CHRIST CHURCH CHORLEYWOOD

Chess Valley Trust
A primary learning community

"What we nurture today, flourishes tomorrow."

"I am the vine, and you are the branches. Those who remain in me, and I in them, will bear much fruit; for you can do nothing without me." John 15
love | joy | peace | patience | kindness | goodness | faithfulness |gentleness |self-control

Behaviour for Learning Policy

Date: Autumn 2026 **Review Date:** Autumn 2027

"What we nurture today, flourishes tomorrow" CCS School Mission Statement

We expect that standards of behaviour will reflect our Christian values. The school has several rules, but our Behaviour for Learning Policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

The school staff strive to give at least twice as much praise as censure. The school rewards pro social behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote pro social behaviour, rather than merely deter anti-social behaviour.

The main aims of our behaviour for learning approach are to:
- Maintain, encourage and promote pro social behaviour wherever possible
- Expect all children to behave well
- Share and agree identification of what we consider to be anti-social behaviour
- Have a consistent approach across the whole school
- Offer an opportunity at each stage for children to make amends and redeem themselves
- Involve parents at an appropriate stage (usually early on)
- Involve children – encouraging them to take responsibility for their own actions

Code of Conduct
At the beginning of each academic year the whole school considers the meaning of the Code of Conduct. ***All members of the school community are expected and encouraged to behave in a manner that reflects our core Christian values. We expect everyone to demonstrate these values:***

Love, Joy, Peace, Patience, Kindness, Goodness, Faithfulness, Gentleness & Self Control

In addition to our core Christian values, children are expected to:
- Listen carefully to instructions in lessons and to respect the learning environment of all the children in the class/school
- Be well mannered and remember to say 'please' and 'thank you'
- Try their best in all activities
- Come into and leave the school buildings and classrooms calmly

Therapeutic Behaviour Strategies
We recognise that negative experiences create negative feelings and that negative feelings create negative behaviour, whilst positive experiences create positive feelings and positive feelings create positive behaviour. It is the responsibility of every adult at our school to seek to understand the reason why a child is presenting problematic behaviour and change the circumstances in which the behaviour occurs.

Behaviour management and responses need to be personalised and designed to meet the specific needs of each individual child, their age and any special circumstances that affect the pupil. To enable change, we need to understand the child's behaviour not just suppress the behaviour.

Pro Social Behaviour
Our teaching, whole school worship and assemblies, peer and adult role models etc. all encourage and reinforce pro social behaviour and manners around the school. Special effort, success, kindness and good manners are rewarded with praise and encouragement in several different ways:

- All adults congratulate children and openly affirm pro social behaviour, manners, attitude etc.
- The House merit system rewards individuals, classes and houses on a weekly basis in the school achievement assembly. Merits are awarded for good work, attitude and effort with learning and behaviour.
- Individual house merit awards are given to children earning 25, 50 and 100 merits by the Headteacher.
- Children can also receive a Golden Book certificate for exceptional effort or attitude and for living out our core Christian values in their daily lives in school. Children receive their certificate in the weekly achievement assembly.
- Wherever possible, special effort, success, kindness and good manners or positive feedback from visitors to the school are brought to the attention of the whole school.
- All staff recognise and promote pro social behaviour and attitudes using these systems.
- Children share successes and achievements with their family group members in assemblies.

Anti-Social Behaviour
The school employs a variety of measures to ensure a safe and positive learning environment. We apply the measures appropriately to each individual situation.

We do this with consideration for our Christian belief in forgiveness and reconciliation.

- Children are always encouraged to see the consequences of wrong actions and their effect on themselves and others.
- Parents are always informed if we are concerned about repeated anti-social behaviour and are involved in the strategies for improving the behaviour.
- Sometimes a 'Home Contact Book' or a 'Target Card' are used to encourage and support these children and parents are involved in this process.
- Classroom behaviour expectations are discussed at the beginning of each year by the children in each class and include details of how the teacher will alert children to inappropriate behaviour.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others the class teacher stops the activity and prevents the child taking part in the rest of the session.
- If a child threatens, hurts or bullies another child, the class teacher records the incident in CPOMS and acts in accordance with the Anti-Bullying Policy. Senior teachers will be involved.

Restraint
Staff only intervene physically to restrain children or prevent injury to a child (i.e. in an emergency) or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

External Agency Support
If appropriate the class teacher and SLT may liaise with external agencies, such as Family Support Worker. If the child is facing any barriers to learning, the Inclusion Leader and/or SENDCo may take up their case. External support may only be done with the permission and agreement of the parents/carers of the child in question.

Internal & External Fixed term and Permanent Exclusions
The Headteacher is responsible for implementing internal exclusions where necessary-and for giving fixed term external exclusions to individual children for serious acts of misbehaviour.

For very serious acts of anti-social behaviour, the Headteacher may exclude a child. School governors are always notified. We do not wish to exclude any child from school but sometimes this may be necessary.

The school has adopted the Hertfordshire County Council guidance and would refer to this guidance in any decision to exclude a child from the school. If the decision is made to exclude a child, the parents/carers are informed immediately.
The school has an Anti-Bullying Policy, which is read in conjunction with this policy. Both policies are available on the school website.

Monitoring and Review
This policy is reviewed annually in the autumn term by the Senior Leadership Team and Local Governing Body.

Reviewed
AUTUMN TERM 2026