviour to change their attitude and understand why it needs to change
- To liaise with parents and other appropriate members of the school community

- To ensure all members of our community feel responsible for helping to reduce bullying

### **The objectives of our anti-bullying policy**

- Our whole community can evidence ownership of the school anti-bullying policy
- To maintain and develop effective listening systems for children and staff within school
- To involve all staff in dealing with incidents of bullying effectively and promptly
- To equip all staff with the skills and information necessary to deal with incidents of bullying
- To involve the wider school community (e.g. lunch time supervisors, part time staff/volunteers) in dealing effectively with and if necessary referring bullying incidents
- To communicate with parents and the wider school community on the subject of bullying
- To acknowledge the key role of every staff member in dealing with incidents of bullying
- To ensure that all incidents of bullying are recorded and appropriate use is made of the information, where appropriate sharing it with relevant organisations
- To promote emotional health and well-being across the whole school/setting and for all members of our community to role-model this in all situations

Bullying is defined as deliberately hurtful behaviour repeated over a period of time, where it is difficult for those being bullied to defend themselves. Bullying can be:

Emotional	being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	pushing, hitting, kicking, punching or any use of violence
Sexual	unwanted physical contact or sexually abusive comments
Racist	racial taunts, graffiti, gestures
Homophobic	because of, or focussing on the issue of sexuality
Verbal	name calling, sarcasm, spreading rumours, teasing
Cyber	all areas of internet, such as e-mail and internet chat-room misuse, mobile threats by text messaging and calls, misuse of associated technology i.e. camera and video facilities

## **Bullying is not:**

It is important to understand that bullying is not odd occasion falling out with friends, name calling, arguments or when the occasional 'joke' is played on someone. Children do sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of a child's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence in changes in work patterns, lacking concentration or truanting from school. These behaviours, however, do not in and of themselves mean that bullying is taking place. Likewise, bullying may occur without these behaviours occurring. Pupils must be encouraged to report bullying at school.

School staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

## **Statutory duty of schools**

The Headteacher has a legal duty under the *School Standards and Framework Act 1998* to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of the staff, parents and pupils.

## **Implementation**

### *School*

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with promptly by the member of staff who has been approached
- A clear account of the incident will be recorded in the Bullying Incidents Log by the member of staff and shown to the Headteacher
- The appropriate class teachers will be kept informed and if it persists they must consult the Senior Leadership Team
- Parents will be kept informed
- Sanctions will be used as appropriate and in consultation with all parties concerned

### *Pupils*

Pupils who have been bullied will be supported by:

- Offering a prompt opportunity to discuss the experience with a member of staff
- Reassuring the pupil
- Offering continuous support
- Restoring self-esteem and confidence

Pupils who have bullied will be helped by:

- Discussing what happened
- Establishing the wrong-doing and need to change (and discussions of consequences if bullying continues)
- Informing parents/carers to help change the attitude of the pupil
- Pastoral interventions as is applicable

Where appropriate, a meeting will be held, where the pupils are given the opportunity to restore the positive relationship.

In situations where incidents happen outside of school, including cyber bullying, the school will consider referral to the police.

The following disciplinary steps can be taken:

- Loss of playtime/lunchtime
- Loss of privileges
- Internal exclusion
- Minor fixed-term exclusion
- Major fixed-term exclusion
- Permanent exclusion

Within the curriculum school will raise the awareness of the nature of bullying through inclusion in PSHE (e.g. circle time), registration time, assemblies and subject areas as appropriate, in an attempt to eradicate such behaviour.

## **Racism and Bullying**

### **Racism**

The school actively promotes Race Equality as a school priority to ensure high expectations of all and non-discriminatory behaviour. We believe that all pupils need to experience a school environment where cultural, linguistic and ethnic differences are valued and the principles of equal opportunity are actively seen to be at work in the school's ethos and procedures.

**Racism may be defined as:**

Any behaviour, attitude or institutional structure which treats an individual or group of individuals differently because of their race.

Racist attitudes or behaviour towards any member of the school community will not be tolerated.

**Racism and bullying may include:**

Physical-hitting, kicking, beating up, etc.

Verbal-name calling, threats etc.

Non-verbal-threatening body language

Written-graffiti

As a school we endeavour to create a culture of open communication where all parties are listened to, which reinforces mutual understanding and respect for each other's feelings.

- Regularly raise awareness of issues of racism and bullying during PSHE lessons and assemblies
- Ensure that all pupils understand that racism and bullying are not accepted at Christ Church and will be dealt with firmly
- Ensure regular staff training/briefings to support all staff in promoting positive behaviour
- Provide children with skills of conflict resolution during PSHE lessons and circle time
- Increase sense of community at Christ Church by providing opportunities for children to take responsibility
- Provide opportunities for cooperative play during break times
- Set up 'support groups' to provide practical help for the victims of racism or bullying
- Actively involve the perpetrator in the 'support group' where appropriate in order to develop responsibility and modify inappropriate behaviour
- Involve parents of both perpetrator and victim at all stages
- In the case of racist incidents it is the school's statutory duty to inform Governors and the Local Authority

School Council has been set up to involve children in the democratic running of the school.

Circle time will also be used to address behaviour and raise self-esteem as well as show our care and respect for others.

## **Christ Church Primary School Behaviour Policy**

We want school to be enjoyable for every pupil. Pupils should be able to learn, appreciate their lessons, make friends and be enthusiastic about school. So we want to encourage good behaviour and discourage behaviour that would undermine learning or confidence between pupils and staff. We will reward desirable behaviour with praise and rewards and will impose consistent, clear and unavoidable sanctions for unacceptable behaviour. It is extremely important that parents understand and support the school's policy for behaviour and help their children understand why respecting this policy is important for the well-being of every pupil and the smooth running of the school.

### **Pupil code of conduct**

In lessons

I will do whatever it takes to make sure that I:

- Arrive at school on time
- Bring all the equipment I need for my learning
- Wear the correct uniform smartly throughout the day
- Enter the school quietly greeting the staff
- Enter the classroom calmly, greeting the teacher
- Avoid all distractions: putting away anything not required for the lesson
- Only drink water from my water bottle
- Be an active learner by engaging with the activities set by the teacher, and demonstrating I am doing this at all times
- Show respect for my learning and that of others and being silent when requested
- Always complete my homework on time and to an excellent standard
- Make sure I catch up with my learning if I have been absent from school or have fallen behind for other reasons
- Help a classmate if they are finding the learning difficult

### **In the school and the local community**

I will do whatever it takes to help create a safe school and local community which respect the rights of others by:

- Listening to members of staff and following instructions politely and calmly
- Walking in single file, not running or shouting, and maintaining silence in corridors
- Going straight to my lessons and holding doors open for others when the corridors are busy
- Never damaging school property, defacing the building, dropping litter or spitting

- Never insulting, undermining or swearing at anyone
- Remembering I am always an ambassador for the school. Leaving school and making my way home in an orderly, responsible way
- When travelling on public transport, I will respect those around me, speaking to classmates, transport staff and members of the public quietly and politely respecting the local environment, by being considerate to our local community, obeying shop rules, and never dropping litter, defacing or trespassing on private property

I understand there will be consequences if I do not observe the Code of Conduct.

### **Christ Church Primary School Incentives and sanctions**

Praise and rewards will be used to motivate pupils much more frequently than negative consequences. This builds a culture of achievement and success. The praise and rewards will aim to consistently reinforce our core values of 'Love to learn. Learn to love.'

Incentive	Sanctions-see appendix
Praise-daily	Reminder
Stamps and stickers	Warning (e.g. name on the cloud in EYFS/KS1)
Certificates	Yellow card
Headteacher certificate	Double yellow card
Merits	Red card
Attendance and punctuality rewards	Internal exclusion
Team points	External exclusion

### **Sanctions**

There is a clear set of escalating sanctions for poor behaviour. They range from expressions of disapproval, through withdrawal of privileges/time out, referral to the Headteacher, letters to parents and, ultimately in the last resort exclusion. Most cases of poor behaviour will be relatively minor and may be dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence. Where anti-social, disruptive or aggressive behaviour is frequent sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate any contributory factors. Additional specialist help and advice from the educational Psychologist may be necessary. This possibility should be discussed with the Headteacher.

## **Pupil Exclusions**

The school will make every effort to support pupils with challenging behaviour and to try to resolve conflict, however if it is necessary to exclude a pupil then the following procedures will be implemented:

### **Fixed term exclusion**

Headteacher have the legal right to exclude a pupil for up to 45 school days in a school year. Exclusion is a disciplinary sanction, which can only be exercised by the Headteacher and only in response to serious breaches of the school's behaviour policy on behaviour or of the criminal law.

Where a pupil is excluded for a fixed period the exclusion will be for a minimum time to ensure that the pupil and others in school understand that the behaviour has been unacceptable. Pupils will be given every opportunity to improve their behaviour before fixed term exclusion is exercised.

A first fixed period of exclusion lasting from 1 to 3 days is usually appropriate. When a pupil is excluded for a fixed period of more than two days the Headteacher will arrange for pupils to receive schoolwork to do at home and have it marked until s/he returns to school.

The Headteachers will send a formal letter setting out the reasons for the exclusion and the arrangements for their return to school. Parents will be informed of their right to make representations to the Governing Body.

### **Permanent Exclusion**

In the unlikely event that it is necessary to apply the sanction of permanent exclusion, then the Governing Body will follow appropriate LA procedures.

This policy will be reviewed annually (or sooner in the event of revised legislation or guidance).

## Appendix 1

“Endeavour is an inclusive MAT – Everyone should be free from discrimination, harassment and victimisation of any sort. We deliver equitable systems that ensure all our pupils can be supported in an individual way.”

This is a statement of principles, not practise: it is the responsibility of the Headteacher and Governors to draw up the behaviour policies at the Endeavour MAT schools, though they must take account of these principles when formulating this:

- We believe pupils should be given opportunities and openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour.
- Everyone has the right to feel safe all of the time and procedures should consider the requirements of the Education Act 2002 in relation to safeguarding and promoting the welfare of children.
- Every pupil should be educated in an environment where they feel valued, listened to and respected.
- By effectively challenging and tackling bullying and discrimination, we can help to create a safe, focused learning environment where pupils are able to learn and fulfil their potential.
- Rewards and consequences should enable a pupil to reflect on and learn from a situation.
- With a focus on positive behaviour, forgiveness and reconciliation, all pupils will be supported through restorative practice.
- The modelling of good behaviour; a focus on learning and praise and rewards by staff and volunteers, set an excellent example to pupils at all times.
- Families are included in the resolution of behaviour incidents to foster good relationships between the school and pupils' home life.
- Joint working between the leaders of safeguarding, behaviour and curriculum is a focus of all schools, ensuring that solution focused avenues of support are considered holistically and not in isolation.
- The decision to use physical intervention and/or reasonable force will be based on individual circumstances and the professional judgement of trained staff.
- The Behaviour and discipline Policy explains that suspension and permanent exclusions will only be used as a last resort, and outlines the processes involved in permanent exclusions and suspensions. This written statement and the policies that are influenced by it apply to all pupils when in school and when engaged in extra-curricular activities.

## Appendix 2

### Discipline stages

<b>Stage 1</b> <b>Dealt with by Class Teacher</b>
<b>Arguing with peers</b>
<b>Calling out in lessons</b>
<b>Noisy at inappropriate times including talking in assembly</b>
<b>Not paying attention or off task, including time wasting and not making enough effort</b>
<b>Loitering in parts of school that are out of bounds</b>
<b>Not caring for property; for belongings, equipment and the school building</b>
<b>Poor presentation of work</b>
<b>Incomplete work</b>
<b>Non completion or return of homework</b>

<b>Stage 2</b> <b>Child sent to another class for time out</b>
<b>Persistent occurrence of stage 1</b>
<b>Behaviour that disrupts the learning of peers</b>
<b>Parents to be informed verbally-write in behaviour log</b>

<b>Stage 3</b> <b>Child sent to SLT-YELLOW CARD</b>
<b>Poor attitude, general disregard for others, name calling, and rudeness to peers</b>
<b>Rudeness to any adult in school or refusal to cooperate</b>
<b>Physical abuse such as pushing, hitting, kicking, fighting</b>
<b>Significant damage to equipment or school building</b>
<b>Stage 1 or 2 where consequences are more serious</b>
<b>MEETING WITH PARENT AND MEMBER OF SLT</b>

<b>Stage 4</b> <b>Child sent to HEADTEACHER-RED CARD</b>
<b>Stage 1,2,3 behaviours where consequences are serious</b>
<b>Serious physical or verbal abuse to peers/adults</b>
<b>Bullying incidents</b>
<b>Racist incidents</b>

<b>Exclusion</b>
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## Appendix 3

### **Respectful, Restrictive Engagement (RRE)**

There may be rare occasions when school staff need to use physical intervention in order to safeguard pupils and maintain a safe environment. *Keeping Children Safe in Education* recognises that there are circumstances in which staff may use reasonable force to prevent a pupil from harming themselves, others, or property.

Physical intervention must only be used as a last resort, when de-escalation strategies have been attempted and have not been successful, and when there is an immediate and significant risk of serious harm or damage. Any decision to use physical intervention is a matter of professional judgement and should always be proportionate, reasonable, and in the best interests of the pupil.

If a physical intervention occurs, staff must record the incident in accordance with school procedures, including any resulting injury, and inform the parent/carer both verbally and in writing at the earliest opportunity.

Several members of staff are trained in Respectful Restrictive Engagement (RRE) through Training With Pride, a programme accredited by BILD ACT to meet the Restraint Reduction Network Training Standards. This ensures that all approaches to behaviour, including the use of restrictive interventions, are safe, lawful, ethical, and fully aligned with the new DfE guidance on restrictive interventions and the use of reasonable force in schools (effective April 2026). The RRE programme emphasises positive, preventative and person-centred strategies, supporting staff to understand the functions of behaviour, reduce the need for physical intervention, and prioritise de-escalation wherever possible. Its PRIDE philosophy—centred on collaboration, empowerment, safety and respect—mirrors the DfE's expectations that any intervention must be proportionate, time-limited, trauma-informed and focused on preserving pupil dignity. Through this training, staff are equipped to apply consistent, compliant and compassionate practice that reflects the latest legal, ethical and safeguarding requirements