



Churchfield Church School and Nursery

Behaviour for Learning Vision and Procedure

November 2025

BEHAVIOUR FOR LEARNING SCHOOL PROCEDURE

This procedure should be read alongside the Bath and Wells Multi Academy Trust Behaviour Policy (October 2025) — available here: [Bath and Wells Multi Academy Trust - Policies](#)

VISION

Ready, Respectful, Safe

At Churchfield Church School and Nursery, we believe that positive behaviour is the foundation of a thriving, inclusive learning community. Our vision is for every child to feel valued, supported, and empowered to make positive choices so that they can learn, grow, and flourish.

Guided by our core expectations - **Ready, Respectful, Safe** - we create a calm, consistent, and nurturing environment where everyone can succeed. We explicitly teach behaviour as part of our curriculum, modelling the routines, language, and attitudes that help children develop self-discipline, empathy, and resilience.

We recognise that behaviour is a form of communication. Through our trauma-informed and restorative approach, we respond with curiosity, compassion, and fairness, always prioritising relationships. When things go wrong, we guide children to regulate, reflect, and repair, helping them understand impact and learn from experience.

Together, staff, pupils, and families share responsibility for building a culture where kindness is shown, expectations are clear, and every individual feels safe and able to belong.

At Churchfield Church School and Nursery, being Ready, Respectful, and Safe is how we learn well, live well, and grow together.

BEHAVIOUR FOR LEARNING PROCEDURES

1. Context

Churchfield Church School and Nursery is a diverse and inclusive learning community. To ensure our school remains safe, supportive, and thriving, we have clear expectations, structures and consistent routines. These allow all pupils and staff to learn, grow, and succeed.

‘Ready, Respectful, Safe’ underpins every aspect of school life. These words are taught, modelled, and reinforced every day, guiding how we learn, play, and interact together.

We recognise that behaviour is a form of communication and that children’s experiences, including trauma, shape the way they respond to challenges. As a school, we are committed to being trauma-informed: we respond with curiosity, compassion, and consistency, and always prioritise relationships.

Our procedure guides staff to teach self-discipline, not blind compliance, and to use a restorative approach to repair relationships when things go wrong.

***“Therefore encourage one another and build each other up.”
(1 Thessalonians 5:11)***

2. Purpose

At Churchfield, we believe that positive behaviour is central to an excellent education. The purpose of this procedure is to:

- Ensure that all children are Ready, Respectful, and Safe so that learning can flourish.
- Promote a calm, predictable, and supportive environment in which pupils can thrive.
- Explicitly teach behaviour as part of our curriculum, making it clear what being Ready, Respectful, and Safe looks like in different contexts.
- Recognise and respond to behaviour through a trauma-informed lens, supporting children to regulate, reflect, and repair.

***“Do to others as you would have them do to you.”
(Luke 6:31)***

3. Shared Responsibility for Behaviour

All staff are responsible for:

- Creating a culture of positive behaviour for learning, community, and life.
- Greeting pupils positively and modelling readiness, respect, and safety at all times.
- Using clear routines so that it is *easy to do what is expected*.
- Supporting pupils to take responsibility for their actions with kindness, compassion, and forgiveness.
- Celebrating and recognising positive behaviour consistently.
- Using restorative conversations to repair relationships when difficulties arise.

***“Be kind and compassionate to one another, forgiving each other,
just as in Christ God forgave you.”
(Ephesians 4:32)***

4. Bath and Wells Multi Academy Trust

This procedure acknowledges the school and Trust's legal duties and standards relating to the welfare of children and will support the key systems in place to support safeguarding across the school. In line with The Trust's key principles, we recognise that:

- We enable everyone by supporting them to be the best version of themselves so that we can all flourish.
- We are unwavering in our ambition for every child to feel they belong and have a strong sense of self.
- Adults foster and promote healthy relationships through being kind, caring and reinforcing the positive.
- All behaviour is a form of communication.
- Self-regulation is actively taught to pupils, understood and modelled by staff.
- We always use restorative approaches.
- Having a clear social and emotional literacy curriculum that teaches kindness and respect is key.

THE BEHAVIOUR CURRICULUM

At Churchfield, we teach behaviour explicitly as we would reading or maths. Children learn the routines, language, and expectations that help them to be Ready, Respectful, and Safe. These are practised, modelled, and rehearsed daily.

Our key routines include:

- ***Silent Signaller*** – adults raise hand as a non-verbal signal to gain children's attention
- ***Fantastic Listening STAR*** – pupils demonstrate active listening: sitting or standing still, tracking the speaker, attention at all times showing respect to others.
- ***Fantastic Walking*** – pupils walk calmly, quietly, and safely around school.
- ***Transitions*** – pupils follow a clear and consistent 1-2-3 routine for lining up quickly and calmly.

