

## **Relationships Policy**

**At Christ the King School we believe that high expectations lead to high standards of behaviour.**

This policy was reviewed and updated in the September 2022. It will be reviewed in October 2024.

This policy is written in accordance with the [2006 education act section 89](#), CAST 'Positive Pupil Welfare Policy' 2022 and KCSIE 2022

### **The intent of our positive relational approach.**

- Christ the King School is a Christ centred community built upon the Gospel and CAST Values.
- Every child as a unique individual that brings with them a wide-ranging experience, abilities and needs.
- Children have a right to learn and be taught, whilst ensuring that their social, emotional and mental well-being is maintained.
- Children have a right to play and learn safely; and they should feel secure in and around our school building.
- Positive behaviour is modelled and taught at Christ the King using a range of strategies. Positive behaviour is rewarded and celebrated.
- There is a clear and consistent response to unacceptable behaviour. Sanctions are consistent, effective and timely.
- Children's voice is an important aspect of our positive behaviour. Children will be listened to, treated fairly with dignity, and respect.
- Children are responsible for their own behaviour and through our positive behaviour strategies encouraged to make the right choice.
- At Christ the King there is a close partnership and open dialogue about children's behaviour- with relevant staff/ outside agencies/ governors/ parents/ carers.
- Our inclusive Gospel and CAST values promote, nurture and guide our children to form and maintain positive relationships. It hoped our children will flourish into responsible citizens to make our world a safer and fairer place for all

### **Principles of Our Relationship Policy**

- Pupils have the right to learn and to be taught in a safe environment.
- Expectations are modelled with a clear and consistent response to unacceptable behaviour whilst good behaviour is rewarded and celebrated.
- Rewards and sanctions are consistent, effective and timely.
- Routines are consistent.
- Pupils are responsible for their choices.

### **Gospel Values and Positive Choices**

At Christ the King School we are an inclusive learning community, which is founded on positive relationships. Our expectations follow the Gospel Values suggested, lived and championed by Christ. At school we call these our 8Bs. Be humble, be compassionate, be kind, be fair, be forgiving, be true to yourself, be a peace-maker, be brave!

**Humility** 'I am among you as one who serves' Luke 22:26

We respect each other's feelings, views, cultures and property; We understand that each of us has rights and responsibilities.

**Compassion** 'Whatever you did for one of the least of these brothers of mine, you did for me' Matthew 25: 39

We are motivated to focus on each other's needs.

**Kindness** 'Love your neighbour as yourself' Matthew 22:39

We are caring and thoughtful towards others; we are ready to help each other.

**Justice** 'Blessed are those who always do what is right' Psalm 106: 3

We are motivated to make the right choice; we understand why appropriate behaviour is required.

**Forgiveness** 'Be merciful, just as your father is merciful' Luke 6:36

We show mercy and forgiveness towards others; we take ownership of our behaviour, are supported to consider consequences and learn from our mistakes.

**Integrity** 'the Lord delights in people who are trustworthy' Proverbs 12:22

We are honest and truthful and take responsibility for our behaviour; we are polite and demonstrate good manners.

**Peace** 'I leave you, my peace I give you' John 14:27

We are always ready to discuss disagreements openly; we treat everyone with dignity and respect and are non-violent.

**Courage** 'Take courage! It is I. Do not be afraid' Mark 6:49

We experience success and meet challenges positively; we are responsible and responsive.

### **Rewards and Reconciliation**

At Christ the King School there is a stepped approach to promoting positive behaviour within the classrooms and the whole school. Staff use a combination of rewards and targeted praise to promote and celebrate positive behaviour. Staff use consistent expectations and clear routines focusing explicitly on positive learning and social behaviours. All children are given opportunities to reflect upon their actions, time to regulate and return to the 'Just Right State'. We believe that rewards and consequences have the most impact when they are instant and when the child believes that the adults have been fair and just.

Appendix A our positive behaviour strategies and rewards.

Appendix B: Our response to unacceptable behaviour and consequences.

### **Christ the King staff will:**

- Introduce pupils to the rules and expectations of the classroom/ school as soon as possible, preferably on the first encounter. Routines and expectations are carefully and explicitly taught at the beginning of the teaching year, reinforced consistently over time, and periodically refreshed.
- Be precise, positive and carefully communicate what behaviour will help pupils to succeed, what is prohibited/discouraged, and what the consequences of both will be, emphasising the benefits of engaging with the processes. These expectations are clear and consistent in their mind of what good behaviour looks like.
- Avoid ambiguity, grey areas or misinterpretation. The children are clear, use examples, and check for misunderstanding. Teach and set by example, rather than tell pupils what they expect of them.
- Know the school behaviour policy in detail and use its consequences systems in a reliable and consistent manner.
- Ask for support whenever necessary.
- Recognise rules, consequences and norms can have exceptions, but they should be exceptional, fair, logical and consistent.
- Proactively contact parents/ SLT before it is necessary to do so, as much as possible. This will develop positive relationships which will be useful when seeking help and support.

