



Christ The King

Policy No 48 Behaviour Management

Including:

Governors' Statement of Behaviour Principles

7 Steps Procedure for Positive Behaviour Management

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Committee Responsible:
Teaching & Learning

CHRIST THE KING RC PRIMARY SCHOOL

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At Christ the King Primary School, we firmly believe that children learn most effectively in a secure and caring environment, where each individual can strive to reach his or her potential and feel a happy and valued member of the school community. This can only be achieved where there is effective behaviour management. The most effective discipline is self-discipline, where children are encouraged to take responsibility for themselves, wherever possible, so that they become independent, thoughtful and responsible adults.

We promote and reward positive behaviour choices and ensure that poor behaviour choices, bullying, racism and any other prejudicial behaviours are not tolerated.

The Governors' Statement of Behaviour Principles can be found at Annex A whilst the Procedure for Positive Behaviour Management can be found at Annex B.

Aim of the Behaviour Policy

The aim of the policy is to promote positive behaviour choices, self-discipline and respect. We encourage children to be responsible and caring; to show respect and consideration towards others whatever their race, culture, gender, ability or disability; to always try their best and to treat all property sensibly and responsibly.

Through having appropriate expectations of learning and behaviour, along with consistent praise and rewards and explicit and consistent consequences, we aim to enable our pupils to:

- Access the full range of learning opportunities in a calm, positive environment. Achieve their best.
- Behave appropriately in a wide range of social and educational settings.
- Respect and value the rights of every individual.

Principles of the Behaviour Policy

In order to enable effective teaching and learning to take place, positive behaviour choices in all aspects of school life are necessary. We seek to create a caring, positive learning environment in the school by:

- ✓ Raising pupils' self-esteem.
- ✓ Promoting and developing empathy and respect for self and others.
- ✓ Developing in pupils a sense of self-discipline and an acceptance of responsibility for their own actions.
- ✓ Ensuring regular attendance.
- ✓ Developing an awareness of and adherence to appropriate behaviour.
- ✓ Encouraging pupils to value the school environment and its routines.
- ✓ Ensuring that positive behaviour is always recognised.
- ✓ Acknowledging that the maintaining of positive behaviour within the school is a shared responsibility.
- ✓ Promoting a positive, proactive reflective approach to behaviour management.
- ✓ Ensuring the policy is fully understood and is consistently implemented throughout the school.
- ✓ Ensuring effective mechanisms are in place for the monitoring and evaluation of this policy.

Implementation of the Behaviour Policy

We will implement our Behaviour Policy through our:

1. School Ethos
2. Expectations of the school community
3. Curriculum
4. Golden Time Rewards
5. Sanctions
6. Support Systems for Individual Pupil Need
7. Lunchtimes
8. Support Systems for Staff
9. Support Systems for Parents/Carers

1. School Ethos

“Let the Love of God shine through us by smiling and being gentle to each other”

The school has an ethos in which all pupils are encouraged to achieve their very best in all aspects of school life. Our learning words are values which we believe are key ingredients to realising our ethos. Our school motto is: “Let the Love of God shine through us by smiling and being gentle to each other”

This is regularly used and celebrated as part of classroom talk as well as in assemblies and on our school certificates.

At CTK we reward positive behaviour, as we believe that this will promote a positive atmosphere and motivate children to continue to make positive choices about how they behave. Our behaviour policy is therefore designed to promote and acknowledge positive behaviour rather than merely to deter poor or antisocial behaviour choices.

- ✓ Recognising and highlighting positive behaviour as it occurs.
- ✓ Ensuring that all children are praised for making positive behaviour choices.
- ✓ Ensuring that criticism is constructive.
- ✓ Explaining and demonstrating the behaviour we wish to see.
- ✓ Encouraging children to be responsible for their own behaviour.
- ✓ Ensuring that rules and routines are clear and explicit.
- ✓ Using the school’s agreed ‘Golden Time’ merit card system effectively.
- ✓ Rewarding positive behaviour at lunchtimes using our reward slips.
- ✓ Ensuring that all the children contribute to, know and understand the School Rules.

