



We can, and we will, live like Jesus asked us to live
by loving God and by loving others.

General Principles

At Christ the King Catholic Primary School we recognise that:

- ✚ Children have the right to work, learn and play in a friendly, safe and helpful school.
- ✚ Staff have a right to teach in a friendly, safe and welcoming school that is supported by the school community.
- ✚ Parents have a right to feel welcome and know that their children work, learn and play in a friendly, safe and helpful school.

We have developed behaviour management strategies based on 3 main principles:-

- ✚ Establishing a clear set of rules derived from our Mission Statement.
- ✚ Rewarding good behaviour.
- ✚ Developing and implementing clear sanctions.

It is in the best interests of the school to establish systems which teach children that good behaviour is desirable, enabling them to learn better and that inappropriate behaviour is their choice, but it will result in progressively severe consequences. Children should know the School's code of behaviour, the rules and reasons for it, together with the School's practice of rewards and sanctions. It is important that children know what will happen to them if they choose to misbehave and that the consequences are applied consistently and fairly. The primary message to communicate is:

**"You Own Your Own
Behaviour."**

We aim to establish a good working relationship between parents and school so that we can work together in an atmosphere of mutual trust and respect to help and support the children.

At Christ the King Primary School we believe that implementing this policy is the shared responsibility of **all** staff. By embodying the following principles, our policy creates a caring environment for each child:

- ✚ Children should be encouraged and praised wherever possible.
- ✚ Praise should be genuine and feedback constructive.
- ✚ Equal opportunities should always be considered.
- ✚ Children should accept adult authority but the development of individuality should always be encouraged.
- ✚ We should all be sensitive to the needs of the individual child.

At Christ the King Primary School, we will not tolerate:

- ✚ Bullying, whether verbal, physical or emotional.
- ✚ Discrimination, whether by word, action or attitude e.g. racism.
- ✚ Fighting or deliberately hurting others.

- ✚ Swearing or offensive language.
- ✚ Disobedience or refusal to co-operate.
- ✚ Vandalism.

Repeated or serious incidents will lead to exclusion.

This code of conduct has been formulated with the safety and well-being of the children in mind and to enable School to function efficiently as a place of learning.

Three Key Rules have been derived from our Mission statement and we will endeavour that all Children at Christ the King adhere to them.

Our Three School rules are followed and are displayed in every classroom:

- ✚ We can and we will work hard and always do our best.
- ✚ We can and we will be polite, kind and caring.
- ✚ We can and we will look after our school and each other.

Principles and Values

We believe that children learn best when they know where they stand, when they feel safe and when they feel valued as members of the community.

Our systems of positive behaviour management and our school Mission Statement reflect our belief that everyone can make choices about their behaviour and that everyone can learn different ways of behaving. We believe that children need praise and encouragement to succeed and we acknowledge and reward behaviour that reflects sensible choices and allows learning to take place. We reward behaviour which supports our belief that everyone is entitled to care, courtesy and consideration.

REWARDS

The emphasis of our school policy is 'to concentrate on rewards'. Rewards are crucial in encouraging children to behave well. They can be individual, class, year group or whole school based. With this in mind we encourage good behaviour by the giving of many awards (see appendix 1) These awards are shared with the children in assembly and some are shared with the wider community in the weekly newsletter.

SUPPORT

Within School support measures are in place to support children with emotional and behavioural difficulties and all children in this category will have individual education plans which identify the support they are given in school.

Support is provided in many ways:

- Lunchtime clubs
- Support at break time
- 1:1 support in class
- Small group support in and out of the classroom
- Multi-Agency Team Support

Support is provided by specific Teaching Assistants for named children with specific behavioural difficulties:

- Withdrawal from the playground and support within school

1:1 support in class
Small group support in and out of the classroom
Circle of friends/Positive Play/Nurture Groups

As a school we will challenge all individuals who, by making poor behaviour choices, inhibit the well-being and learning of themselves and others. We believe that everyone is accountable for the consequences of their choices.

