

CHRIST THE KING R.C. PRIMARY

*Part of Our Lady of Light
Multi Academy Trust*



RESPECT POLICY (Behaviour policy)



Respect Policy

As a Catholic primary school, with Jesus at the heart of everything we do, it is our mission at Christ the King to: educate children and provide opportunities for all members of our school family to achieve to their best of their ability; aspire to be the best that they can and belong to a school family, who praise God and follow in the examples of Jesus.

In our Christ the King we believe “rights” are things every child should have or be able to do. All children have the same rights and these rights are listed in the UN convention on the rights of the child. We have considered these rights in terms of what is best, and age appropriate, for the children in our school and in terms of what is critical to life and protection from harm.

This policy reflects and supports our commitment to being a “rights respecting” school.

1 Aims and expectations of respecting each child

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school respect policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has a number of school rules, but the primary aim of the respect policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this respect policy in a consistent way.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good respect, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good respect, rather than merely deter anti-social behaviour.

The Local Management Board believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. It seeks to create a caring and learning environment in the school:

- Encouraging and acknowledging good behaviour and discipline.
- Promoting self-esteem by encouraging students to value and respect themselves and others.
- Providing a safe environment free from disruption, violence, bullying and any form of harassment.
- Promoting early intervention, including pastoral care.
- Ensuring a consistency of response to both positive and negative behaviour.
- Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the schools policy and associated procedures.
- Encourage children to take responsibility for their behaviour.
- Explain unacceptable behaviour.

Respect Policy

(Article 15 -the right to choose you own friends and join or set up groups, as long as it isn't harmful to others>)

Rewards and punishments



We praise and reward children for good respect in a variety of ways:

- *teachers congratulate children;*
- *teachers give children house points;*
- *each week we nominate a child from each class to receive the golden certificate.*
- *each "golden child" receives a certificate in the school assembly;*
- *we distribute merits to children either for consistent good work or respect, or to acknowledge outstanding effort or acts of kindness in school;*
- *all classes have an opportunity to lead an achievement assembly where they are able to show examples of their best work.*

The school acknowledges all the efforts and achievements of children, both in and out of school. The Record of Achievement File contains information regarding pupil achievement out of school, for example, music or swimming certificates.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- *We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.*
- *We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.*
- *If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others.*
- *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 from taking part for the rest of that session.*
- *If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the child is punished by being given a penalty and a letter sent to parents to inform them of this. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.*

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of respect that we expect in our school. If there are incidents of anti-social respect, the class teacher discusses these with the whole class during 'circle time'.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such respect. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, 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.

Respect Policy

The role of the class teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children in terms of respect, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if disrespect continues, the class teacher seeks help and advice from the Headteacher.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LA support service.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the respect or welfare of a child.

(Article 28 The right to a good quality education. You should be encouraged to go to school to the highest level you can)

The role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school respect policy consistently throughout the school, and to report to Local Management Board, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of respect, and by supporting staff in the implementation of the policy.

The Headteacher keeps records of all reported serious incidents of disrespect.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of disrespect. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the school Local Management Board have been notified.

The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school rules in the school prospectus, and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

Respect Policy

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of Local Management Board

The Local Management Board has the responsibility of setting down these general guidelines on standards of discipline and respect, and of reviewing their effectiveness. The Local Management Board support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school respect and discipline policy, but Local Management Board may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of respect.

Fixed-term and permanent exclusions

Only the Headteacher has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Local Management Board. The school informs the parents how to make any such appeal.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Local Management Board itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The Local Management Board has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

If the Local Management Board appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of disrespect. The class teacher records minor classroom incidents. The Headteacher records those incidents where a child is sent to her on account of bad respect. We also keep a record of any incidents that occur at break or lunchtimes:

Respect Policy

lunchtime supervisors give written details of any incident in the incidents book that we keep in the staff room.

The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the Local Management Board to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

The Local Management Board reviews this policy every two years. They Local Management Board may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

(Article 42 You have the rights to know your rights. Adults should know these rights and help you learn about them, too.

Roles and Responsibilities:

Responsibilities of Children

1. To work to the best of their abilities and to allow others to do the same
2. To treat others with respect at all times
3. To respond appropriately to the instructions of staff and other adults working in school
4. To take care of property and the environment in and around school
5. To cooperate with children and adults in all aspects of school life
6. To help formulate and comply with the classroom rules
7. To move sensibly and quietly in and around school
8. To share in celebrating the achievements of all members of the school community

School ambassadors –

Responsibilities of Staff

1. To fully comply with the school's policies and procedures
2. To attend appropriate training
3. To inform the Headteacher of any concerns
4. To treat all children fairly and with respect
5. To raise children's self-esteem and develop their full potential by offering high quality learning experiences
6. To maintain high expectations of pupil behaviour and learning
7. To provide an interesting, relevant and challenging curriculum
8. To create a safe, stimulating and pleasant environment for learning
9. To use rules and sanctions clearly and consistently
10. To be a good role model for behaviour and act professionally at ALL times.
11. To establish effective partnerships with parents so that children can see the key adults in their lives share a common aim
12. To recognise each child as an individual and to take into account the needs of each child
13. To praise and reward appropriate behaviour and achievements.

Responsibilities of Parents -

1. To ensure children attend school regularly and arrive on time each day.
2. To inform school immediately of the reason for any pupil absence.
3. To tell school staff about anything that may affect children's work and well-being at school.
4. To show an interest in all that their child does at school
5. To offer help and support with learning at home, including the completion of homework.
6. To encourage independence and self-discipline in their children
7. To establish good communication with school staff and support the behaviour policy
8. To encourage respect and good behaviour and to make their children aware of inappropriate behaviour
9. To work with school staff to address and review any behaviour issues with their children

Consequences

The children understand that there will be consequences if they do not abide by the school rules. The word **consequence** must be explained and used when dealing with any incident.

There must be a firm and consistent approach to all of the stages below.

Stage 1: Verbal reminder of the expected behaviour/ school rule

Choice presented to child -

You can choose to

or you can choose to.....

If you choose to then you will receive a warning.

Stage 2: Verbal warning given to the child. The words 'This is your warning...' must be used. Followed by:

Choice presented to child -

You can choose to

or you can choose to.....

If you choose to then there will be a further consequence.

Stage 3: KS2- 10 minutes time out in another class (preferably in the opposite Key Stage and avoid SLT). KS1 will have a designated area within their classroom eg thinking chair/mat/spot

Miss morning playtime to make up for learning time missed- name recorded in class behaviour book

Reflection sheet filled in and discussed with an adult and kept in the class yellow file.

Repeated incidents or reaching stage 3 regularly will be reported to parents at the end of the day or as soon as possible, either in person, by letter or phone call.

Choice presented to child -

You can choose to

or you can choose to.....

If you choose to then there will be further consequence.

Stage 4: If unacceptable/ disruptive behaviour continues, sent to speak to headteacher/ deputy/

Lunch time detention (number of days will be discussed. This will depend on the incident.)

Reflection sheet filled in, the incident recorded and copy to be sent home to parents in the post. (see appendix).

Appendices

Appendix 1

GOVERNMENT GUIDANCE ON ENSURING GOOD BEHAVIOUR IN SCHOOL

At Christ the King, staff, parents and the children themselves must share responsibility for the maintenance of high standards of behaviour in our school. We have adopted the following Government guidance (The Department for Education, Ensuring Good Behaviour in Schools, April 2011):

Powers to Discipline:

"Teachers, Teaching Assistants and other paid staff with responsibility for children have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. Their power to discipline applies to pupil behaviour in school and outside school in certain circumstances." "Teachers, Teaching Assistants and other paid staff with responsibility for children can impose any reasonable disciplinary penalty in response to poor behaviour. Reasonable penalties include: confiscation, retention or disposal of a pupil's property. Headteachers can also decide to suspend or to permanently exclude a pupil."

Searching Pupils:

"School staff can search pupils with their consent for any item which is banned by the school rules. Headteachers and staff authorised by the Headteacher have the power to search pupils or their possessions, without consent, where they suspect the pupils to have weapons, alcohol, illegal drugs and stolen items."

Use of Reasonable Force:

"All school staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, in order to maintain good order and discipline in the classroom." *We have a rolling program of 'Team Teach' training. This is national training award which teaches staff the least intrusive positive handling strategies and methods of restraining pupils who are at risk of injuring themselves or others.*

Exclusion:

"The Headteacher decides whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the school community."

A Penalty

A penalty is awarded to a child if he/she threatens, hurts or bullies another pupil. When given a penalty the child in question has to write a letter during playtime to the person they have threaten, hurt or bullied. Parents are informed by a letter.

During Friday assembly when house points are read out, children who have been given a penalty stand up for a few seconds and then asked to sit down, whilst the good news of the points are read out.

No child is asked to speak or give an apology at this point. The matter is then considered finished with and a fresh new start on Monday is our approach.