When embedded, these routines create consistency, predictability, and security for children – making it easier to succeed.

***“Let all things be done decently and in order.”
(1 Corinthians 14:40)***

Classroom Environments and Routines

We believe that classroom environments and routines are fundamental to positive behaviour. Every classroom at Churchfield is:

- Calm, orderly, and purposeful.
- Structured around predictable routines that reduce anxiety and support focus.
- Inclusive, welcoming and supportive, with high expectations for all pupils.
- Consistently reinforcing “Ready, Respectful, Safe” through displays, language, and practice.

Teachers plan engaging lessons, manage smooth transitions, and use positive recognition to foster a culture of belonging and success.

Restorative and Trauma-Informed Practice

When things go wrong, we do not punish – we seek to understand, regulate, and restore. Our trauma-informed approach means that staff:

- Stay calm and consistent, using non-threatening language.
- Allow time and space for children to regulate before reflecting.
- Use restorative questions to help children understand impact and repair harm:
 1. What happened?
 2. What were you thinking at the time?
 3. What have you thought since?
 4. How has this affected others?
 5. What needs to happen now to put things right?

This process builds responsibility, empathy, and resilience, while ensuring relationships remain at the heart of our school.

“Blessed are the peacemakers, for they will be called children of God.”
(Matthew 5:9)

Celebration and Recognition for Expected Behaviour

We expect everyone within our school community to model high standards of behaviour at all times and to practice our core values of perseverance, respect, acceptance, independence, selflessness, and empathy against which behaviour is evaluated.

Children are praised and rewarded for consistently being Ready, Respectful, and Safe. Rewards are designed to celebrate success, encourage positive choices, and strengthen the link between school and home.

Whole-School Celebrations

- **Headteacher’s Award** – During the week, children may be sent to the Headteacher to share their learning or behaviour achievements. On Friday, parents are invited to a Celebration Worship where their child receives a certificate in front of the whole school community.
- **Celebration Worship Recognition** – Each week, pupils are recognised for their efforts and achievements, reinforcing our values and expectations.

Class-Based Celebrations

Teachers also celebrate positive choices and effort within class, using:

- **Class Dojo Points** – earned for demonstrating readiness, respect, and safety.
- **Class Treats / Stickers / Rewards** – such as extra playtime, golden time, or a class activity once a collective target has been reached.
- **Raffle Tickets** – linked to Dojo points or positive behaviours, with regular prize draws.
- **Notes / Postcards, Calls or Messages Home** – to share successes with parents and carers.

These celebrations reinforce the importance of kindness, effort, and perseverance, making positive behaviour visible and valued.

“Therefore encourage one another and build each other up, just as in fact you are doing.”
(1 Thessalonians 5:11)

Steps for Managing Behaviour

When behaviour falls short of expectations, staff follow clear, consistent steps rooted in de-escalation, regulation, and restoration:



i) Reminder – a gentle reminder of being Ready, Respectful, Safe.

A reminder of the expectations for learners delivered to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing. This might be verbal or nonverbal.

ii) Warning – a clear verbal caution, delivered calmly and privately where possible.

A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their previous good conduct to prove that they can make good choices. Scripted approaches at this stage are encouraged.

30 second intervention:

- Gentle approach, personal, non-threatening, side on, eye level or lower.
- State the behaviour that was observed and which rule/expectation/routine it contravenes.
- Tell the learner what the consequence of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
- Walk away from the learner; allowing them time to decide what to do next. If there are comments, as you walk away write them down and follow up later. We resist endless discussions around behaviour and instead spend our energy returning learners to their learning.

iii) Time Out / Reflection – space to regulate and reflect before re-engaging.

- The learner is asked to speak to the teacher away from others.
- Boundaries are reset.
- Learner is asked to reflect on their next step. Again, they are reminded of their previous good conduct/attitude/learning.
- Learner is given a final opportunity to re-engage with the learning / follow instructions.

iv) Internal Referral – time in another class or supervised reflection. Parents informed.

If the step above is unsuccessful, or if a learner refuses to go take a time out, then the learner will be referred internally to another class for a set period of the lesson. All internal referrals must be recorded on Arbor and the learning missed must be completed. At this point, parents and/or carers will be informed. Staff will always deliver consequences calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

v) Loss of Playtime / Lunchtime – when behaviour choices continue.

