



Behaviour Policy

OVERVIEW

We are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. We believe our three school rules embody the behaviour we expect from pupils at Christ The King: be safe, be respectful, be responsible.

Inclusion

Our school is an inclusive school and in each class there are children with a range of additional needs. Our school recognises that children, with these different needs, benefit from a modified behaviour procedure.

AIMS

- To create a culture of exceptionally good behaviour: for learning, for community and for life.
- To ensure a consistent approach to behaviour.
- To summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
- Outline our system of rewards and sanctions.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- Define what we consider to be unacceptable behaviour, including bullying.

How will Children Behave?

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

Three Rules

- Be Safe
- Be Respectful
- Be Responsible

Expectations of all staff, everyday

- Staff to model calm and respectful behavior around school
- Meet and greet at the door or gate.
- Refer to 'Safe, Respectful, Responsible.'
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Use a dojos as a visible recognition mechanism.
- Be calm and give 'take up time' when going through the steps. Prevent before sanctions.

Expectations of Senior Management – (TLR Holders)

Senior Management are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

- Meet and greet learners at the beginning of the day
- Be a visible presence in the school to encourage appropriate conduct
- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations
- Regularly celebrate staff and learners whose efforts go above and beyond expectations

Expectations of Senior Leadership

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners. Senior leaders will:

- Meet and greet learners at the beginning of the day
- Be a visible presence around the site and especially at changeover time
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support middle leaders in managing learners with more

- Follow up every time, retain ownership and engage in reflective dialogue with learners. - Never ignore or walk past learners who are behaving inappropriately. - Persistent low level behaviour or extreme behaviour will be logged on CPOMS.	- Encourage use of Positive Notes and Positive Phone Calls - Ensure staff training needs are identified and targeted - Use behaviour data to target and assess interventions	complex or entrenched negative behaviours - Use behaviour data from CPOMS to target and assess school wide behaviour policy and practice - Regularly review provision for learners who fall beyond the range of written policies - Be a daily visible presence around their corridor and the site, particularly at times of mass movement. - Take time to welcome learners at the start of the day
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Key ways to recognise conduct that is 'over and above'

- Verbal recognition
- Use of stickers.
- Use of Dojos in class.
- Contacting parents
- Weekly star of the week awards. Text to go home to parents.
- Head Teacher and Assistant Head Teacher certificates for work that goes over and above.
- Being awarded Red Letter – half termly. & Red Letter Tea Party.
- Hot chocolate Friday – weekly awards for each class in recognition of those children who have gone over and above.

Challenging poor behaviour	Restore/Redraw/Repair Questions
- Reminder - Warning - Time Out - Repair – Consequence	- What Happened? - What were you thinking at the time? - What have you thought since? - How did this make people feel? - Who has been affected? - How have they been affected? - What should we do to put things right? - How can we do things differently?

Unacceptable Behaviour

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Repeated non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Breaching one of the three school rules

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting

- 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)

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
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
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
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

At Christ the King we pre-empt any form of bullying by teaching our children kindness and compassion from the moment

they enter our school building. Where there are cases of bullying we take these matters very seriously and fully committed to eradicating bullying behavior in our school immediately.

- Pupils or parents can report incidents of bullying in the initial instance to their class teacher. In extreme cases, a member of senior leadership team may need to be involved.
- We investigate bullying incidents in a fair and methodical way to ensure all sides of the story are listened to. Evidence and facts are gathered around bullying incidents and this is used to determine exactly what has happened. Investigating bullying may include the use of CCTV.
- We record all incidents of bullying on our school incidents recording system.
- Bullying behaviour may be sanctioned in different ways depending on the extremities of the incidents. If a child has been involved in bullying a peer, their parents will be informed. The perpetrator(s) will be spoken to by an appropriate adult in school. Children may miss part of their break and lunch time to engage in a restorative practice task if this is appropriate / necessary. Meetings with parents and school staff may be necessary in some circumstances.
- Victims of bullying will be fully supported by staff in school. Emotional wellbeing and anxieties will be taken in to consideration. Amendments to school access and day-to-day routine will be considered if necessary to accommodate for those who have been the victims of bullying.