CTK have golden rules which all children are expected to follow, they are:

- We are gentle, we do not hurt anyone.
- We are kind and helpful, we do not hurt anyone’s feelings.
- We listen, we do not interrupt.
- We concentrate, we do not waste our own or other’s time.
- We are careful, we do not waste or damage anything.
- We are honest, we do not cover up the truth.
- We will encourage positive behaviour by:

2. Expectations of the school community

Promoting and maintaining positive behaviour is the shared responsibility of the whole school community. In particular, we believe that a strong partnership with parents is important in maintaining and improving our high standards of behaviour. The expectations of the school community are highlighted in the table below.

Staff	Governors	Pupils	Parents and carers
Treat each other and pupils with respect	To lead by example	To demonstrate mutual respect , support and care for each other both in school and the wider community	To treat school staff and other school families with respect
To model positive behaviour	To attend and participate fully in Governor meetings	To work hard and do your best during the school day	To model positive behaviour to their children particularly around the school site
To set themselves and pupils high expectations	To visit school and talk to staff and pupils about their teaching and learning	To report bullying or any accident or incident	To respect the school and class expectations
To teach and promote social and emotional aspects of learning	To have high expectations of themselves, staff and pupils	To attend school regularly, on time and well equipped to learn and take part in school activities	To ensure that on school days pupils have had a positive night's sleep and a positive breakfast
To prepare lessons carefully which meet the needs and abilities of all pupils	To be well informed about school improvement	To take responsibility for their own actions and behaviour	To take an active and supportive interest in their child's learning and progress including home learning activities
To apply rewards and sanctions fairly and consistently		To respect all staff and to look after school property	To attend parent consultation meetings
To ensure the classroom and other areas of the school provide a safe and attractive learning environment		To be tolerant of others irrespective of race, gender, religion or age	To ensure pupils wear the correct uniform and have the correct PE kit in school
To encourage regular communication between school and home		To follow school rules and uphold class charters	To provide the school with an emergency contact number

At CTK we also encourage pupils to take on roles of responsibility across the school and believe that this promotes positive behaviour and pride in the school. Opportunities to take on such roles can arise as follows:

- Take on roles and responsibilities within individual classes to help with classroom organisation and routines.
- Become a member of the school council. Each class elects two members to be on the 'School Council' which meets each week with the PSHE Leader. Their brief is to discuss day-to-day issues which affect children and run projects which seek to make a positive change on the school.
- Become a Play Time Friend.
- Become a member of the Chaplaincy Team and attend regular meetings.
- In Y6, become an assembly welcomer leading other classes in to the assembly hall and sitting amongst the other year groups as positive role models.
- Become a CTK Ambassador. This is a valued role within which you will welcome visitors and show them around our school.
- Become e a Year 6 helper in the lunch hall.

3. Rewards

In addition to earning Golden Time and golden slips, pupils will also be rewarded for their work, effort or behaviour by:

- Reading positive, motivational comments or symbols on their work.
- Visiting the Head Teacher to show work and receive a Head Teacher's Award.
- Being awarded a golden candle KS1 and Golden certificate KS2. Parents are informed and the child's achievements are celebrated in weekly Celebration Assemblies attended by parents.
- Receiving golden slips for positive behaviour during lunchtimes
- Seeing fantastic work on display in classrooms or around the school.
- Receiving Attendance Certificates to celebrate 100% attendance across a term.
- Receiving Golden Hand stickers. When five stickers have been collected a hand is placed on the positive news tree

4. Sanctions

The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour choices are required to avoid future sanctions.
- Group sanctions should be avoided as this breeds resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is sanctioned.

We divide unacceptable behaviour into five broad bands:

Level 1: low level misbehaviour that can be effectively managed within a classroom or lunchtime environment by the teacher or teaching assistant.

Level 2: continuance of Level 1 behaviours, disrespect, challenge to authority, disruption to other children's learning.

Level 3: more serious misbehaviour that is not so easily managed within the classroom or persistent Level 2 behaviour.

Level 4: very serious misbehaviour or persistent level 3 behaviour.

Level 5: extreme behaviours including violence.

There will be times when **sanctions** may be needed to help or support a child in monitoring their own behaviour, particularly if they continually misbehave. Sanctions should be fairly and consistently applied with staff taking all reasonable steps to clearly identify the nature and context of the misbehaviour and ensure that all pupils involved are listened to. Staff may use the following questions when dealing with incidences of misbehaviour:

The five restorative questions:

1. What happened?
2. What was it like before?
3. What has it been like since?
4. What do you need to happen?
5. Are you satisfied with the outcome?

The sanction should be individual and not involve any humiliation for the child.

Level 1 and 2:

These sanctions can be used for non-serious behaviour in the classroom such as low level disruption:

- A verbal warning and refer to our 7 steps for positive behaviour.

Level 3:

- A loss of break or lunchtime spent with a class teacher reflecting on the behaviours that led to the sanction.

Level 4:

If Level 3 behaviours persist or a pupil repeatedly interrupts others who are working, repeatedly fails to respond to teacher's requests to work or persistently annoys other children, or if a child loses three playtimes in one week, then the following actions will be taken:

- Parents will be informed by the Class Teacher of the persistent behaviour

Level 5:

In the event of persistent Level 4 behaviours as well as general refusal to do anything, deliberately throwing small objects with intention of disrupting or physically harming someone, damaging school property, harmful/offensive name calling, bullying, swearing at other pupils, a member of the Senior Leadership team will become involved.

The following actions will be taken:

- Pupil to be sent to see a member of the Senior Leadership Team.
- SLT will either keep the pupil in at playtime or for a significant time at lunchtime.
- SLT may/may not return child to class. If not, the teacher will be asked to supply work and the child may be sent to the phase leader or another class.
- SLT will contact parents at their discretion.
- An entry will be made in the child's SIMs account.

Level 5:

Level 4 behaviours are very serious and may include fighting and causing intentional harm to other children, throwing dangerous objects, serious challenge to authority, verbal abuse, threatening behaviour towards pupils or staff, vandalism, persistent bullying or stealing.

The sanctions for the above behaviours are:

- Immediate exclusion from the classroom to a member of SLT.
- Internal exclusion for a fixed term.
- Exclusion from playtime and lunch time breaks.
- Parents will be contacted by SLT.

Level 5:

Level 5 incidents are reserved for the most serious incidences of misbehaviour and include those involving extreme danger/violence to children or adults, anti-social behaviour/extreme persistent disruption which makes it difficult to guarantee the safety of individuals or other adults/learners in the vicinity. In addition, Level 5 also includes failure to respond to sanctions at Level 4 with recurrence of behaviour, deliberately causing physical assault (unprovoked) to a member of staff or another child.

The sanction for Level 5 behaviour is a **fixed term exclusion** with parents contacted and kept fully informed. A written letter explaining the fixed term of exclusion will also be issued.

Children who do not respond to fixed-term exclusion, behaviour support plans which are implemented or whose behaviour repeatedly affects the well-being of other children or staff or who cause actual physical or mental harm may be subject to a **permanent exclusion**.

A decision to **exclude a child permanently** is a serious one. It will usually be the final step in a process for dealing with discipline issues following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and will only be used as a last resort.

However, there may be exceptional circumstances where, in the Headteachers judgement, it is appropriate to permanently exclude a child for a **first or 'one off' offence**. These might include: serious actual or threatened violence against another pupil or member of staff, sexual abuse or assault, supplying an illegal drug or carrying an offensive weapon.