SANCTIONS

Despite positive responses as a means to encouraging good behaviour choices in Christ the King Catholic Primary, it may be necessary to employ a number of sanctions to enforce the Key Rules from our Mission Statement, and to ensure a safe and positive learning environment. As with matters relating to rewards, consistency is vital and should be appropriate to each individual situation. This policy is designed to empower both teaching and support staff in our mutual desire to create a just, secure and happy learning environment. When dealing with all forms of inappropriate behaviour choices, staff should follow these three over-riding rules:

BE CALM - children should be dealt with calmly and firmly referring to what the action is and why the action is being taken.

LOGICAL CONSEQUENCES - a logical consequence is a sanction that should 'fit' the offence. It generally has two steps. The first step is to stop the misbehaviour. The second step is to provide an action that recalls children to the rules, reinstates the limits, and teaches alternative behaviours.

FRESH START - although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start.

It is imperative that any sanction is applied fairly and the consequence fully explained. If our Key Rules that are derived from the Mission Statement are not adhered to the following sanctions may be taken (see appendix 2)

Children in the Foundation Stage will be given plenty of time to settle into the routine and understand what we consider to be good behaviour. If after this time they are behaving inappropriately, we will initially talk quietly and privately to the child. If the behaviour persists we will remove the child from the situation for a short time. If this continues, the child will be asked to sit quietly with an adult for a short time. Staff talk to parents on a very regular basis and if we feel a child's behaviour is inappropriate we will talk to the parents straight away so we can work together to monitor and resolve any problem.

JOURNEY TO AND FROM SCHOOL

It is now within schools' statutory powers to discipline pupils who behave badly on the way to or from school, when pupils are wearing school uniform. Therefore the principles of this behaviour policy may be applied to incidents that occur on the journey to or from school, if incidents are brought to the attention of the school staff and can be sufficiently evidenced after investigation.

TRIPS

It is expected that all children will follow the Behaviour Policy including times when they are out on a school trip either as part of the curriculum or a sporting event. Risk assessments will be carried out if the behaviour of individual children poses a Health and Safety risk to themselves,

others or staff on a trip and, if necessary, parents will be informed by letter that the child will be unable to accompany their class on a trip.

BULLYING

The school does not tolerate bullying of any kind. If we discover that an act of bullying has taken place, we act immediately to stop any further occurrences of such behaviour (see Anti-Bullying Policy)

SWEARING

The school does not tolerate swearing or offensive language of any kind. If an adult hears a child swearing, we act immediately and appropriately to the offence and parents are informed.

DE-ESCALATION AND POSITIVE HANDLING

In all cases of serious misbehaviour staff use communication skills in speaking directly to the individuals involved in an attempt to de-escalate the situation. If this fails and there is evidence that there is an imminent risk of injury to themselves or others, damage to property or behaviour compromising good order and discipline then staff may resort to positive handling to ensure the safety of all.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in our Physical Intervention Policy. Unless it is a situation of imminent danger, trained staff only, will intervene physically to restrain children in certain situations:

- ✚ Where action is necessary in self-defence or because there is an imminent risk of injury.
- ✚ Where there is a developing risk of injury, or significant damage to property.
- ✚ Where a pupil is behaving in a way that is compromising good order and discipline.

LEAVING SCHOOL WITHOUT PERMISSION

Staff should never run or chase after a child who leaves the premises without permission, as this is likely to exacerbate the situation. The head teacher and/ or the school office should be informed as soon as possible. Any available member of staff will then search the premises for the child. If he/she is found the staff member should try to talk to the child and try to get them to come back into school. The child should be escorted to a quiet place to discuss the incident. If this fails or the child leaves the premises the parents and the police must be informed immediately.

INTERNAL EXCLUSION

Internal exclusions will be organised for children whose behaviour is causing constant and consistent disruption to the learning of other pupils in class and where their behaviour has deteriorated to the point that they are no longer responding to their teacher. In this case they will be removed from their class and will spend the day or part of the day with another member of staff completing work set by the class teacher. During the day they will have no contact with any of the other pupils in school.