Rewards and Sanctions

Children will be rewarded for excellent behaviour where they go above and beyond by:

- Parents will be contacted where teachers feel it is necessary to celebrate the behaviour they've shown of going above and beyond.
- Dojos will be used as an in-class reward and recognition system. Dojos will only be given out in lessons by the teacher or LSA present in the lesson. Dojos will be given one at a time. Dojos will be used by school staff for in-school purposes only and not as a way to communicate behaviour to parents. Dojos must be used by teachers clearly and consistently and the reason for receiving a dojo point must be clear. Dojos can be given for being either safe, respectful or responsible. Dojos will be reset at the start of each week. The child with the most dojos at the end of each week will be given a prize from the class prize box.
- Children who have gone above and beyond during the school week will receive a 'Hot Chocolate Friday' award at the end of the week.
- Children who have gone above and beyond during the school week will receive a 'Star of the Week' award and a text will go home to their parents.
- Children who have demonstrated hard work and produced exceptional pieces of work will be sent to receive a Head Teacher or Assistant Head Teacher certificate.
- One child from each class will be selected each half term to receive a Red Letter award for their hard work and good behavior.

Children will be sanctioned for unacceptable behaviour in the following ways:

- Children will be reminded about our school rules in the initial instance depending on the severity of the misbehaviour.
- Children will be given a warning for misbehaviour.
- If the teacher deems it necessary, children may be asked to have a 'time-out' if misbehavior continues.
- Parents should be informed of repeated misbehavior or serious misbehaviour.
- If children misbehave, repeatedly disrupt lessons or fail to fulfill expectations such as bringing in homework, teachers may keep children in class to miss a period of break time or lunch time.
- Children who repeatedly disrupt or misbehave may be sent to another teacher or classroom.
- Children who repeatedly disrupt or misbehave may be sent to a member of SLT.
- For repeated misbehaviour or serious misbehaviour parents will be contacted by the class teacher.
- For continued misbehaviour after parents have been contacted by the class teacher, the parents will be spoken to in the initial instance by the phase group head. If misbehaviour continues the communication with parents will be continued through the hierarchy of the senior leadership team: the assistant head teacher, senior assistant head teacher and finally the head teacher.

EYFS:

- EYFS children have a behavior chart in class – at the start of each day they are on the 'Ready to learn' Rainbow and then they can move on to the 'Superstar' clouds for positive behaviour. For negative behaviour they may be removed from the rainbow. The children move along this chart throughout the day.
- Dojo points will also be used in EYFS (see above).

Exclusion:

- Lunchtime Exclusion: Parents will be required to take their children home for the duration of lunchtime and return them to school at the start of the afternoon session.
- Fixed Term Exclusion: Pupils will be excluded from school for a specified period which may range from one day to fifteen days. At this stage parents will be consulted and a plan for behaviour improvement will be agreed.
- Permanent Exclusion: The pupil will be permanently excluded from school. This effectively means that the child will cease to be a pupil at Christ the King and will need to find another school.

Exclusion reason	Possible examples
Physical assault against a pupil	fighting, obstruction and jostling, violent behaviour, wounding
Physical assault against an adult	obstruction and jostling, violent behaviour, wounding
Verbal abuse/threatening behaviour against a pupil	aggressive behaviour, swearing, threatened violence, verbal intimidation
Verbal abuse/threatening behaviour against an adult	aggressive behaviour, swearing, threatened violence, verbal intimidation
Use or threat of use of an offensive weapon or prohibited item	carrying or bringing onto the school site an offensive weapon / prohibited item such as knives, sharp instruments and BB guns, carrying any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property, use of an offensive weapon
Bullying	verbal, physical, cyber bullying or threatening behaviour online, racist bullying, sexual bullying, homophobic, biphobic and transphobic bullying, bullying related to disability
Racist abuse	derogatory racist statements, racist bullying, racist graffiti, racist taunting and harassment, swearing that can be attributed to racist characteristics
Abuse against sexual orientation and gender identity (for example, LGBTQ+)	derogatory statements about sexual orientation (e.g. heterosexual, lesbian, gay, bisexual) and gender identity (e.g. transgender), homophobic, biphobic and transphobic bullying, LGBTQ+ graffiti, LGBTQ+ taunting and harassment, swearing that can be attributed to LGBTQ+ characteristics
Abuse relating to disability	derogatory statements or swearing about a disability, bullying related to disability, disability related graffiti, disability related taunting and harassment
Sexual misconduct	lewd behaviour, sexual abuse, sexual assault, sexual bullying, sexual graffiti, sexual harassment
Drug and alcohol related	alcohol abuse, drug dealing, inappropriate use of prescribed drugs, possession of illegal drugs, smoking, substance abuse
Damage to property	damage includes damage to school or personal property belonging to any member of the school community, arson, graffiti, vandalism
Theft	selling and dealing in stolen property, stealing from local shops on a school outing, stealing personal property (from an adult or pupil), stealing school property
Persistent or general disruptive behaviour	challenging behaviour, disobedience, persistent violation of school rules, raising of fire alarms falsely
Inappropriate use of social media or online technology	sharing of inappropriate images (of adult or pupil), cyber bullying or threatening behaviour online, organising or facilitating criminal behaviour using social media