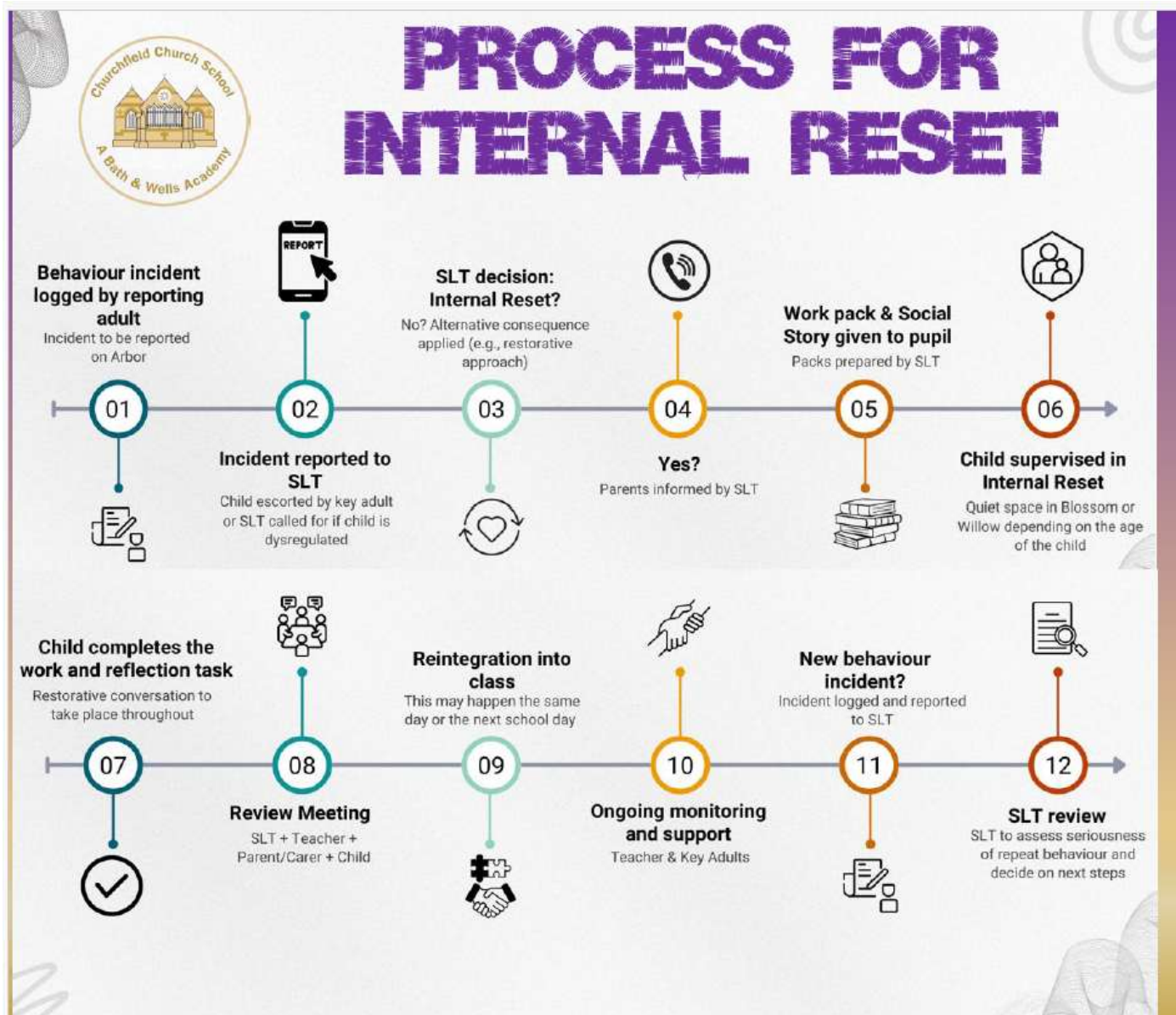
If the child then chooses not to adapt his/her behaviour or refuses to comply with the above steps (including leaving the classroom without permission), the child will be secluded from a part of a break or lunchtime to make up for lost time within the lesson. This must be recorded on Arbor.

vi) Referral to SLT – for repeated or serious breaches. Parents formally involved.

Repeated incidents where the child experiences seclusion will be referred to a member of the SLT and the teacher will hold a formal meeting with parents. The teacher might wish to request advice and support from the SENCO and it might be deemed appropriate that the child has a Regulation Plan or Learning Passport.

The partnership stage will be implemented where there is a major cause for concern. If a child requires regulation plan, they must also be placed on the special educational needs register for their behaviour.

Serious or Persistent Behaviour



More serious or persistent behaviours may lead to internal or fixed-term exclusions as a last resort, always accompanied by a restorative process on return.