FIXED TERM EXCLUSIONS (See exclusions policy for more information)

The Head Teacher issues fixed term exclusions when there has been an extreme case of misbehaviour and after a full investigation of all the evidence. They are used to demonstrate to the child, his/her parents and his/her peers that certain offences are taken very seriously by school and will not be tolerated.

Extreme misbehaviour includes:

- Violent physical attack
- Creating a serious risk to health and safety of self and others
- Serious deliberate damage to property
- Serious and persistent defiance
- Serious and persistent verbal abuse
- Swearing

PERMANENT EXCLUSIONS

Permanent exclusion is the last resort and would be considered in extreme and exceptional circumstances which could be if:

- All other alternatives have been explored, including all school rewards and sanctions, school based support and external agencies support to no avail
- There is a single incident of serious extreme behaviour

It is also possible to convert a fixed term exclusion into a permanent exclusion, if the circumstances warrant this.

PUPILS

It is expected that all pupils will act as good ambassadors for the school when in school or out of school, on a school, trip or sporting event, as well as on their journey to or from school. It is expected that they will follow the School rules.

PARENTS

A strong partnership between home and School is a real benefit to children. We aim to share good news and achievements as well as any concerns or details of incidents of misbehaviour.

We may contact parents by telephone, text, letter or home visit to discuss their child's attitude, behaviour or work. Parents can help by recognising that an effective School Behaviour Policy requires close co-operation between parents, teachers and children.

Parents should discuss the school rules with their child/children emphasising their support for the rules.

Parents can show their support through:

- + regular attendance at Parents' Evenings.
- + parents information meetings.
- + special assemblies.
- + informal meetings with their child's class teacher.

This policy was reviewed on the 9.03.2016

Chair of Governor _____

Next review March 2017

REWARDS - Appendix 1

Award:	For:	KS	Assembly:
House Points	Rewarded for good behaviour including manners. Rewarded for learning (achievement and progress)	KS1 and 2 FS2 introduce in the summer term	Weekly Assembly (Monday) to announce the winning house. Winning house trophy to be displayed. House point display showing results. Winning house gets 10 mins extra play on a Friday .
Attendance Cup	Rewarded to the class with the best attendance of the week.	KS1 and KS2	Weekly Assembly (Monday) to announce the winning class.
Kindness to others award.	Children collect kindness merits from staff. Rewarded for sincere acts of kindness.	Whole School	Once 10 acts are collected the children are sent to the Head to receive a Kindness to others badge.
Celebration Assemblies	Rewarded for learning (achievement, progress and attitude to learning) and behaviour	Whole School	Once a month assembly - children also have the opportunity to celebrate and share out of school achievements.
Individual Class Reward Schemes Including - Star of the Week, Secret student, Ask me why I'm clever.	Rewarded for learning (achievement, progress and attitude to learning) and behaviour	Whole School	In class celebrations through photos displayed on special walls, medals worn, raffle tickets etc

<p>Outstanding contribution to school life award</p>	<p>Rewarded to two year 6 children who have contributed outstandingly to school life during their time at CTK</p>	<p>Year 6 pupils</p>	<p>End of year assembly - the cup is presented to the children (engraved with their names) and smaller cups for them to take home are presented</p>
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SANCTIONS - Appendix 2

FOR	SANCTION
<p>Low level in appropriate behaviour in class such as talking, not concentrating or generally choosing to disrupt others and their learning.</p>	<p>Dealt with in classes through various approaches e.g. golden time clouds, loss of privileges, Green/Yellow/Red faces, play points etc.</p>
<p>Very disruptive behaviour</p>	<p>Break time detention on a Wednesday or Friday playtime in the hall. Discussions with the head and/ or parents.</p>
<p>Misbehaviour at lunchtime such as swearing, verbal abuse to Midday Supervisors, bullying, fighting, insolence, damaging school property, continuous defiance.</p>	<p>Discussions with the head and parents about the incident and how to move the behaviour forward.</p>

Appendix 2 continued.

<p>What did I do?</p> 	<p>What should I have done?</p> 	<p>What can I do to make it better?</p> 

Notes from discussion with the class teacher: