

Christ the King Catholic Primary School

We love, aspire and serve with Christ our King



Behaviour Policy

February 2026

Christ the King Catholic Primary School Behaviour Policy 2026

Be Safe • Be Respectful • Be Responsible

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1. Overview and Rationale

At Christ the King Catholic Primary School, we are committed to creating a calm, safe and supportive environment where exemplary behaviour enables learning, personal development and community life to flourish. Our approach to behaviour is rooted in our Catholic faith. We believe that every child is created in the image and likeness of God and therefore deserves dignity, respect and compassion at all times. Behaviour is understood as **formation rather than compliance**. We teach children self-discipline, responsibility and reconciliation, not blind obedience.

Our three core expectations express how we live together as a Christian community:

Be Safe • Be Respectful • Be Responsible

2. Aims

This policy aims to:

- create a culture of consistently high standards of behaviour for learning, community and life
- ensure a consistent, fair and values-led approach to behaviour across the school
- clarify the roles and responsibilities of all members of the school community
- outline clear systems of recognition, rewards and sanctions
- help pupils take responsibility for their behaviour and its consequences
- define unacceptable behaviour, including bullying
- ensure compliance with statutory duties relating to behaviour, equality, safeguarding and exclusion

3. Inclusion and Equality

Christ the King is an inclusive school. We recognise that pupils may have additional needs, including SEND, social, emotional or mental health needs, or experiences which impact behaviour.

We:

- make reasonable adjustments in line with the Equality Act 2010
- consider individual circumstances before applying sanctions
- work closely with families and external agencies where appropriate
- ensure pupils are not disadvantaged or discriminated against because of protected characteristics

Behaviour support is adapted where necessary to help all pupils succeed.

When a pupil has an Education, Health and Care Plan (EHCP), the school will liaise promptly with the local authority regarding any behavioural concerns and consider an early review of the EHCP before making any exclusion decisions. The school is committed to making best endeavours for appropriate provision and reasonable adjustments to prevent unnecessary exclusions

4. Expected Behaviour of Pupils

Pupils are expected to:

- behave in an orderly and self-controlled way
- show respect to staff, pupils and visitors
- allow others to learn without disruption
- move calmly and quietly around school
- treat the school building and property with respect
- wear correct school uniform
- accept consequences when behaviour falls short
- uphold the school's reputation, including when off-site

These expectations are summarised through our shared language:

Be Safe • Be Respectful • Be Responsible

5. Adult Consistency and Expectations of Staff

Behaviour improves when adults are calm, consistent and relational.

All staff are expected to:

- model calm, respectful behaviour at all times
- meet and greet pupils positively
- build strong, trusting relationships
- use consistent language linked to school expectations
- plan engaging lessons that meet pupils' needs
- follow behaviour procedures consistently
- never ignore or walk past poor behaviour (The standard you walk past is the standard you accept)
- record persistent or serious incidents on CPOMS

Staff use calm, respectful language that separates the child from the behaviour and focuses on choice, consequence and repair.

Behaviour at Christ the King Catholic Primary School is built on adult consistency rather than child compliance. All adults take responsibility for creating a calm, predictable and respectful environment through:

- consistent routines and expectations
- calm, respectful communication
- clear boundaries upheld with dignity
- certainty over sanctions rather than severity
- unconditional positive regard for every child

Adults separate the child from the behaviour, recognising that poor choices do not define a child's worth. This reflects the principle articulated by [Paul Dix](#): "Behaviour improves when adults change what they do."

Language Used by Adults

Staff use language that:

- describes behaviour, not character
- is calm, respectful and non-confrontational

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- focuses on choice, consequence and repair
- avoids public shaming or humiliation

Examples of expected language:

- “This is not the behaviour we expect here.”
- “I’m reminding you because I care about your learning.”
- “You’ve made a mistake — now let’s make it right.”
- “I believe you can make a better choice.”

Language that labels children (e.g. *naughty, troublemaker*) is not used.

6. Leadership Responsibilities

Senior and Middle Leaders (TLR holders):

- provide visible leadership throughout the school day
- support staff with behaviour management and restorative conversations
- model best practice and consistency
- analyse behaviour data to inform support and interventions
- celebrate staff and pupils who go above and beyond expectations

Senior leaders do not deal with behaviour in isolation, but stand alongside colleagues to ensure a united approach.

7. Recognising Positive Behaviour

Recognition at Christ the King is **intentional, meaningful and fair**. Not all pupils are rewarded at the same time. Recognition focuses on **character, virtue and sustained effort**, not compliance alone.

The school recognises that **recognition must be meaningful, specific and sparing**. Not all children receive recognition at the same time, and not all positive behaviour is rewarded publicly.

Recognition focuses on **living out the school mission**: *We love, aspire and serve with Christ our King.*

TIERED RECOGNITION FRAMEWORK

LEVEL 1

DAILY & CLASS-BASED RECOGNITION (Frequent, low-key, relational)

Purpose: To reinforce expectations and encourage consistent habits.

- Verbal recognition
- Virtue Recognition Cards
- Class acknowledgements
- Dojos used consistently within lessons
- Hot Chocolate Friday (selective)

Each week, **one child per class** is awarded Hot Chocolate Friday in recognition of **going over and above expectations** that week. This award recognises exceptional kindness, responsibility, service or integrity and is **not rotated or guaranteed**.

LEVEL 2

SENIOR LEADERSHIP RECOGNITION (Infrequent, meaningful)

Deputy Head Certificate or Postcard

Awarded when a child:

- shows sustained kindness or responsibility
- repairs a situation with maturity
- demonstrates leadership or integrity
- lives out school values consistently

This is **not routine** and not expected by pupils.

Language example:

“You have shown quiet leadership and responsibility over time. This matters.”

LEVEL 3 – HEADTEACHER RECOGNITION (Rare and highly valued)

Each half term, **one child per class** receives a Red Letter in recognition of consistently living out school values over time. Children and their families are invited to a **Red Letter Tea Party**, celebrating the vital **home–school partnership**.

Headteacher Commendation

A certificate or postcard sent home and shared with parents when a child has:

- gone significantly *above and beyond*
- acted with courage, compassion or integrity
- represented the school’s values publicly
- modelled behaviour that inspires others

This recognition:

- is never given in bulk
- always names the specific virtue shown
- is recorded and celebrated discreetly

LEVEL 4 – PARISH & GOVERNANCE RECOGNITION (*Exceptional – community witness*)

Living the Mission Award

Presented by: the Parish Priest **or** a Governor

Purpose: To affirm that **faith is lived, not just taught**.

Awarded to children who:

- live out the Gospel in action
- show service beyond expectation
- act as peacemakers
- demonstrate care for creation and others over time

This may be:

- once per half term
- once per term
- or at liturgical moments

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8. End-of-Year Year 6 Awards

Johanne Hennigan Award – Catholic Life and Mission

Awarded to a pupil who has made a sustained contribution to prayer, worship, service and the Catholic life of the school.

Kate Griffin School Values Award

Awarded to a pupil who consistently lives out the school's values with integrity, kindness and responsibility.

Mike Jones Sportsperson of the Year Award

Awarded to a pupil who contributes widely to school sport while modelling fairness, teamwork and the values of the School Games Mark.

Awards are decided through staff discussion, based on evidence over time.

9. Responding to Behaviour That Falls Short

Behaviour is addressed calmly and consistently, with the aim of restoring relationships and learning.

A graduated response is used:

- Reminder
- Warning
- Time Out
- Repair or proportionate consequence

Restorative questions include:

- What happened?
- Who has been affected?
- How can we put this right?
- What will you do differently next time?

10. Unacceptable Behaviour

Misbehaviour includes:

disruption to learning
repeated failure to complete work
poor attitude
incorrect uniform
breach of school rules

Serious Misbehaviour includes:

persistent breaches of rules
bullying (including prejudice-based bullying)
violence or fighting
sexual misconduct
vandalism or theft
possession of prohibited items
discriminatory language or behaviour

11. Bullying

Bullying is defined as **repeated, intentional harm** involving an imbalance of power.

We:

- investigate all reports thoroughly
- record incidents formally
- involve parents as appropriate
- use restorative approaches alongside sanctions
- support victims carefully and sensitively

Bullying is not tolerated. Any bullying incident that raises safeguarding concerns will be referred immediately to the Designated Safeguarding Lead (DSL) and handled in accordance with statutory safeguarding procedures

| 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 CPOMS.