Wilful and repeated transgression of protective measures in place to protect public health

Deliberate breaching of protective measures such as (but not limited to): non-compliance with social distancing, causing distress such as through purposefully coughing very near to other pupils or adults, or any other deliberate breach of public health protective measures which the school has adopted.

Offsite behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

Behaviour Management

- Teachers will employ their own behaviour management systems in-class which are suitable for the learning of their children and classroom environment. There may be a variety of strategies and methods used for gaining whole-class attention or managing volume during lessons. We believe that all classes are different and certain strategies will be appropriate for some more than others.

Parental Involvement

- To support the school behaviour policy.
- To share concerns about the children's education, welfare and behaviour with the school.
- To monitor their child/ren's activity on social network, please read Online Safety Policy To take an interest in the children's work and celebrate their achievements.
- To encourage the development of appropriate social skills, e.g. good table manners and common courtesy.
- To attend parents evenings and support school functions.
- To inform teachers of the reasons for all absence on the first morning that the child is absent.
- To ensure that children arrive in school on time.
- To dress pupils in school uniform and to provide appropriate P.E/ Forest school clothing.
- To attend pre-arranged appointments with teaching staff and Headteacher.
- To provide good role models for children.
- To support their child in completing homework, including listening to them reading regularly.

School Powers to search and screen pupils (DfE Guidance, 2014)

Schools in England have powers to search and screen pupils and confiscate prohibited items. The Department for Education released Departmental Advice called "Searching, screening and confiscation" in February 2014. This advice applies to all schools in England.

What is a "prohibited item"?

Prohibited items include:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images;
- any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or injure

a person or damage property; and

- Mobile phones, apple watches, personal ipads, other tablets or forms of media that can access social media or communication during school hours.

Searching pupils without consent

A headteacher or a member of staff authorised by the headteacher can carry out the search for prohibited items where there are reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

Searching pupils with consent

School staff can search pupils with their consent for any item. The consent does not have to be in writing. If a member of staff suspects that a pupil has a prohibited item and the pupil refuses to agree to be searched then the school can implement their school policy and potential consequences, including exclusion.

The member of staff must be the same sex as the pupil and another member of staff should act as a witness. However, a search can be carried out by a member of staff who is of the opposite sex to the pupil and without a witness where the staff member reasonably believes that there is a risk of serious harm to a person if such a search is not carried out immediately and it is not reasonably practicable to call another member of staff. In such cases, staff should take into account the increased expectation of privacy for older pupils.

What are reasonable grounds for suspicion?

Members of staff must decide in each case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or notice a pupil behaving in a suspicious manner. The school can rely on CCTV footage to help reach their decision. These powers apply regardless of whether any prohibited item is found on the pupil.

Pupil Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Staff Development

- SLT to monitor courses offered by the national college for staff development relevant to the behaviour policy and ensuring expected behaviour.
- Staff all clear on expectations and all staff will read the behaviour policy to be aware of expectations and strategies.
- All 1:1 staff will be fully trained in working with 1:1 children.
- All staff will be trained in the use of CPOMS.

Pupil Support Systems

- Individual Behaviour Plans (IBPs) are used for children who demonstrate extreme behaviour and need to be supported in behaviour in school.
- If a child shows
- Restorative approach used with children to discuss actions and consequences and to support children in understanding their behaviour and why what they have done is wrong.
- Transition meetings at the end of each year will involve discussions over individual behaviour of each child.

Review and evaluation							
Date adopted		Review Cycle	Annually	Last Reviewed		Version	1