



Our vision, rooted in the words of Jesus (Matthew 19:14), *"Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these,"* is to provide a safe, happy and caring environment where all pupils are nurtured and valued within a Christian ethos.

To achieve our vision we:

- provide inspirational and enjoyable learning experiences through a curriculum that is broad, balanced and based on the needs of our children
- work hard to reach our full potential
- share each other's success
- promote a sense of belonging to our school, local and Church community
- foster high self-esteem and nurture high aspirations
- ensure pupils become more confident independent learners
- provide a safe, warm and welcoming Christian environment within which everyone feels valued and respected
- develop spirituality, a moral ethos and an appreciation for Christian values
- enable everyone to grow and blossom into responsible and successful citizens through the firm Christian foundations we provide and an appreciation of national and global communities.

We are a strong team of proud pupils, parents, staff, governors, the Church and the local community.

Our Christian faith gives rise to our service to God and to the community. Our core principles are friendship, forgiveness, hope, trust and courage. These give rise to justice, wisdom and thankfulness.

BEHAVIOUR POLICY

Approved by:	Local Governing Body	Date:
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1-Our Vision and Values

At Christ Church CE Academy, our vision is inspired by the words of Jesus:

"Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these."

Matthew 19:14

This vision reminds us that every child is precious, loved by God, and worthy of dignity, respect, and care. We are committed to creating a nurturing and inclusive environment where all children feel safe, valued, and able to thrive.

Our Christian values of hope, trust, friendship, forgiveness and courage underpin our approach to behaviour and relationships. We encourage all members of our school community to demonstrate compassion, kindness, forgiveness, honesty, respect, and responsibility. Through positive relationships and high expectations, we support children to develop the confidence, resilience, and self-discipline needed to flourish academically, socially, emotionally, and spiritually.

2-Aims

Rooted in our Christian vision, this policy aims to:

- Provide a consistent, fair, and inclusive approach to behaviour management.
- Create a culture where every child feels welcomed, respected, and valued.
- Promote positive relationships based on mutual respect, compassion, and understanding.
- Define what we consider to be unacceptable behaviour, including bullying, discrimination, and prejudice.
- Outline the behaviour expectations for all pupils.
- Clarify the roles and responsibilities of pupils, staff, parents, carers, and governors in supporting positive behaviour.
- Ensure behaviour is understood as a form of communication and that children are supported to learn from their experiences.
- Outline the school's systems of recognition, support, and consequences.

3-Our Behaviour Principles

At Christ Church CE Academy, we aim to:

- Provide a safe, secure, and inclusive environment where everyone feels a sense of belonging.
- Ensure every child is treated with dignity and respect as a unique individual.
- Foster positive relationships that reflect our Christian values.
- Encourage children to take responsibility for their actions and learning.
- Support children to develop self-regulation, resilience, and independence.
- Promote forgiveness, reconciliation, and restoration when difficulties arise.
- Encourage children to contribute positively to the school, local, and wider community.
- Provide appropriate challenge and support so that every child can achieve their full potential and flourish.

4-Legislation, statutory guidance and linked policies

This policy is based on current legislation and statutory guidance relating to behaviour, safeguarding, equality, SEND and exclusions.

It should be read alongside:

- Department for Education guidance, [Behaviour in Schools: Advice for Headteachers and School Staff](#) (February 2024)
- Department for Education guidance, [Searching, Screening and Confiscation](#) (July 2023)
- Department for Education statutory guidance, [Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement](#) (July 2026)
- Department for Education guidance, [Restrictive Interventions, including the Use of Reasonable Force, in Schools](#) (April 2026)
- [Keeping Children Safe in Education](#) (September 2025)
- [Working Together to Safeguard Children](#) (March 2026)
- [The Equality Act](#) 2010
- [The Children and Families Act](#) 2014
- [The Special Educational Needs and Disability Code of Practice](#) (January 2015)
- [The Education and Inspections Act](#) 2006
- The Education Act ([2002](#), [2006](#) and [2011](#))
- Schedule 1 of the [Education \(Independent School Standards\) Regulations](#) 2014

This policy complies with our funding agreement and articles of association.

This policy should also be read alongside the following school and Trust policies:

- Child Protection and Safeguarding Policy
- Suspensions and Permanent Exclusions Policy
- Anti-Bullying Policy
- SEND Policy
- Attendance Policy
- Online Safety Policy
- Equality Policy
- Complaints Policy
- Data Protection Policy
- Staff Code of Conduct

Any future changes to relevant legislation or statutory guidance will be applied where required.

5-Definitions

5.1: Positive Behaviour is defined as:

- Treating others with kindness, respect, and dignity.
- Following adult instructions promptly and respectfully.
- Demonstrating a positive attitude to learning and taking pride in achievement.
- Showing honesty, responsibility, and self-discipline.
- Working cooperatively with others and contributing positively to the school community.
- Looking after school property, resources, and the environment.
- Moving safely and sensibly around school.

- Demonstrating resilience and making positive choices, even when faced with challenges.
- Taking responsibility for actions and engaging in restorative processes when mistakes are made.

5.2: Behaviour falling below expectations is behaviour that disrupts learning, affects safety, damages relationships, or does not reflect the school's values and expectations.

Examples include:

- Disruption during lessons, transitions, breaktimes or lunchtimes.
- Failure to follow reasonable instructions.
- Poor attitudes towards learning.
- Inappropriate language.
- Unkind or disrespectful behaviour.
- Misuse of property or resources.
- Conduct that negatively affects the learning, safety or wellbeing of others.

5.3: Serious behaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Threatening or violent behaviours
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items.