6. Support systems for Individual Pupil Need

If there is a persistent problem the class teacher along with the SENCO, or member of the Senior Leadership Team, will put in place alternative systems to support the pupil in partnership with parents (e.g. a home/school behaviour book or specific routines). All staff working with the pupil will be informed of this, including (where appropriate) midday Supervisors. This will give a consistent approach throughout the school day. For pupils who are having these difficulties, the school will provide targeted pastoral support. (I.e. time to meet with our ELSA, work with our counselling service, access to a structured quiet space at lunchtime, invited to attend Breakfast Club at the beginning of the school day etc.). If the problem continues, together we will work with outside agencies to seek solutions to support the pupil.

7. Lunchtimes

At lunchtime, Mid-day Supervisors (MDSAs) have initial responsibility for managing behaviour. As with all other members of staff, MDSAs are required to treat all pupils with respect and to lead by example. MDSAs play an important role in encouraging children to reflect on their behaviour choices, to recognise when inappropriate choices have been made, to empower children to take responsibility for their own actions and to enable them to seek positive resolutions to any disputes that may arise. There will always be a Senior MDSA and member of the Senior Leadership Team to whom MDSAs may refer to for advice or support. MDSAs may make use of a variety of de-escalation strategies when managing behaviour such as:

- ✓ Asking children to move away from a tricky situation
- ✓ Allowing children time to explain their thoughts and feelings
- ✓ Listening to children's concerns
- ✓ Instructing children to take time out
- ✓ Instructing children to leave the playground in order to calm down and to sit outside the HT office

Should any pupils be involved in a physical assault, a member of the Senior Leadership Team must be notified immediately.

MDSAs have a responsibility to communicate to teachers any significant behaviour that has arisen during lunchtime and the decision regarding the appropriate sanction should be made by the class teacher. Where pupils have behaved well, MDSAs may award house points and/or green slips for the playtime behaviour prize draw.

All MDSAs will wear a red tabard so that they are clearly identifiable to pupils.

8. Support Systems for staff

The school will support all adults working with pupils to ensure they are achieving. It is school practice to discuss behavioural issues to ensure that all staff feel supported and that the school is working together to provide a cohesive approach to supporting individual needs. This will be achieved following the school's child protection and safeguarding policies. All staff have training on and access to this policy in order that behaviour management is consistent throughout the school. Staff having difficulties with an individual, class or group should speak to the member of staff who has responsibility for this area within school.

9. Support Systems for parents/carers

Parents, guardians and carers play a vital role in supporting their child's behaviour at school. Positive communication between home and school is essential if the child is to receive consistent messages and support. School has an open door policy where parents and carers are encouraged to visit to discuss any relevant issues. However, it would be appreciated if appointments could be made where possible to ensure the availability of a member of staff and to give parents/carers the time needed. Likewise, when school needs to discuss anything with parents/carers, they will be contacted and where appropriate an appointment will be arranged. It is important to inform parents early about behaviour worries to help stop them from escalating. Should a child's behaviour cause consistent concern then the school will automatically contact the parents/carers to discuss the best way forward in managing the inappropriate behaviour within the school setting. As a result of these discussions, the school and parents/carers may well seek help and advice from the following:

- Family Link Worker
- Play therapy
- Talkabout Counselling
- LA Behaviour Support Team
- The Educational Psychologist
- Special Educational Needs Service
- The Education Welfare Officer

All these agencies are used regularly by the school when working with children who are displaying challenging behaviour.

Consistency of policies

This policy should be read alongside the following other school policies:

- Child Protection policy
- Code of Conduct for Safer Working Practice
- E-safety policy
- SEN policy

Governors' Statement of Behaviour Principles 2017

Under the Education and Inspections Act, 2006, the governing body is charged with the duty to set the framework of the school's policy by providing a written statement of general principles relating to behaviour and discipline, taking into account the needs of all pupils.

The purpose of this statement is to give guidance to the Headteacher in drawing up the behaviour and discipline policy by stating the principles which governors expect to be followed. The policy aims to underpin the governors' duty of care to pupils and employees; promote effective teaching and learning and high standards of achievement and promote the reputation of the school.

This statement is informed by our ethos and values, our school mission statement and our school motto:

Ethos and Values

Our ethos and values are at the core of everything we do. They underpin our teaching and learning and provide an environment which prepares our pupils to be confident, happy citizens.