Appendix 2

Statements to live by

- We are all special.
- I can say one good thing about myself
- I can say how I feel
- I can laugh and have fun
- I know what to do if I see anyone being hurt
- I understand that rights match responsibility
- I try to stand up for myself and others without hurting others
- I try to be just and fair.
- I can tell you how I look after myself.
- I think before I make choices that affect my health
- I can work, play, rest and pray each day
- Simple things can make us happy.
- I try to love others as I love myself
- I try to follow our school and classroom rules
- I know I belong in a community that includes my school.
- I know we are happiest when we are united
- I listen to what you say. I show that I am listening to you.
- I co-operate with others in work and play.
- I try to use words that make the world a better place. (Please, sorry, thank you)
- I know that it is ok for me to make mistakes
- I can learn from my mistakes and failures.
- I try to keep going when things are difficult and not give up hope.
- I know what humility means.
- I know when to ask for help and who to ask for help from.
- I can recognise comfortable and uncomfortable feelings
- I know how to help others when they are in trouble.
- I understand what trust means
- I try to forgive people when they hurt me.
- I try to accept forgiveness from others.
- I know how to show I am sorry.
- I understand the importance of peace.
- I know what human dignity means and I show that I respect others.
- I stand up for people who are being treated unfairly.
- I notice that we are the same and we are different
- I try to be accepting of others.

Playtime consequences

Stage 1: Verbal reminder of the expected behaviour/ school rule

Choice presented to child -

You can choose to or you can choose to.....

If you choose to then you will receive a warning.

Stage 2: Verbal warning given to the child. The words 'This is your warning...' must be used. Followed by:

Choice presented to child -

You can choose toor you can choose to.....

If you choose to then there will be a further consequence.

Stage 3: The child must have time out. They will have 10 minutes walking around the playground with an adult supervisor.

Choice presented to child -

You can choose toor you can choose to.....

If you choose to then you will be sent inside.

Stage 4: If the child continue to disrupt or misbehaves after receiving time out, then they should be sent to a member of SLT. They will complete a reflection sheet and a series of lunchtime detentions will be decided.

If an urgent situations staff will have a purple card, which should be sent in to a member of SLT.

Christ the King Academy Primary School
Reflection Sheet FS/KS1

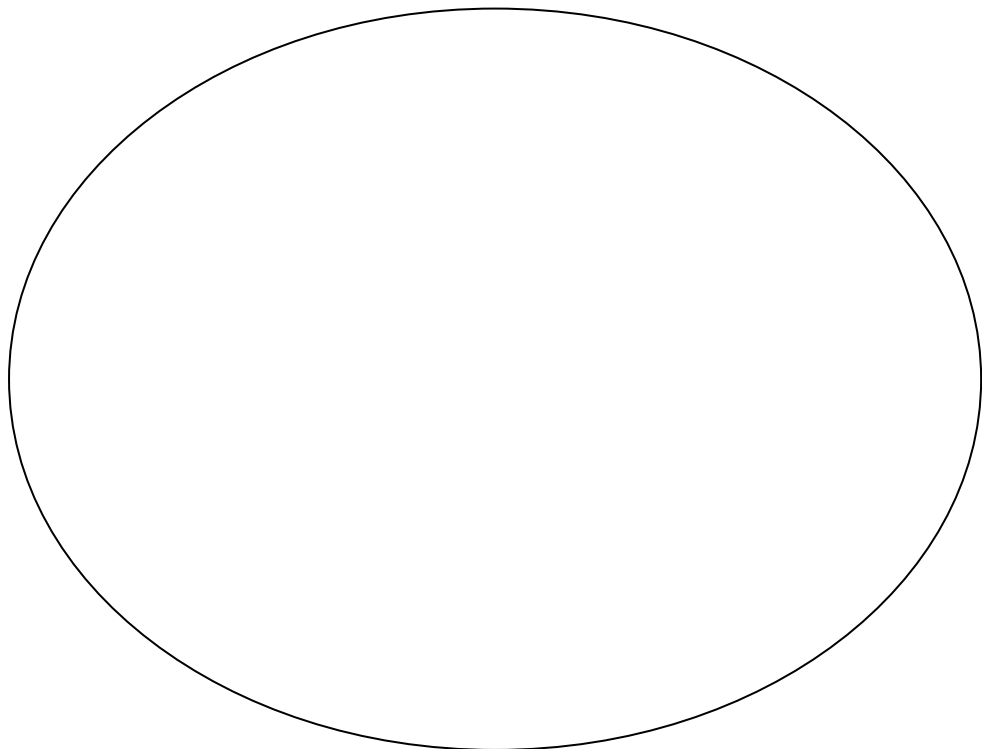
Name: _____ Class: _____

Date: _____

Our School Rules

1. We will use common sense, courtesy and consideration in our words and actions
2. We will speak to a teacher when we have a problem
3. We will try to be the best that we can be and allow others to do the same
4. We will show respect by looking after ourselves, others and school property
5. We will value and celebrate our differences
6. We will listen to each other
7. We will always listen to and follow adult instructions
8. We will speak to others the way we would like to be spoken to

The school rule that I have broken is rule number _____



Christ the King Academy Primary School
Reflection Sheet K.S.2

Name: _____ Class: _____ Date: _____

Our School Rules

1. We will use common sense, courtesy and consideration in our words and actions
2. We will speak to a teacher when we have a problem
3. We will try to be the best that we can be and allow others to do the same
4. We will show respect by looking after ourselves, others and school property
5. We will value and celebrate our differences
6. We will listen to each other
7. We will always listen to and follow adult instructions
9. We will speak to others the way we would like to be spoken to

The school rule that I have broken is rule number _____.

Explain what happened and what you chose to do:

Explain why you think this happened:

What could have happened if no-one intervened?

What do you think is a suitable consequence/punishment for your actions?

Explain what you have learned:

How will you 'build a bridge' and put this right?

Signed: _____

Parent/Guardian's signature: _____

Parent Comments

Serious Incident Report - Positive handling

This form is to be completed by the member of staff involved in the incident, where appropriate, with support from a senior colleague and in accordance with the school Behaviour Policy. It should be noted that

Respect Policy

this is a legal document and is designed to protect the interests of young people and staff. Any incident involving handling a young person as a result of a crisis **MUST** be recorded within 24 hours and given to the Headteacher or Manager.

Young persons name:	Class	
Date and time of incident:	Staff involved	
Reported by:	Location:	
Others present		
Situation before the incident		
Circle the level of potential risk		
Low	Medium	High
Behaviour (describe the actual behaviour of those concerned)		
Controlling Risk -Describe any changes to routines, personnel or the environment you made in an attempt to reduce the risk of this happening.		

Respect Policy

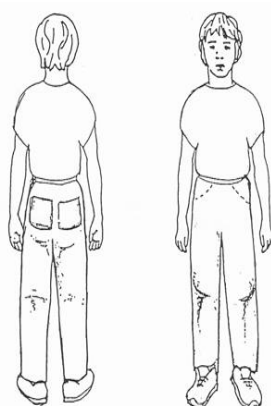
Assault on Young Person		Injury to Adult	
Serious assault/police involvement		Accidental	
Actual Bodily Harm		Deliberate assault by pupil	
Damage to Property		Absconding	
Accidental		Within the grounds	
Intentional		Off premises	
Sexualised Behaviour		Substance Abuse	
All categories		All categories	
Threatening Behaviour		Staff	Pupils
Verbal abuse towards			
Physically threatening behaviour towards			

De-escalation Strategies attempted

Humour Distraction Reassurance Withdrawal offered Diversion
 Firm Clear Directions Take up Time Transfer adult Reminders about consequences
 Success Reminders Negotiation Limited Choices

Positive Handling Strategy {In accordance with policy guidance}

Help Hug	Friendly hold	Figure of four hold
Sitting Double elbow[single person]	Single elbow $\frac{1}{2}$ adults standing	Wrap - for smaller child
Guided	Double elbow-standing 2 adults	Half Shield
Cradle Hold	Kneeling wrap hold	Wrap sitting[chairs]
Single elbow 2 adults sitting		Other :

	Identify any visible
Consequences eg Individual counselling, removal of privileges, removal from area, letter home	Identify any visible injuries
	

Young person's comment

Any other SLT comments

Does this person have a behaviour plan/IEP?

Agencies informed :

Head Teacher/ SLT signature

Incident no.

BEHAVIOUR CONTRACT

We discussed _____'s behaviour and these are the things we decided together.

People

_____ would like these people to see this contract so that they know the sort of behaviour _____ is aiming for:

-
-
-

Behaviour Targets

_____ is going to try to aim for these targets to improve his/her behaviour:

-
-
-

Rewards

If _____ achieves these targets, these are the rewards:

-
-
-

Unacceptable Behaviour

We agreed that these things are unacceptable:

-
-
-

Sanctions

If _____ behaves in unacceptable ways, we agreed these would be suitable sanctions:

-
-

Signed _____ Date _____

Signed _____ Date _____

BEHAVIOUR RECORD SHEET

Child's Name: _____

Date: _____ **Time:** _____

Persons Involved:

Nature of Incident:

Action Taken:

