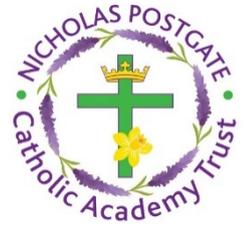




Christ the King Catholic Primary School

Christ be our light and our guide



Behaviour Policy

Date	Review Date	Coordinator
September 2018	September 2019	M Ryan

Our Vision: To provide an outstanding Catholic education with Christ as our light and our guide.

The aim of our Behaviour Policy is to help to create and foster good caring relationships, based on sound Christian values and respect for each individual member of the school community, as stated in our Mission Statement.

Introduction

- **This document is** a statement of the aims, principles and strategies for behaviour at Christ the King Catholic Primary School, Thornaby.
- This policy will be reviewed annually. A schedule for the review of this, and all other policy documents, is set out in the School Development Plan.

Purpose of the Policy

- This Behaviour Policy should be read in conjunction with the Policy for Teaching and Learning and the Mission Statement, as together these establish the general ethos of the school.
- The purpose of our Behaviour Policy is to help to create an atmosphere where children feel secure and cared for, where they learn to respect and care for each other and the environment, and where the rules of acceptable behaviour are clearly understood, as are the reasons for their implementation.

Aims

Our aims for behaviour are that all children will:-

- have respect for each individual, regardless of gender, ability, status or appearance;
- be tolerant and understanding with consideration for the rights, views and property of others;
- develop a responsible and co-operative attitude towards work and their roles in society;
- achieve their potential in terms of self-esteem, academic achievement, aesthetic appreciation and spiritual awareness;
- take pride and a responsible interest in caring for their environment.

Principles

- Every child has the right to learn and no child has the right to disrupt the learning of others.
- The establishment of an appropriate ethos is an essential prerequisite for learning. At Christ the King we believe in an approach which promotes consistent, calm, caring and firm management of behaviour at school. Stress is given to regular and consistent praise and reward and not an excessive time on conflict or negative interaction. By recognising the positive aspects of a child's behaviour, we endeavour to raise the child's self-esteem and feelings of self-worth.
- We recognise that there is ample research to support the argument that high self-esteem is linked to good academic judgement. However, we also recognise that self-esteem is not easily quantifiable.

Responsibilities

All members of the school community (teaching and non-teaching staff, parents, pupils and governors) work towards the school's aims by:-

- esteeming children and adults as individuals and respecting their rights, values and beliefs;
- fostering and promoting good relationships and a sense of belonging to the school community;
- providing a well ordered environment in which all are fully aware of behavioural expectations;
- offering equal opportunities in all aspects of school life, and recognising the importance of different cultures;
- encouraging, praising and positively reinforcing good relationships, behaviours and work;
- rejecting all conduct involving bullying or harassment;
- helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently;
- caring for, and taking pride in, the physical environment of the school
- working as a team, supporting and encouraging one another;
- allowing children to take increasing personal and social responsibility as they progress through the school
- taking opportunities to develop the moral, spiritual and cultural development of the child, as the situations arise.

The Leadership Team work towards the school's aims by:-

- taking the lead in the establishment of a positive school ethos
- taking responsibility for devising and implementing a Teaching and Learning Policy which acknowledges its influences on pupil's behaviour and motivation
- monitoring and reviewing behaviour throughout the school, evaluating the success of this policy and ensuring that necessary revisions are undertaken
- being pro-active in the development and nurturing of positive moral and cultural values
- providing opportunities to develop the spiritual nature of our children, through art, music and dance, as well as our R.E. programme
- recording and monitoring attendance and punctuality, and responding firmly when either is poor
- recording and reporting incidents of serious misconduct
- taking active steps to ensure that buildings and grounds are secure and well maintained, and that any damage is quickly rectified
- encouraging responsible community use of school facilities to increase local involvement and commitment.

Procedures

For promoting desirable behaviour:-

- staff acting as role models
- staff offering guidance to children, including praise and encouragement
- the provision of a curriculum designed to extend and engage each child
- classroom organisation which facilitates independent working
- rewarding and recognising exemplary behaviour through the Fruits of the Spirit reward system
- the encouragement and appreciation of children who act as positive role models
- collaborative work within classes and across year groups, which helps to develop good relationships
- a house point award system, involving the distribution of stickers and other rewards for good work and behaviour at the weekly celebration assembly
- children's achievements are celebrated through display, celebration assemblies, attendance certificates, house point system.