The learner will be given time with the Pupil and Family Support Worker (PFSW) who will:

- Support and if necessary, facilitate the Reparation Meeting between family member, the member of staff and learner.
- Develop an appropriate action plan with the learner.
- Monitor, review and mentor using the action plan.
- Discuss both the consequences for the learner if not meeting the required action and the positive outcomes for everyone if conduct improves.
- If a learner does not achieve the required change in conduct agreed within the action plan a verbal warning will be issued by Executive Headteacher or Deputy Headteacher. All of these matters will be confirmed in writing and recorded on Arbor. The Learner remains the responsibility of the class teacher.

Clear breaches of the school rules where a child deliberately hurts another child or adult, swears, spits or is rude to an adult will lead to a referral to a member of the senior leadership team. Also included in this are incidents of racist, sexist and homophobic language. On this occasion parents/carers will be informed by a phone call and an internal exclusion for a fixed period of time at break and lunch will be agreed. If the behaviour escalates, this may progress to an internal seclusion during class time – working in the Willow/Blossom room. At this point the Internal Exclusion Flowchart Process will be followed by the Executive Headteacher or Deputy Headteacher.

If necessary, a fixed term exclusion will be issued. Parents will be informed of the reasons for the exclusion and will be advised as to the length of the exclusion. After a fixed term exclusion, a restoration conversation will take place. Sometimes if behaviour continues to escalate a permanent exclusion may be unavoidable.

Exclusions for Unacceptable Behaviour

Some poor behaviour may develop into a pattern of persistent and sustained incidents and/or present as significant and entirely unacceptable behaviour within the school community. The incident will be logged, and the procedural requirements of the national Exclusions Procedure will be applied. This will involve a fixed term exclusion from the school site where the situation can be managed within the school community or, for a clear and sustained breach of the Behaviour Procedure where there is an identified risk to children or staff, a permanent exclusion and potential removal from the school roll. Permanent exclusion is only used as a last resort once the other measures have been exhausted.

The following behaviour is identified as unacceptable within our school community:

- Physical, mental, or cyber bullying of another child or an adult.
- The carrying or use of an offensive weapon or object with the potential to harm.
- Physical assault and acts of violence towards another child or adult.
- Persistent and sustained verbal abuse.
- Racist or homophobic incident.
- Extortion of money or belongings and gambling.
- Destructive activity resulting in damage to property or belongings.
- The carrying or distribution of a drug recognised as harmful.
- The safety and learning of others are seriously hindered.

Sexual Behaviours

Following Government guidelines, there is now an expectation that schools will have a 'log' of all sexual behaviours that an Ofsted inspector could walk in and ask to see.

Any incidents that would be classed as sexual behaviour must be routinely recorded along with how the matter was dealt with and if any parents were informed. This can include such behaviours as:

- Name calling of derogatory terms or sexual nature.
- Unwanted comments of a sexual nature.
- Peering under toilet doors / changing rooms.
- Inappropriate touching of private body parts.
- Sexualised language online or face to face.
- Up skirting.
- Sexual violence.
- Receiving / sending (or being pressured to) inappropriate photos/videos.
- Making rude hand gestures.
- Spreading rumours regarding relationships and sexual activity.
- Gender identification shaming.
- Derogatory language around a child's appearance and body shape.

The Government guidelines stress that it is imperative that children do not become complacent about not reporting incidents for fear of not being believed, or the action minimised, or becoming such an everyday occurrence, it is classed as 'normal behaviour' or 'banter'.

Whilst the majority of these incidents in primary school could be innocent, we need to educate children to prevent repeating such behaviours along with the reasons why and how it makes the other person feel. This will then hopefully lead to peers showing each other more respect and understand the feelings of the 'victims.'

At Churchfield Church School and Nursery we will be supporting our pupils through this process with Safeguarding remaining our highest priority. Parents will be contacted if any such behaviour is recorded by a member of staff.

Positive Handling – Team Teach

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils.

Staff only intervene physically to prevent injury to another child, adult or if a child is in danger of hurting him/herself. Staff may intervene with positive handling if they are aggressively or violently damaging property. The actions that we take are in line with government guidelines and the Team Teach approach that key staff have been trained on.

Monitoring and Evaluation

Behaviour is regularly monitored to ensure that this procedure is applied consistently and effectively. Pupil, staff, and parent voice will inform ongoing refinements.

IN SUMMARY

Our Behaviour for Learning Procedure is built on the principles of Ready, Respectful, Safe. By embedding clear routines, teaching behaviour as a curriculum, and applying a restorative, trauma-informed approach, we create a safe and supportive school community where everyone can flourish.

***“Train up a child in the way he should go; even when he is old he will not depart from it.”
(Proverbs 22:6)***