These are:

- Knives or weapons
- Alcohol
- Illegal drugs

- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

5.4: Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting, humiliating or intimidating
Physical	Hitting, kicking, pinching, punching, pushing, scratching, spitting or any use of violence, including damaging or taking another's belongings,
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing, exclusion from social groups.
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy on our school website. <https://www.christchurchcofeacademy.co.uk/key-information/policies>

6- Roles and responsibilities

6.1: The Local Governing Board

- The local governance body is responsible for approving this policy and monitoring its effectiveness.
- The local governance body will hold the Headteacher to account for the implementation of this policy, including the consistency of rewards, consequences, recording, monitoring and communication with parents and carers.
- The local governance body will receive information about behaviour patterns, suspensions, permanent exclusions, bullying, discriminatory incidents, serious incidents and the support in place for pupils whose behaviour is causing concern

6.2: The Headteacher

- The Headteacher is responsible for the implementation and review of this policy.
- The Headteacher will ensure that the school environment supports positive behaviour, calm routines, clear expectations and a culture of praise.
- The Headteacher will ensure that staff are trained to apply the policy consistently.
- The Headteacher, supported by Senior Leaders will monitor behaviour information and use this information to identify patterns, provide support, evaluate the effectiveness of the policy and report to the local governance body.
- The Headteacher is responsible for decisions relating to suspension and permanent exclusion, in line with statutory guidance and the Trust's Suspension and Permanent Exclusion Policy.
- The Headteacher will ensure that the school has a clear graduated approach to behaviour support.

6.3: The SENDCo

- The SENDCo will support staff to understand and respond to the needs of pupils with SEND, including pupils with social, emotional and mental health needs.
- The SENDCo will advise on reasonable adjustments, individual support strategies and Personalised Behaviour Plans.
- Where behaviour may be linked to an identified or possible additional need, the SENDCo will work with staff, the Head Teacher, Deputy Headteacher, parents, carers and external professionals to identify appropriate support.
- Reasonable adjustments will be made where required, but this does not mean that unsafe or disruptive behaviour is ignored. The school will maintain high expectations while ensuring that support is matched to the pupil's needs.
- Where a pupil with SEND is placed on a personalised behaviour plan, the SENDCo will advise on any reasonable adjustments needed so that the targets and support are appropriate, accessible and clearly understood.

6.4: Staff (including lunchtime staff)

- All staff are responsible for implementing this policy consistently.
- All staff will model positive behaviour, use calm and respectful language, teach routines clearly, praise pupils frequently and apply rewards and consequences in line with this policy.
- All staff will ensure that expectations are applied consistently in classrooms, corridors, shared spaces, collective worship, breaktimes, lunchtimes, clubs, visits and transitions.
- All staff will use restorative practices consistently to allow children to understand, reflect and resolve any conflict.

- All staff will record behaviour accurately on CPOMS in line with the school's recording procedures.
- Where an incident raises a safeguarding concern, staff must follow Safeguarding Policy.
- Staff will adhere to procedures for orange or red report cards and follow agreed Personalised Behaviour Plans, risk assessments, positive handling plans and monitoring arrangements where these are in place.
- Lunchtime supervisors and support staff play an important role in securing positive behaviour during unstructured times.
- They will use the same school rules and expectations, language of praise and behaviour steps as outlined in the lunchtime behaviour policy.
- They will recognise and reward positive behaviour during lunchtimes and transitions, following the lunchtime reward policy ensuring the culture of praise and celebration remains high throughout the school day.

6.5: Parents and carers

- Parents and carers are expected to support the school's Behaviour Policy and encourage their child to understand the expectations outlined in the policy.
- Parents and carers should inform the school of any changes in circumstances that may affect their child's behaviour, wellbeing or ability to manage the school day.
- Parents and carers should discuss behaviour concerns with the class teacher promptly and work with school staff to support improvement.
- Where a pupil is placed on a Personalised Behaviour Plan, parents and carers will be informed of the reason for this, the targets being monitored and how school will review progress. Parents and carers will be invited to attend review meetings or check-ins at agreed points during the monitoring period. Daily check-ins may be used where this is agreed as part of the support plan.
- Where a pupil requires a Personalised Behaviour Plan, risk assessment, support-to-self regulate plan or reintegration plan, parents and carers will be involved in the development and review of the plan wherever possible.
- The school expects all communication between home and school to be respectful. Concerns should be raised directly with school staff so that they can be resolved constructively and in the best interests of the pupil.

6.6: Pupils

- Pupils are expected to demonstrate behaviour and attitudes that reflect our Christian values. They should always follow the school's expectations, including during lessons, collective worship, breaktimes, lunchtimes, educational visits, clubs, and whenever they are representing the school.
- Pupils are expected to follow adult instructions promptly, treat others with kindness and respect, care for property and the school environment, and take responsibility for their actions and choices.
- The support provided to pupils in meeting these expectations will take account of their age, stage of development, communication needs, and individual circumstances. For younger pupils, including those in Nursery and Reception, expectations will be explicitly taught, modelled, and regularly practised, with appropriate adult guidance and support. Reasonable adaptations to expectations and provision may also be made for pupils with additional needs.
- When pupils find it difficult to meet expectations, adults will work alongside them to help them understand what has happened, reflect on their choices, repair relationships where appropriate, and develop strategies for making positive choices in the future. The nature of this support will be tailored to the pupil's age, needs, and stage of development from Nursery through to Year 6.
- Pupils who are supported through a Personalised Behaviour Plan will be helped to understand their individual targets, receive regular feedback from adults, and recognise and celebrate the progress they are making towards achieving their goals.

7- Behaviour Expectations and Behaviour for Learning

7.1: School Values

At Christ Church CE Academy, we expect all pupils to demonstrate behaviour that reflects our Christian values of hope, trust, friendship, forgiveness and courage.

Through positive relationships, high expectations and consistent support, we encourage pupils to make positive choices and contribute to a safe, respectful and inclusive school community.

When behaviour falls below expectations, our response is restorative and educational, helping pupils to understand the impact of their actions, repair relationships and make positive choices in the future.

7.2: Classroom Expectations

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the pupils about the extent to which they and their efforts are valued. Relationships between teacher and pupils, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way pupils behave.

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

7.3: Transition Expectations

The following **transition expectations** have been implemented consistently across school to support children to adhere to the code of conduct for pupils and to ensure that no learning time is wasted.

Role of the adult

- Model polite manners
- Remind children of expectations- **praise in public remind in private**
- Positive praise
- Speak to children respectfully
- Communicate expectations we want to see
- Reinforce, maintain and patrol the routines constantly and in a positive manner

Team Stop

- I know that when an adult raises their hand, I stop what I am doing, and raise my hand silently
- I know that if someone next to me has not done this then I tap them gently on the arm to get their attention

Magnet eyes

- My teacher points to their eyes with two fingers which means my eyes should be on the teacher and my body is still
- I will face the speaker with nothing in my hands

Classroom routines

1,2,3 signal routine for moving around the classroom

- Hold up one finger: children stand
- Hold up two fingers: children walk and stand behind their chairs / to the line
- Hold up three fingers: children sit down and prepare to read or write / children start to walk silently

Visual Timetable

- All classes will display the class visual timetable horizontally
- This is explained to children and referred to / used throughout the day
- When a lesson has finished, remove the symbols for this lesson
- Nursery and Reception to use photos to ensure understanding
- Year 1- Year 6 to use widgeit symbols. This ensures consistency across school.

7.4: Off-Site Behaviour

We expect pupils to always uphold our school values and behavioural expectations, including when they are away from the school site. Pupils are ambassadors for Christ Church CE Academy, and their behaviour should reflect the same standards of respect, responsibility, and kindness expected within school.

The school's behaviour expectations apply when pupils are:

- Taking part in school-organised or school-related activities, including educational visits, sporting events, clubs, and residential visits.
- Travelling to or from school.
- Wearing school uniform.
- Representing the school in any capacity.
- Identifiable as a pupil of Christ Church CE Academy.

The school may also respond to behaviour that takes place outside of school where it:

- Could have an adverse effect on the orderly running of the school.
- Poses a risk to the safety or wellbeing of pupils, staff, or members of the public.
- Could negatively affect the reputation of the school.
- Involves bullying, discriminatory behaviour, online abuse, or other safeguarding concerns.

Where concerns arise regarding off-site behaviour, the school will investigate the circumstances and respond in a fair, proportionate, and appropriate manner. As with behaviour in school, staff will seek to

understand the context of the incident, consider any relevant individual circumstances, and apply a restorative approach wherever appropriate.

Consequences for off-site behaviour will be applied in line with this policy and may include restorative conversations, behaviour support measures, parental involvement, or other appropriate actions. In more serious cases, senior leaders may consider suspension or permanent exclusion in accordance with statutory guidance and the Trust's Suspension and Permanent Exclusion Policy.

Our aim is to help pupils understand that they represent themselves, their families, and our school community wherever they are, and that positive behaviour contributes to a safe, respectful, and inclusive environment for all.

8- Praise, Rewards and Recognition

We believe that every child is a unique and valued child of God, deserving of encouragement, recognition, and opportunities to flourish. Our approach to praise and rewards reflects our commitment to nurturing children's confidence, character, and sense of belonging within our school community.

We seek to recognise and celebrate behaviours that demonstrate our school values and support our vision and values.

Praise is used consistently throughout the school to:

- Build positive relationships.
- Reinforce expected behaviours.
- Develop self-esteem and confidence.
- Encourage children to make positive choices.
- Celebrate effort, resilience, and achievement.

We recognise that children flourish when their successes are noticed and valued. Staff aim to use specific praise that highlights the positive behaviour demonstrated, helping children understand how their actions contribute to a caring and respectful community.

Through our praise and reward systems, we aim to encourage all children to grow as confident learners, compassionate citizens, and individuals who reflect the Christian values at the heart of our school.

This approach ensures that rewards celebrate not only achievement, but also character, relationships, and the values that enable every member of our school family to flourish.

Our reward systems recognise and celebrate individual accomplishments while also promoting teamwork, cooperation, and collective responsibility. We value pupils who work together positively and contribute to shared success.

8.1: Proud Pupil Status

Proud Pupil Status is awarded to pupils who consistently demonstrate our school values through positive behaviour, a strong attitude to learning, and effective teamwork and cooperation.

The award is designed to recognise pupils who consistently meet the high expectations set for their year group. Progress towards Proud Pupil Status is monitored over the course of each half term. Pupils achieve the award by receiving **seven ticks** against the criteria set out in each of the three key areas:

- Positive Behaviour
- Attitude to Learning
- Teamwork and Cooperation

Every pupil is encouraged and supported to work towards achieving Proud Pupil Status.

EY	Red
Year 1	Orange
Year 2	Yellow
Year 3	Green
Year 4	Blue
Year 5	Indigo
Year 6	Violet

When pupils achieve Proud Pupil Status:

- They will receive a certificate in their year group's colour, which will be presented and celebrated during half-termly Friday Worship.
- They will be awarded a Proud Pupil badge in the corresponding colour.
- They will wear their badge each day, recognising their achievement and commitment to our school values.
- They may be given opportunities to undertake additional leadership responsibilities within the classroom and around the school.
- They will take part in a half-termly reward activity, organised by the Phase Lead.

Maintaining Proud Pupil Status

- Proud Pupil Status recognises pupils who consistently demonstrate our expectations.
- If a pupil with Proud Pupil Status is placed on an **Orange Report**, they will temporarily lose their status. They may regain it by successfully completing their Orange Report targets.
- If a pupil with Proud Pupil Status is placed on a **Red Report**, they will lose their status and will need to demonstrate two consecutive weeks of Proud Pupil expectations before regaining it.
- This approach ensures that Proud Pupil Status remains a meaningful recognition of pupils who consistently demonstrate positive behaviour, excellent attitudes to learning, and a commitment to working positively with others.

8.2: House Points

- Our House Point system is designed to celebrate positive behaviour, effort, achievement, and contribution to the school community, while promoting teamwork and a sense of belonging.
- House points are awarded as an immediate recognition of positive choices, achievements, and contributions. These may be recorded through tickets, tallies, or other agreed methods.
- The pupil in each class who has earned the most house points during the week will receive a **Star of the Week** certificate, which will be presented during Friday Worship.
- Each Friday, house points from across the school will be collated. The house with the highest total will be announced during Collective Worship, and their success will be celebrated on the display board in the hall.

- At the end of each half term and full term, the house with the highest overall total will receive a special reward. An additional award will be presented to the overall winning house for the year (see below).
- Subject leaders will organise opportunities throughout the year for pupils to represent their house in friendly competitions and challenges. These may include activities such as spelling competitions, times table challenges, sporting events, and other curriculum-based activities.

Through the House Point system, we aim to encourage participation, teamwork, healthy competition, and pride in belonging to our school community.

House Point rewards are consistent across all phases of the school and are designed to celebrate individual achievement, teamwork, and positive contributions to the school community.

8.3: House Point Rewards

Whole School

- The winning house will be announced and celebrated during Friday Worship, with results displayed on the House Point board.
- All members of the winning house will receive a special sticker in recognition of their achievement.
- Members of the winning house will enjoy an additional playtime on Friday afternoon.

Classroom

- The pupil in each class who has earned the most house points during the week will be awarded a **Star of the Week** certificate during Friday Worship.

Half-Termly Rewards

- Members of the house with the highest total number of house points will receive a reward pencil.

Termly Rewards

- Members of the winning house will attend a movie afternoon in recognition of their collective effort and achievement.

Annual Rewards

- Members of the overall winning house for the academic year will take part in a special activity afternoon.
- Activities may include Forest School, sports, crafts, baking, or other enrichment opportunities.
- These activities will be organised within each phase to ensure they are age-appropriate and enjoyable for all pupils.

Through our House Point system, we aim to foster pride, teamwork, participation, and a strong sense of belonging within our school community.

8.4: Lunchtime Rewards

In addition to our whole-school reward systems, we recognise and celebrate positive behaviour during lunchtime. Lunchtime rewards encourage pupils to make positive choices and demonstrate our school values in the dining hall, playground, and around the school environment.

Lunchtime Tokens

Pupils can earn Lunchtime Tokens for demonstrating positive behaviour, kindness, good manners, cooperation, and responsible choices during lunchtime.

Tokens may be awarded in:

- The playground
- The dining hall
- Corridors and shared areas
- Any lunchtime activity or provision

Lunchtime Dibble

Each earned token is placed into a Lunchtime Dibble Box for the pupil's phase:

- Lower Phase
- Mid Phase
- Upper Phase

At the end of each week, one token will be drawn from each phase's Dibble Box. The selected pupils will be recognised and rewarded for their positive conduct during lunchtime.

Successful pupils will receive:

- A special sticker
- A Lunchtime Certificate presented in celebration of their achievement

Through the Lunchtime Reward System, we aim to promote positive relationships, responsible behaviour, and pride in making good choices throughout the school day.

8.5: Additional Rewards and Recognition

In addition to House Points and Proud Pupil Status, positive behaviour and attitudes will be recognised and rewarded in a variety of ways. These rewards are intended to celebrate pupils who consistently demonstrate our school values, make positive choices, and contribute positively to the school community.

Positive behaviour may be recognised through:

- Verbal praise and encouragement from staff.
- Stickers and other classroom rewards.
- Recognition from senior leaders or the Headteacher.
- Positive postcards, messages, or phone calls home to parents and carers.
- Opportunities to take on leadership roles and responsibilities.
- Special responsibilities, privileges, or roles of trust within the classroom and wider school community.
- Nomination for our prestigious **School Values Award**, which is presented annually to pupils who consistently exemplify our school values.

By recognising and celebrating positive behaviour, we aim to promote a culture of respect, responsibility, kindness, and achievement throughout the school.

9- Responding to behaviour falling below expectations

We believe that every child is loved by God, valued within our school community, and capable of growth and positive change. When children experience difficulties with their behaviour, our primary aim is to support, teach, and guide rather than simply punish.

We recognise that behaviour is a form of communication and that children may at times need help to understand, regulate, and express their thoughts, feelings, and needs appropriately. Staff seek to respond with compassion, consistency, and high expectations, helping children learn from their mistakes while maintaining their dignity and sense of belonging.

When behaviour falls below expectations, staff will:

- Remind children of our school values and expected behaviours.
- Use supportive and restorative conversations to help children reflect on their choices.
- Seek to understand the reason behind the behaviour.
- Help children repair harm caused to others and rebuild relationships.
- Provide appropriate support, adaptations, and interventions where needed.
- Apply fair and proportionate consequences when necessary, ensuring that these are used as opportunities for learning and growth.

Through this approach, we aim to ensure that every child feels welcomed, supported, and able to flourish within our Christian community, knowing that mistakes are opportunities to learn and that everyone deserves the chance to make a fresh start.

We do not seek to ask, "What rule has been broken?" but rather, "What has happened, who has been affected, and how can we make things right?"

Where behaviour falls below the expected standard, we use a graduated approach to support pupils in understanding the impact of their actions, reflecting on their choices, and successfully resetting their behaviour. Our focus is on helping pupils learn from mistakes, restore relationships where appropriate, and develop the skills needed to make positive choices in the future.

9.1: Graduated Behaviour Response:

Stage	Type of behaviour	Adult response
Reminder	Behaviour that does not disrupt others. Examples: • Actions that demonstrate a lack of focus or distraction to themselves	• Non-verbal cue • Prompts with learning • Pointing to expectations • Positive praise directed elsewhere No formal recording.
Stage 1 Warning	Behaviour that causes minor disruption to the teaching and learning. Examples: Talking, distracting others, leaving seat, arguing over resources, slow start to work etc	• The adult will provide a verbal warning and support the pupil to reset by checking in, providing additional resources, moving seat etc. • Record on 'Class Monitoring document' that the pupil has reached Stage 1.

Stage 2 Loss of 5 minutes break	Behaviour that causes significant disruption to the teaching and learning. Examples: calling out, repeatedly out of seat, throwing small equipment, refusal to follow instructions, refusal to work, answering back to adults etc	• Loss of 5 minutes of break time. • Speak with the pupil about the behaviour that led to stage 2 and establish a reset plan. • Record on 'Class Monitoring document' that the pupil has reached stage 2.
Stage 3 Loss of 15 minutes break	Continuation of behaviours listed above. Behaviour is persistent, disrespectful or significantly disrupts the learning of themselves and others.	• Loss of 15 minutes of break time of lunchtime. • Speak to the pupil about the behaviour that led to stage 3 and provide a reminder as to the next steps if behaviour persists. • Establish a reset plan • Record on 'Class Monitoring document' that the pupil has reached stage 3. • Also record on CPOMS- behaviours that led to loss of 15 minutes break • Adults to inform parents
Stage 4 Phase Lead Intervention	Behaviour continues to escalate and causes significant disruption to whole class teaching and learning. Examples: Continuing to answer back or swearing directly at an adult, leaving the classroom, threatening behaviours- verbal and non- verbal.	• Child is taken to the Phase Lead for a period of 'reflection and re-set'. • The phase lead will discuss the behaviour with the pupil and may issue an Orange Report Card • If an orange report card is issued, they report to the Phase Leader at the end of each day (3.00pm) for the next 5 days. • (Phase Lead to monitor and refer to SLT if not completed successfully) • Record on 'Class Monitoring document' that the pupil has reached stage 4. • Adult to record on CPOMS- behaviours that led to Phase Lead Intervention. • The Phase Lead to record intervention and action as orange report (if issued). • Adults to inform parents.
Stage 5 SLT Intervention	Severe behaviour incident Examples: • Verbal or physical aggression towards others, including adults • damaging property • use of prejudice language • upturning furniture/ throwing	• Child is sent to HT/DHT/ AHT to discuss the incident. • Reflection or restorative conversation may take place. • The child may spend some time out of class with SLT • A Red Report card may be issued by SLT.

	equipment absconding from the classroom around school.	- If issued, they report to SLT at the end of each session for the next 5 days. - Adult to record on CPOMS- behaviours that led to SLT Intervention. - SLT to record intervention and action red report (if issued) - SLT (or an appropriate adult) to inform parent and parent of any other pupils affected by the incident.
Stage 6 Individual Behaviour Plan	Continued disruptive behaviour resulting in unsuccessful completion of red report	- SLT will conduct a meeting with pupil and parents. - Pupil will be placed on an Individual behaviour plan. (The type of Individual Behaviour Plan will depend on the age, needs and circumstances of the pupil). - This will be monitored over a 6-week period. - Daily updates to parents will be provided - An interim meeting will be held during the monitoring period, and final review meeting will be held following the monitoring period. - Where behaviours continue to cause concern, changes to provision and/or external intervention will be considered. - Pupil may receive a personalised learning plan.
Stage 7 Behaviour Suspension / Permanent exclusion	Serious behaviours that present a significant risk to the learning and safety of others. Examples: - Persistent disruptive and defiant behaviour - Serious breach or persistent breaches of school's behaviour policy - Intentional physical violence/ assault. - Extreme/ deliberate/ unprovoked violence/ putting themselves or others at risk.	In very extreme circumstances, where behaviour is dangerous or a threat to another child or member of staff, the Headteacher may suspend a child from school for a fixed period or impose a permanent exclusion. We do not wish to exclude any child from school, but in exceptional circumstances this may be necessary in line with current statutory guidance.

In cases where serious or persistent misbehaviour occurs, the school may consider suspension or permanent exclusion in line with statutory requirements. Decisions will be made fairly and proportionately, considering individual circumstances.

9.2: Lunchtime Behaviour Response

We want all pupils to enjoy a safe, positive, and inclusive lunchtime experience. Lunchtime is an important part of the school day and provides opportunities for pupils to develop friendships, independence, cooperation, and social skills.

Where behaviour falls below expected standards during lunchtime, staff will follow a similar graduated approach to support pupils in understanding expectations, reflecting on their choices, and making positive changes.

Our approach is consistent with the school's restorative ethos and focuses on encouraging reflection, repairing relationships, and helping pupils to successfully reset their behaviour.

Stage	Type of behaviour	Adult response
Stage 1 Reminder	Behaviours include - • inappropriate play • not listening to adults	Verbal reminder Reminder of expectations.
Stage 2 Warning	Behaviours include: • disrupting play • rudeness to adults	Verbal warning Reminder of expectations and consequences of further behaviours.
Stage 3 Loss of 5 minutes on in a designated area	Behaviours include: • repeatedly disrupting play • being unkind to peers- including swearing • answering back to adults despite level 2 warning	Loss of 5 minutes Pupil to stand on the ramp LTS to discuss behaviour that led to loss of 5 minutes. Create a reset plan eg: Return to play in a different area, join a structured game.
Stage 4 Loss of 15 minutes in a designated area	Behaviours include: Repetition of Stage 3 behaviours, despite loss of 5 minutes.	Loss of rest of lunchtime Pupil to stand on the ramp LTS to discuss behaviour that led to loss of 15 minutes. Create a reset plan for the next day
Stage 5 Phase Lead Intervention	Behaviours include: • swearing directly at an adult • rough play causing harm to others • verbally threatening behaviours/ antagonising others	Phase Lead Intervention Take the pupil to the phase lead. Phase Lead to discuss the incident with the pupil. Restorative conversation or reflection to take place An orange report card may be issued.

		Phase Lead (or appropriate adult) to inform parents.
Stage 6 SLT Intervention	Behaviours include: • naming calling/prejudice language • inappropriate sexual behaviour • deliberate physical violence towards another pupil • violence and aggression towards an adult	SLT Intervention Take the pupil to SLT. SLT to discuss the incident with the pupil. Restorative conversation or reflection to take place A red report card may be issued. SLT (or appropriate adult) to inform parents and parents of any other pupils affected by the incident.

10- Restorative Practice

At Christ Church CE Academy, we are committed to building and maintaining positive relationships through the principles of a Restorative Approach. This approach places relationships at the heart of school life and seeks to repair harm, restore trust, and strengthen our school community when difficulties arise.

We recognise that mistakes are a natural part of learning and development. When behaviour falls below expectations, our focus is not simply on the behaviour itself, but on understanding what has happened, who has been affected, and how the situation can be put right.

When incidents occur, those involved are supported through the restorative process, enabling them to reflect on their actions, understand the impact of their behaviour on others, take responsibility where appropriate, and identify positive ways to move forward.

Restorative conversations provide valuable opportunities for reflection, learning, and reconciliation. These conversations may take place between pupils, between pupils and adults, or, where appropriate, within a wider group or class. Through this approach, we support pupils to develop empathy, accountability, self-awareness, and the skills needed to build and maintain positive relationships.

By embedding restorative practice throughout our school, we aim to create a culture of respect, compassion, forgiveness, and responsibility, where every child feels heard, valued, and supported to learn from their experiences and flourish within our Christian community.

11-Pupil Support Systems

11.1: Reasonable Adjustments

At Christ Church CE Academy, we are committed to understanding the reasons behind behaviour and providing appropriate support to help every pupil thrive. We recognise that behaviour is a form of communication and that, for some pupils, difficulties with behaviour may be linked to underlying needs, experiences, or circumstances.

The school recognises its legal duty under the Equality Act 2010 to ensure that pupils with protected characteristics are not placed at a disadvantage. As a result, our response to behaviour may be adapted to reflect a pupil's individual needs, age, stage of development, communication profile, and personal circumstances.

11.2: SEND and Behaviour

Where a pupil consistently experiences difficulties in meeting behavioural expectations, the SENDCo will consider whether there are any underlying needs that may not currently be identified or adequately supported. Where appropriate, advice and support may be sought from specialist teachers, educational psychologists, healthcare professionals, and other external agencies.

When additional needs are identified, the school will work in partnership with parents and carers to develop and review appropriate support plans. This may include targeted interventions, pastoral support, reasonable adjustments, or a personalised behaviour support plan. Pupils identified as having significant social, emotional and mental health (SEMH) needs may be recognised on the SEND register and supported through an individualised programme of provision. This may include a Personalised Behaviour Plan, tailored interventions, and regular monitoring and review to support the pupil in achieving success.

11.3: Pastoral Support

At Christ Church CE Academy, we recognise that some pupils may display behaviours that are linked to social, emotional, or mental health needs, neurodivergence, adverse childhood experiences, trauma, or other factors beyond their immediate control. In these circumstances, our priority is to understand the underlying cause of the behaviour and provide effective support rather than simply responding to the behaviour itself.

Pupils may be provided with opportunities to discuss their thoughts, feelings, and experiences with a trusted adult. At Christ Church CE Academy, all staff are trained in emotion coaching techniques, and we have a trained Emotional Literacy Support Assistant (ELSA). Where additional support is required, referrals may be made to appropriate external agencies to ensure that pupils receive the help they need.

Staff are trained to recognise potential indicators that a pupil may require additional support, including:

- A pupil who becomes withdrawn or struggles to build and maintain friendships.
- A pupil who finds it difficult to concentrate or engage with learning.
- A pupil who displays increasingly disruptive, distressed, or aggressive behaviour.
- Significant changes in behaviour, presentation, attendance, or emotional wellbeing.

By identifying concerns early and providing appropriate support, we aim to ensure that every pupil feels safe, valued, understood, and able to achieve their full potential.

11.4: Unstructured times

We recognise that some pupils may find unstructured times, such as, playtimes and the lunchtime environment overwhelming or difficult to navigate due to their individual needs. Where this is the case, we will consider and implement alternative arrangements to help pupils experience a safe, positive, and successful lunchtime.

One such provision is our **Nurture Lunch**, which offers a more structured and supportive environment for pupils who may find less structured times of the school day challenging. The provision aims to support pupils in developing social skills, building positive relationships, increasing confidence, and successfully managing their lunchtime routine.

Our Behaviour Policy is designed to encourage, support, and teach positive behaviour so that our school remains a safe, inclusive, and happy environment for everyone. Through clear expectations, positive reinforcement, restorative approaches, and appropriate levels of support, we aim to help all pupils develop the skills, confidence, and self-regulation needed to thrive as valued members of our school community.

12- Serious Behaviour

12.1: Senior Leader Involvement

While most behavioural incidents can be addressed through our graduated behaviour approach, some behaviours are considered sufficiently serious due to their nature, impact, or safeguarding implications and therefore require an immediate response from senior leaders.

This includes behaviour that:

- Causes physical or emotional harm to others.
- Presents a risk to the safety and wellbeing of pupils, staff, or members of the public.
- Involves bullying, discrimination, prejudice, or targeting of protected characteristics.
- Constitutes sexual harassment, sexual violence, or other safeguarding concerns.
- May indicate that a pupil is at risk of harm or requires additional support and protection.

In such circumstances, it may be necessary to move immediately to a higher stage of the behaviour system without following the usual graduated steps. Incidents of this nature will be referred directly to a member of the Senior Leadership Team, who will consider an appropriate and proportionate response.

12.2: Considering Context and Individual Needs

When determining the most appropriate consequence, leaders will take into account:

- The nature and seriousness of the behaviour.
- The context in which the incident occurred.
- The pupil's intent and level of understanding.
- The impact on those affected.
- The pupil's age and stage of development.
- Any identified special educational needs or disabilities (SEND).
- Any reasonable adjustments that may be required.
- Safeguarding considerations.
- Previous patterns of behaviour and any support already in place.

12.3: Consequences for Serious Behaviour

The examples provided within this policy are not exhaustive. Senior leaders will use professional judgement when responding to incidents and determining appropriate actions. Wherever possible, responses will be restorative, educational, and focused on supporting positive future behaviour.

However, where behaviour is particularly serious, consequences may include internal suspension, fixed-term suspension, or, in exceptional circumstances, consideration of permanent exclusion in accordance with statutory guidance and the Trust's Suspension and Permanent Exclusion Policy.

13- Bullying

Bullying is unacceptable and will always be taken seriously. The school's definition of bullying can be found in Section 5.4 of this policy.

Any concerns or allegations of bullying will be investigated promptly and responded to in accordance with this Behaviour Policy, the school's Anti-Bullying Policy, and the Child Protection and Safeguarding Policy. Where bullying is identified, school leaders will consider:

- Appropriate consequences and restorative actions.
- Support for the pupil who has experienced harm.
- Educational and behavioural support for the pupil whose behaviour has caused harm.
- Communication and partnership with parents and carers.
- Whether any safeguarding concerns are present and require further action.

14- Child-on-Child Harm, Sexual Harassment and Harmful Sexualised Behaviour

Child-on-child harm, sexual harassment, sexual violence, and harmful sexualised behaviour are unacceptable and will never be dismissed as banter, part of growing up, curiosity, or something that pupils should tolerate.

This includes, but is not limited to:

- Sexual comments, jokes, or taunting.
- Unwanted physical contact.
- Sexualised language or behaviour.
- Online sexual harassment.
- Sharing, requesting, or possessing nude or semi-nude images.
- Upskirting.
- Coercive, intimidating, or controlling behaviour.
- Any behaviour of a sexual nature that causes a pupil to feel uncomfortable, unsafe, distressed, or intimidated.

Pupils are encouraged to report anything that makes them feel worried, uncomfortable, or unsafe, regardless of how minor it may seem. Staff will listen carefully, respond appropriately, and follow the school's safeguarding procedures.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Determined on a case-by-case basis

Senior Leaders will carefully consider the needs, welfare, and safety of all pupils involved, including both the pupil who has experienced harm and the pupil whose behaviour has caused concern.

Incidents of sexual harassment, sexual violence, or harmful sexualised behaviour may result in consequences under this Behaviour Policy. However, they will also be considered through the school's Child Protection and Safeguarding procedures. Where safeguarding thresholds are met, concerns will be recorded on CPOMS and referred to the Designated Safeguarding Lead (DSL).

15- Discriminatory and Prejudiced Behaviour

At Christ Church CE Academy, we are committed to creating an inclusive environment where every member of our school community is treated with dignity, respect, and fairness.

Discriminatory or prejudiced behaviour is unacceptable and will not be tolerated. This includes behaviour, language, or actions related to:

- Race or ethnicity
- Religion or belief
- Disability
- Sex
- Sexual orientation

- Gender reassignment
- Pregnancy or maternity
- Any other protected characteristic

Incidents of discriminatory or prejudiced behaviour will be responded to immediately. Where an incident has occurred, staff will complete a Blue Form and refer the matter to a Senior Leader straight away. Incidents will be challenged, investigated, recorded and followed up appropriately.

In responding to such incidents, the school will consider:

- Appropriate consequences.
- Restorative approaches where appropriate.
- Educational opportunities to develop understanding and respect.
- Support for any pupil affected.
- Communication with parents and carers.

Leaders will monitor discriminatory incidents and report them to the Local Governing Body in line with the school's monitoring and reporting procedures.

16- Safeguarding Concerns

The school recognises that persistent, unusual, or serious behaviour may sometimes indicate that a pupil needs additional help, support, or protection.

Staff will always consider whether behaviour may be linked to:

- Abuse or neglect.
- Exploitation.
- Domestic circumstances.
- Online harm.
- Mental health difficulties.
- Trauma or adverse childhood experiences.
- Special Educational Needs and Disabilities (SEND).
- Communication and interaction needs.
- Attendance concerns.
- Other factors affecting the pupil's wellbeing.

Where behaviour raises a safeguarding concern, staff will follow the Child Protection and Safeguarding Policy and record concerns on CPOMS in accordance with school procedures.

The DSL or Deputy DSL will determine whether further action is required. This may include:

- Early Help support.
- Consultation with external professionals.
- Referral to Children's Social Care.
- Police involvement.
- Other appropriate safeguarding actions.

16.1: Allegations Made by Pupils

All allegations made by pupils will be taken seriously and responded to in accordance with the Child Protection and Safeguarding Policy.

The school will ensure that all allegations are carefully considered, investigated appropriately, and managed fairly, with the welfare of all involved remaining the priority.

Where an allegation against a member of staff or another pupil is found, following appropriate investigation, to have been deliberately invented or made maliciously, the school may consider an appropriate response in line with this Behaviour Policy.

However, the school is committed to ensuring that pupils feel safe and confident in raising concerns. No pupil should be discouraged from reporting worries or allegations.

Where an allegation is found to be unsubstantiated, unfounded, false, or malicious, leaders will carefully consider:

- Whether the pupil who made the allegation requires additional support.
- Whether the allegation itself indicates an underlying safeguarding concern.
- The pastoral needs of any pupil or member of staff who has been the subject of the allegation.