Our Mission Statement

Christ the King Catholic Primary School is a Catholic Community which believes in:

- Providing a Catholic education through a curriculum that caters for all children.
- Living the Gospel values of hope, peace, love and joy & striving to forgive, heal and reconcile on a daily basis.
- Creating an inclusive, safe, caring, challenging and enjoyable community in which all are given an equal opportunity to develop spiritually, academically, emotionally and socially.
- Recognising and valuing the God given talents of all members of our community, encouraging self-discipline, self-confidence and independence.
- Encouraging good working relationships both in and out of school, treating everyone and everything with courtesy and respect.

School Motto - Let the love of God shine through us by smiling and being gentle.

Principles

1. We, the Governing Body of Christ the King School, believe that all members of our school community should be able to learn and achieve their full potential in a safe, secure and orderly environment. We value the strong relationships that exist throughout the school, which lead to the mutual respect that encourages good behaviour. We have high expectations of everyone and we will actively promote equality of value whether race, gender, age, sexuality, religion or disability. The behaviour policy is based upon our belief in, and respect for, the value and contribution of all members of our community and their right to succeed. We seek to eliminate all forms of discrimination, harassment and bullying.

2. The behaviour policy will be applied with consistency and fairness with regard to each individual situation. The emphasis will be on encouraging positive behaviour through high expectations; a focus on learning and praise and rewards. It is recognised however, that occasionally sanctions are necessary to demonstrate that inappropriate behaviour is not acceptable. Sanctions will be designed to encourage the pupil to reflect on, and learn from, their behaviour and to make reparation whenever possible. Criteria will need to be

determined when a multi-agency assessment will be considered for pupils who display continuous disruptive behaviour. However, due to our focus on positive behaviours and the opportunities for pupils to learn from their poor choices, we expect very few, if any, exclusions.

3. Given the overriding need to keep children safe, the school will utilise its powers to search and to use reasonable force in order to keep individuals from harming, or further harming, themselves or others. All such difficult situations will be handled with utmost respect of all the individuals involved, including children, their families and staff.

4. Some pupils, for example those with special educational needs, may experience particular difficulties in managing strong feelings and emotions and in understanding what is appropriate behaviour in different contexts. The school will seek to ensure that these children's individual needs are identified; assessed and additional support is available to help them to make progress in their social and emotional development.

5. We work closely with parents and carers to understand their children and their circumstances, and believe this relationship is an important part of building a strong, caring school community.

6. Given our duty of care to the pupils, this written statement and the policies that stem from it, applies to all pupils when in school, travelling to and from school, when engaged in extra-curricular activities such as educational trips and visits and whenever wearing the school uniform.

7. Employers should not automatically suspend a member of staff who has been accused of misconduct, pending an investigation. The governing body advises the Headteacher to draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

References

Section 88 (1) of the Education and Inspections Act 2006

Department for Education, *Behaviour and discipline in schools – Advice for headteachers and school staff, January 2016*

Procedures for positive behaviour management

Procedures for positive behaviour management.	
Step 1 Whisper Warning Or visual prompt	Step 2 Warning Card
Step 3 Lose 5 minutes Golden time and move to a quiet working place within the class. (Time out within own classroom)	
Step 4 5 or 10 minutes out in partner classroom. Return to own classroom. (Child takes warning card with 'please can I have 5 or 10 peaceful minutes in your classroom. Thank you'.)	
Step 5 If problem continues please send help card to the a member of the SLT. An adult will come to collect the child and their work for a maximum of 30 minutes.	
<i>For behaviour beyond the normal sanctions i.e. physical or verbal hurting in the classroom please send help card to the office. An adult will come to collect the child and their work. Their name will be logged. If a child's name appears more than three times in a week we will talk to parents.</i>	
Step 6 Children are given one chance to work peacefully once removed from class by a member of the SLT.	
Step 7 Head Teacher, Deputy Head Teacher or SENDCO ring parents to come into school to help the Child.	