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

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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.

12. Sanctions

The school prioritises certainty of response, ensuring children understand that behaviour will always be addressed, but never with anger, sarcasm or shame.

Sanctions are:

- proportionate
- predictable
- calmly delivered
- followed by reintegration

They may include:

- loss of privileges
- missed break or lunchtime for reflection
- internal support arrangements
- referral to senior staff

Parents are informed of repeated or serious concerns.

13. Suspensions and Permanent Exclusion

All suspensions and permanent exclusions will follow the statutory procedures as set out in the Department for Education's Suspension and Permanent Exclusion Guidance (August 2024)

Only the Headteacher (or Acting Headteacher) may suspend or permanently exclude a pupil.

Exclusion is used **only as a last resort**, where:

there has been a serious breach or persistent breaches of this policy; and/or

allowing the pupil to remain in school would seriously harm the education or welfare of others. The governing board will consider any suspensions or permanent exclusions that meet statutory thresholds.

The headteacher will notify parents, the governing board, the local authority, social workers, and Virtual School Heads (VSHs) without delay following any exclusion, including suspensions of any length. Written reasons for the exclusion will be provided, along with information about parents' rights to make representations and request meetings via remote access

Types of exclusion:

- **Lunchtime suspension** (counted as half a day)
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. Lunchtime suspensions will be counted as half a school day and follow the same notification procedures as other suspensions.

- **Fixed-term suspension/exclusion** (up to 45 school days per academic year)
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. For suspensions exceeding five school days, the school will work with the local authority to arrange suitable full-time alternative provision
- **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.

All exclusions:

- are lawful, reasonable and proportionate
- follow the civil standard of proof
- are recorded and reported without delay
- comply fully with statutory guidance

Reasons and recording exclusions

The government trusts headteachers to use their professional judgement based on the individual circumstances of the case when considering whether to exclude a pupil. The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion.

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability
- Sexual misconduct
- Drug and alcohol related
- Damage to property
- Theft
- Persistent or general disruptive behaviour
- Inappropriate use of social media or online technology

This list is not exhaustive and is intended to offer examples rather than be complete or definitive

The governing board will regularly review exclusion data to identify any patterns or disproportionality, especially concerning pupils with protected characteristics or SEND, and will take action to address any inequalities or concerns.

Parents and pupils have the right to request governing board meetings or independent review panels (IRPs) via remote access. The school will accommodate such requests according to established criteria

14. Reintegration After Suspension

A reintegration meeting is held as per the Section 19 guidance. Pupils are welcomed back positively, with clear expectations, support and a fresh start. The reintegration strategy will be reviewed regularly in partnership with the pupil, parents, and relevant staff.

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Part-time timetables must not be used to manage behaviour except for the shortest time necessary. Formal review arrangements will be established, and any pastoral support or part-time arrangements will have a fixed time limit with regular reviews involving the pupil and parents

15. Off-Site Behaviour

Sanctions may apply for behaviour off-site when pupils are representing the school, including on trips or journeys to and from school.

16. Parental Partnership

The school prioritises positive communication with families, ensuring that families hear from school when things go well, not only when there are concerns.

This includes:

- Red Letters
- Postcards or certificates from senior leaders
- Messages recognising growth, repair and improvement
- Celebration of lived values in newsletters (without naming pupils unless appropriate)

The school avoids over-communication that diminishes meaning.

Parents and carers are expected to:

- support the behaviour policy
- communicate concerns promptly
- encourage good manners and courtesy
- attend meetings and school events
- support homework and routines
- provide positive role models

We work in partnership to support every child.

At Christ the King, children are provided with short homework tasks in addition to their home reading books. The expectations for each year group are shared with parents at the beginning of each school year and change as the child progresses through the school. The aims of providing homework are to reinforce class based learning, share current learning with parents and develop a child's independence and organisation. Consequently, there will be both rewards (in the form of dojos) and sanctions in place for the return of homework/ home reading. A record will be kept by the class teacher and should there be three missing pieces of homework/ inadequate reading time during a half term, a parent letter will be sent home to inform. In Years 5 and 6, the class teacher will require the child to recoup this learning time during a short period of recreation (playtime) on a weekly basis.

17. SCHOOL POWERS TO SEARCH, SCREEN AND CONFISCATE

Christ the King Catholic Primary School has a duty to ensure the safety, welfare and wellbeing of all pupils and staff. In order to maintain a safe and orderly environment, the school may exercise its statutory powers to screen, search and confiscate items from pupils in line with Department for Education guidance.

These powers are used proportionately, respectfully and lawfully, with due regard for pupils' dignity, privacy and rights.

This section is based on the Department for Education guidance: Searching, Screening and Confiscation – Advice for Schools (updated July 2023), which schools must have regard to.

Who Can Search Pupils

- The Headteacher, or a member of staff authorised by the Headteacher, may carry out a search.
- The Headteacher determines which staff are authorised.
- Searches are conducted in a calm, respectful manner and only when necessary.

Searching With Consent

- School staff may search a pupil or their possessions with the pupil's consent for any item.
- Consent does not need to be in writing.
- Wherever possible, consent will be sought before a search is conducted.

Searching Without Consent

A search without consent may be carried out only where staff have reasonable grounds to suspect that a pupil is in possession of 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
 - to cause personal injury
 - to damage property

The school may also search for items banned by school rules (for example, mobile phones or smart devices during the school day).

Conducting a Search

- Searches will be carried out by a member of staff of the same sex as the pupil, with another member of staff present as a witness, wherever possible.
- A search may be carried out by a member of staff of the opposite sex or without a witness only where the staff member reasonably believes there is a risk of serious harm if the search is not conducted immediately.
- Pupils will not be required to remove clothing other than outer clothing (e.g. coats, hats, shoes).
- Searches of intimate areas are never permitted.

The school respects pupils' right to privacy and ensures searches are proportionate and justified.

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Screening

The school may require pupils to undergo screening (for example, using a hand-held or walk-through metal detector) without reasonable suspicion, provided that:

- screening is part of the school's behaviour and safety rules
- it is applied consistently
- pupils and parents are informed through this policy

If a pupil refuses to be screened, the school may apply appropriate consequences in line with the Behaviour Policy, including refusal of entry to the school site.

Confiscation of Items

- Any prohibited item found during a search or screening will be confiscated.
- School staff may also confiscate any item which is harmful, disruptive or detrimental to school discipline.
- Confiscated items will be retained, disposed of, or passed to the police as appropriate and in line with safeguarding guidance.
- Weapons or illegal substances will be dealt with in accordance with statutory guidance and may involve the police.

Use of Reasonable Force

In very limited circumstances, staff may use reasonable force to prevent injury, damage to property, or to remove a dangerous item from a pupil. Any use of force will be lawful, proportionate and in line with DfE guidance and the school's safeguarding procedures.

Recording and Communication

All searches without consent and significant searches will be recorded in writing, including the reason, items searched for, outcome, and parents will be informed promptly, in accordance with statutory guidance.

Safeguarding and Equality Considerations

- Searches will be conducted with regard to pupils' age, SEND, medical needs and vulnerability.
- Reasonable adjustments will be made where appropriate.
- The school ensures that these powers are not used in a discriminatory manner and comply with the Equality Act 2010.

At Christ the King Catholic Primary School, these powers are exercised to protect, not to punish. We aim to ensure safety while upholding the dignity of every child and maintaining trusting relationships within our community.

18. Monitoring and Review

This policy is reviewed annually and in line with statutory updates. Behaviour data is monitored to ensure fairness, inclusion and effectiveness.

All recognitions:

- are monitored to ensure fairness
- reflect sustained behaviour rather than momentary/short term compliance
- are inclusive of all pupils, including those with SEND
- do not disadvantage pupils who require additional support

The school is clear that:

- rewards are not expected for meeting basic expectations
- recognition affirms character, not compliance
- children are encouraged to act rightly because it is right

This ensures intrinsic motivation is developed over time.

19. Conclusion

At Christ the King Catholic Primary School, behaviour is shaped through high expectations, calm consistency and Gospel values. We believe children grow best when they are known, supported and guided to live well with others.

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