For eliminating undesirable behaviour

- clear guidelines on responding to behaviour issues which have been developed by, and have the full commitment of, all teaching and non-teaching staff;
- a schedule of sanctions for undesirable behaviour, (see Appendix);
- conscientious supervision of pupils at all times;
- rapid and stringent response to incidents of bullying and racial or sexual harassment;
- a readiness to tackle persistent behavioural problems if necessary through the special needs procedure (see Special Needs Policy).

For promoting care for the physical environment

- Involvement of children in caring for their environment, i.e. litter, planning displays and the Geography and Eco Schools Programme.
- Developing the children as Stewards of Creation
- A variety of security measures, intended to help the children feel secure and looked after.

Expectations of Pupils

Pupils are expected to:

- attend regularly and punctually
- bring the required equipment to school e.g. reading book
- give of their best effort at all times
- be polite and respectful to other members of the community
- wear their uniform with pride
- behave in an exemplary manner on their way to and from school and when representing the school on trips
- care for their environment
- complete all homework set

Pupils must not:

- disrupt the learning of others
- put at risk the health and safety of others
- prevent the teacher from teaching

For parents and carers:

The Governing Body assume that if you choose to send your child to Christ the King RC Primary School then you are in agreement with our policies – parents and children do not have the right to ‘opt out’ except by choosing an alternative school. These policies are available for all prospective parents to view on our school website and parents are informed of them from time to time.

All Staff have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).

- The power also applies to all paid staff at a level agreed by head teacher and governing body with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils for misbehaviour outside school when and if appropriate.
- Teachers also have a specific legal power to impose detentions in/ outside school hours if age appropriate
- Head teachers and staff authorised by them have a statutory power to search pupils or their possessions without consent, where they have reasonable grounds to suspect the pupil may have a prohibited items.

More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in the DfE document 'Screening Searching and Confiscation – advice for head teachers, staff and governing bodies'.

All staff should be expected to deal promptly with racist, religious, homophobic, transphobic and disability hate incidents which must be recorded using the Local Authority systems and consideration as to whether further support for the victim, community is required and investigated. There is a need to monitor hate incidents in school to get a full picture of the frequency and nature of hate incidents and measure the effectiveness of the methods used by schools in responding to all hate incidents.

Further Policy on Sanctions

What the law allows:

Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. **This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a sanction on that pupil.**

To be lawful, the sanction (including detentions) must satisfy the following three conditions:

- 1) The decision to punish a pupil must be made by an appointed member of school staff or a member of staff authorised by the head teacher;
- 2) The decision to punish the pupil and the sanction itself must be made on the school premises or while the pupil is under the charge of the member of staff;

and

3) It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

A sanction must be proportionate. In determining whether a sanction is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

The head teacher may limit the power to apply particular sanctions to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

Corporal punishment is illegal in all circumstances.

Sanctions should be appropriate to meet the needs of the pupils and the school and this subsequently may require a referral to other agencies.

Pupils' conduct outside the school gates – teachers' powers

What the law allows:

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

In response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school will be dealt with through the sanction steps. This must be read in conjunction with the anti-bullying policy.

Subject to the school's behaviour policy, the teacher may discipline a pupil for:

- any misbehaviour when the child is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school.

Appendices

- 1- Reward System.
- 2 -Guidelines and Procedures for Behaviour at Christ the King.
- 3- Schedule of Sanctions and for Dealing with Behavioural Issues.
- 4- Behaviour Reflection Forms

Appendix No. 1 Reward

system

- Celebration Assembly.
- Certificates.
- Texting to parents
- Home/school liaison
- Samples of good work displayed/recognised
- Special achievement, real effort, extra good behaviour etc. is rewarded by praise from the teacher and peer group. This may be re-enforced by visiting another teacher/class.
- House-Point System.
- Reward stickers.
- Prefect System.
- Positive marking of work.
- It is felt that the approval of peers and adults gives a child the greatest reward, in increasing self-esteem and improving self-image.

Appendix No. 2

Guidelines and Procedures for Behaviour at Christ the King:

Manners

- Courtesy is expected from everyone at all times.
- All children are expected to be well-mannered at all times. Terms of 'please', 'Thank you', 'May I ...' etc. should be used as a matter of course.
- Children are expected to pick up coats, litter etc., and stand aside in the corridor for adults.
- Children are expected to follow the example set by adults in the school.