Our aim is to maintain a culture in which all pupils feel safe, listened to, and confident that concerns will be taken seriously and dealt with appropriately.

16.2: Restrictive Interventions, Searching and Confiscation

Restrictive Interventions, Including Reasonable Force

The school is committed to reducing the need for restrictive interventions through positive relationships, clear routines, effective behaviour support, reasonable adjustments, early intervention and de-escalation strategies.

In exceptional circumstances, staff may use reasonable force or other restrictive interventions where this is necessary to:

- Prevent a pupil from harming themselves or others;
- Prevent serious damage to property;
- Prevent behaviour that is causing, or is likely to cause, serious disorder; or
- Maintain the safety of pupils, staff and others.

Restrictive intervention will only be used where it is reasonable, proportionate, necessary and in the best interests of safety. It will never be used as a punishment.

Staff will use de-escalation strategies wherever possible before considering restrictive intervention. These may include:

- Reduced language and clear instructions;
- A calm tone of voice;
- Offering limited choices;
- Time and space to regulate;
- A change of adult or environment;
- Visual prompts or supports;
- Movement or sensory breaks; and

- Strategies identified within a pupil's Personalised Behaviour Plan, Support to Self-Regulate Plan or Risk Assessment.

Where restrictive intervention is used, staff will use the minimum force necessary for the shortest possible time. The safety, dignity, welfare and human rights of all pupils and adults involved will remain paramount.

Where it is reasonably foreseeable that a pupil may require restrictive intervention, leaders will consider whether a Risk Assessment, Support to Self-Regulate Plan or Personalised Behaviour Plan is required. These plans will be developed collaboratively with relevant staff and, where appropriate, parents or carers, the SENDCo and external professionals.

Any significant incident involving restrictive intervention or reasonable force will be recorded in accordance with the school's recording procedures and reported to parents or carers as soon as reasonably practicable.

Where an incident also raises a safeguarding concern, staff will follow the Child Protection and Safeguarding Policy and record the concern on CPOMS.

Following any significant incident involving restrictive intervention, leaders will review the circumstances and consider whether any further support or action is required. This may include:

- A restorative conversation;
- A meeting with parents or carers;
- A review of the pupil's Personalised Behaviour Plan, Risk Assessment or Support to Self-Regulate Plan;
- A review of SEND provision;
- Additional staff training or support; or
- Referral to external professionals.

Searching and Screening

The school will follow current Department for Education guidance on searching, screening and confiscation.

Searching will only be carried out by the Headteacher or authorised members of staff in accordance with statutory powers and current DfE guidance.

Any search will be conducted respectfully and sensitively, considering:

- The pupil's age and understanding;
- SEND and communication needs;
- Any safeguarding considerations;
- The pupil's dignity, privacy and welfare; and
- Any known vulnerabilities.

Staff may search pupils for prohibited items and, where permitted by law, for any items identified within the school's behaviour policy as banned items.

Prohibited items include:

- Knives and weapons;
- Alcohol;

- Illegal drugs;
- Stolen items;
- Tobacco, cigarettes and cigarette papers;
- Fireworks;
- Pornographic images; and
- Any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence, cause personal injury or damage to property.

The school may also take action where a pupil brings into school an item that is unsafe, inappropriate, disruptive to learning or detrimental to good order and discipline.

Where a search takes place, an appropriate record will be made and parents or carers will be informed, unless there is a good reason not to do so, for example, where doing so may place a child at greater risk of harm.

Any safeguarding concerns identified during a search will be recorded on CPOMS and referred to the Designated Safeguarding Lead (DSL).

Confiscation

Staff may confiscate items where this is reasonable and proportionate to:

- Maintain safety;
- Protect learning;
- Prevent disruption; or
- Uphold school rules and expectations.

Confiscated items will be stored securely and returned to the pupil, parent or carer where appropriate.

Some items may not be returned and may instead be:

- Collected by a parent or carer;
- Disposed of safely;
- Retained by the school where permitted; or
- Handed to the police or another appropriate agency.

Where an item is confiscated because it raises a safeguarding concern, staff will follow the Child Protection and Safeguarding Policy and inform the DSL or Deputy DSL immediately.

The school will use professional judgement when determining whether a confiscated item should be returned, retained, disposed of or passed to another agency. Decisions will be made in accordance with current DfE guidance, safeguarding requirements and the individual circumstances of the incident.

17- Suspension and Permanent Exclusion

The school is committed to supporting all pupils to achieve success. However, in exceptional circumstances, suspension or permanent exclusion may be necessary where behaviour presents a serious risk to the safety, wellbeing, or education of others and where all other reasonable options have been considered.

Decisions will be made fairly, lawfully and proportionately in line with statutory guidance and the Trust's Suspension and Permanent Exclusion Policy.

18-Training

All staff receive appropriate training to support the consistent implementation of this policy. Training may include:

- Behaviour management and de-escalation strategies.
- Restorative approaches.
- SEND and reasonable adjustments.
- Positive handling and restrictive interventions.
- Safeguarding, including child-on-child abuse and sexual harassment.
- Recording and monitoring behaviour incidents.

Behaviour management will also form part of the school's programme of continuing professional development.

19- Monitoring, Recording and Review Arrangements

The Headteacher and Senior Leadership Team will regularly monitor behaviour information to identify trends, evaluate the effectiveness of this policy, and ensure consistency in its implementation.

This may include monitoring:

- Behaviour incidents
- CPOMS data
- Suspensions and exclusions
- Bullying incidents
- Discriminatory incidents
- Restrictive interventions
- Attendance
- Personalised Behaviour Plans

This policy will be reviewed annually by the Headteacher and Local Governing Body, or sooner if changes to legislation or statutory guidance require it.