1. Playground rules

Play-times/Lunch-time

- When children must go to the toilet they should wash hands and then go out calmly into the playground.
- If it is necessary for a child to return into the building, permission must be obtained from the Lunch-time Supervisor, or teacher on duty. Children must ask properly – 'Please may I ...?' Child will be given a peg to attached to their uniform so other adults know they have permission to be in school.
- Children must interact with each other sensibly at play-times. Kicking, fighting, name-calling etc. is not tolerated.
- When the bell rings at the end of play-time, the children must stand still and wait until they are called by the teacher to walk to their line.
- Children must walk in a quiet and orderly manner to their classrooms at the end of play-times. The class teacher or teaching assistant must be present to escort the children calmly to their classroom. One adult should be present on the yard and one adult should be in the classroom to meet the children.

2. Corridor

- Children must walk at all times, preferably in single-file. Children must be careful in hanging up coats and bags in the morning and evening, as this is obviously a time when accidents could happen.
- Children should show courtesy to adults and step to the side to allow them to pass first.

3. Classroom behaviour

- On entering the classroom after breaks and dinner, EYFS/KS 1 children sit on the carpet area and KS 2 children sit at their desks and take out work or reading. Prefects are not trained adults and cannot be responsible for the behaviour and safety of a class. If prefects are with a class, another teacher must be made aware of this, in case of accident or emergency.
- For wet playtimes one member of staff cannot supervise a whole key stage. It has to be remembered that playtimes are for the benefit of children – to engage and interact with their peers, they are not for staff.
- All children must know where all resources are located in their classroom. They are expected to access any tools or materials for a task by themselves, in a disciplined and courteous manner. Resources must be handled with care, and put away tidily.
- Children are not allowed to shout out in class, but must put their hand up and wait their turn to speak.
- Children and adults are expected to listen to each other, so that no-one is speaking when another person is speaking, during whole-class or small group sessions.

4. Dining-Hall

- Water is provided and children may have milk at lunchtime with their meal.
- Children are not allowed to shout or move places during dinner, but to talk sensibly with other children on their table.
- Children should remove outdoor wear (coats, hats etc) when eating

5. Toys

- Toys are not allowed to be brought into school, unless for a specific reason. If children do bring toys into school, they will be taken from them and returned at home-time.

6. Home-time

Reception and KS1

- Children are dismissed from their class to meet the parent (adult) in the playground. If there is no-one to meet the child, then s/he must return into the building and wait in school.

- If a child is to be picked up by an unfamiliar person, then the parent must inform the class teacher and the child, prior to home-time.

KS2

- Children are expected to leave by the nearest exit door to their classroom. They should be ready to leave on time and leave school sensibly and calmly.
- Children need to remember their own belongings.
- Clearing away should be carried out as quickly as possible.
- It is expected that one adult should escort the children to the exit and one adult should stay in the classroom to help create a calm, safe environment.

Appendix No. 3

Schedule for Sanctions for Dealing with Serious Behaviour Incidents

It is very rare that we have to apply any of these sanctions because the behaviour of our children is outstanding. We also know that all pupils make mistakes from time to time and that they need to be taught to understand the school community rules in a sensitive and understanding way. **Behaviour sanctions are therefore only used where pupils knowingly break school rules or do not comply with the behaviour, uniform and attendance policies. Parents and staff should be aware that, although rare, the Head Teacher reserves the right to exclude pupils for a fixed term or permanently and will do so if the need arises** (the Department for Education publishes separate guidance for schools in this matter). The Governing Body understands that primary children are not always responsible for breaking uniform or attendance / punctuality rules. However, because there are no other available means of sanction against parents, then the sanctions below still apply to those cases.

Step 1

If a child displays extremely poor behaviour: refusal to comply, disrupting learning for others, refusal to listen, is disrespectful, swears, harms another person, showing no remorse, they will be removed from their current classroom so all children can learn in an appropriate environment and teachers can teach. At the end of the school day the teacher and a Senior Member of staff will meet the parents. For the next school day the child will then work in another classroom with appropriate classwork and complete a Behaviour Reflection Form. At the end of the school day staff will meet parents again to discuss the possible return to class the next day. If the child shows no improvement in attitude or behaviour then this will progress to Step 2. If a child is removed from their classroom they will only have supervised breaks and lunchtime, whilst on detention, until they return to their own classroom. If this occurs twice in any half term then move to Step2

Step 2

Letter sent home to parents to request meeting. Parents must meet the class teacher and Senior Teacher at this point discuss behaviour and set targets. Review period of 3 weeks to be set up where the class teacher and parent meet again to discuss behaviour and review agreed targets. 2 further incidents occur then go to next step.

Step 3

Senior Member of staff with parents to explain seriousness of issue. 3 week support programme from the school (this may include support from the governors, school office re: uniform), other professionals. 2 further incidents during this period of support - move to next step.

Step 4

The Parent will be asked to attend a meeting with the Head Teacher who will explain that if persistent misbehaviour or breaking of the school rules continues then an exclusion is likely.

Step 5

Continued non-compliance with the school behaviour, attendance or uniform policies in extreme cases and in all cases of serious physical assault may be considered by the Head Teacher as evidence for permanent exclusion.

Sanctions for dealing with Poor Behaviour

If the child does not improve after these sanctions then the child will be placed into Step 1 on the Schedule for Sanctions for dealing with Serious Behavior Incidents

A) Misbehaviour in Class

If problems arise as to the behaviour of a child in class, teachers will follow these steps

1. Teacher intervention / verbal correction / warning

For the vast majority of pupils within Christ the King this is sufficient. It is far more beneficial to focus the child back to their purpose of being at school – to learn. This should be seen as central to correcting to behaviour. Bring the child back to the Golden rules of the school and we seek to give children opportunities to redeem themselves. Teaching children to moderate their own behaviour is seen as successful behaviour management. Successful behaviour management works best through personal relationships - not through sanctions.

2. Isolation - another desk

- another classroom

These need to be for a limited time, which reasonably matches the misdemeanour. Prolonged isolation should never take place.

- **A child will not be isolated in any area e.g. corridor/library where there is not close supervision. Children should not be stood out of class.**
- The maximum time that a child should be isolated is one day. If a child needs to be isolated for longer than one day, then the Senior Leader/Deputy Head must be informed as to the reason.
- Detention - children may be given lunch-time detention. The form is given to the child at least one day prior to detention day. If on detention children will be expected to complete work.

Strategies could include:-

- Home/School Booklet with built-in reward/success system.
- Removal of a treat.
- Working towards a reward.
- Homework from school, with parental support.
- Child being put on Daily Report.

Pupil/Parent Interviews

With parent / child / class-teacher / Head Teacher.

- The child is put into a situation where s/he must give reasons for his/her behaviour and agree that it is unacceptable, and that up until now, everyone involved has been working to help the child because they care for him/her.
- it is now made clear to the child that other strategies have failed, and it is now up to him/her to take responsibility for his/her future direction.

B) Misbehaviour in the play-ground

- Minor offences (incidental pushing etc.):
 - verbal correction.
- More serious offences (kicking, fighting, deliberately offending another child):-
- The child automatically misses the next morning's play and class teacher needs to meet with parents and child to discuss incident.

Play-ground and Lunch-time Behaviour

Lunch-time Supervisors to deal with all minor incidents

Book to be introduced for minor bumps/bangs to Lunch-time Supervisors Teachers to read book after lunch

'Knock-to-the-Head' notes to be given if considered serious-bruising/marked

Lunch-time Supervisors to report to Class Teachers only if serious e.g.

Blurred vision

Knock to the head

Serious bleeding

Fighting

Bad-language

Any sexualised language/gestures/behaviour

Children given permission to remain in school during lunch-time are the responsibility of the teacher who gave permission. E.g. ICT suite.

Generally all children should be outside for play-times. Social interaction is a very necessary part of Primary Education

Children must line up, and enter class quickly and calmly after play/lunch-times.

Children not to leave class at end of session until the bell rings

If given 'time-out' for poor behaviour, this must not be excessive, as this is totally ineffective in improving behaviour

All staff have a duty and responsibility to work collectively to ensure that behaviour within the school is exemplary

BEHAVIOUR REFLECTION SHEET

PUPIL'S NAME:

CLASS:

DATE:

TIME:

1. What school rule did I not follow?

2. What were the consequences of my behaviour?

3. What could I have done instead?

3. What do I think would be fair to happen now?

Pupil's signature:

KEY STAGE 2 REFLECTION FORM.

PUPIL'S NAME:

CLASS:

DATE:

TIME:

What happened?

What were you thinking/feeling at the time?

How has this affected other people?

What can you do to begin to put things right?

What else would you like to say?

Tasks set by teacher:

Class teacher and pupils, please sign when task completed:

Class Teacher Comment:

Class Teacher:

Pupil:

Headteacher:	M. Ryan	Date:	September 2018
Chair of Governing Body:		Date:	September 2018