- If pupils display patterns of misbehaviour that are resistant to routines, discussion, and consequences, ask for assistance, and escalate using the school behaviour system.
- Be persistent and consistent in developing relationships of trust with pupils, especially vulnerable or highly challenging.
- Always treat pupils with dignity and respect

### **Specific Provision/ Pupils with SEN**

As an inclusive school, we appreciate that adaptation to our positive behaviour approaches and consequences might be needed for specific children. In such cases, SLT/ SENCO/ PCW will work closely with the relevant teachers and parents to promote positive behaviour, learning and routines. This is monitored regularly and an open dialogue is had on the ways to adapt and support. In such cases, a child may have an individual Positive Behaviour Support Plan or have an adapted routines/ strategies to support their specific needs and provision for the child. There is a range of programmes at Christ the King that could be implemented. For example; early arrival at school, home for transition period, shorter days, arriving at a later time, flexible learning timetable, working outside the classroom with a TA, use of a sensory box, time out cards, social stories, mediation, use of sensory room, nurture, Thrive, Trick Box, enhanced Emotional Literacy Support, Drawing and Talking, play therapy, ELSA, Rainbows and/or recommendations from outside agencies.

### **Personal Belongings**

Children are not allowed to bring into school items of any value, personal games, toys or mobile phones. These items will be removed by an adult and returned to the child/ parent at home time. Parents are informed. Mobile phones may be left at the school office/ teacher's drawer and collected at the end of the school day.

### **Child on Child Abuse**

All staff should be aware that children can abuse other children (often referred to as peer-on-peer abuse) and that it can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of peer-on-peer abuse and know how to identify it and respond to reports. All staff read KCSiE, the school's Child Protection Policy and have update Safeguarding training at least annually. If staff have any concerns regarding child-on-child abuse, they should speak to their designated safeguarding lead. KCSiE and the school's Child Protection Policy outline staff responsibilities and includes list of possible peer-on-peer abuse behaviours. School Child Protection Policy details school strategies to address incidents and promote reporting.

### **Red Triangle**

A red triangle is an alert symbol which signifies support is urgently required. Each triangle identifies the class or location where help is required. Any child that persistently disrupts learning or the wellbeing of others is given an alternative setting within the school to continue with their learning for a set period of time. Children will be supervised at all times. If a child continues to be non-compliant the parent is requested on site to work with the child to regain an acceptable level of behaviour. If a child refuses to leave the room then the class are redirected. When the child returns to their class for the start of the next session, their name reverts to 'ready to learn' on their behaviour ladder.

### **Fixed Exclusion**

Significant disregard of our school behavior policy may result in a fixed-term exclusion. A fixed-term exclusion is for a fixed period of time. This is rare and usually when a child has compromised the health and safety of them-self or of others. Persistent non-compliant behaviour may also result in a fixed-term exclusion. Only the Executive Headteacher or Head of School may authorize an exclusion. The Executive headteacher, or their representative, will contact the parent by letter if an exclusion (fixed-term or permanent) is issued. The SENCo and PSW will liaise with agencies to support the reintegration of the child. The child will be met by a member of the SLT on their return to school following the exclusion. Please refer to the exclusion guidance for more detail on the headteachers right to exclude a child and the reasons why.

### **Permanent Exclusion**

Permanent exclusion is only used in extreme cases and often only as a last resort. For details on exclusion please refer to the DfE guidelines and the appeal process. The headteacher has the right to reverse an exclusion where insufficient or contradicting evidence is provided by witnesses. The Chair of Governors and the Plymouth CAST exclusions team are informed of all fixed and permanent exclusions.

**Safeguarding**

Where a member of staff is concerned that a change in behaviour may be linked to a safeguarding concern they must follow the school's safeguarding policy and procedure (KCSIE 2021). Any concerns are reported to the school DSLs and logged on CPOMs immediately.

**Link to Other School Policies**

This policy should be read in conjunction with the school's Safeguarding and Child Protection Policy, Ant-Bullying Policy, Physical Intervention Policy and Special Educational Needs Policy.

## **Appendix A: Rewards in School**

There is a wide range of rewards at Christ the King School that seek to motivate children and acknowledge positive behaviour. Rewards maintain self-esteem, enable children to challenge themselves beyond their expectations, is key to the calm, and relax school/ classroom.

A consistent approach to rewarding is adhered throughout the school, although it is acknowledged that additional rewards will be age-appropriate and will differ from year group to year group and phase to phase. Our behaviour management is a process, not of merely reacting to misbehaviour when it occurs, but more importantly by being proactively in teaching children clearly what behaviour is expected of them, and how it will help them to succeed. For those children who struggle to regulate their emotions, anger or behaviour, SLT/PCW/SENCO will advise a programme to follow which will support them to be in the 'just right state'. There is a range of programmes that could be recommended- early arrival at school, home for transition period, shorter days, arriving at later time, flexible timetable, working outside the classroom with a TA, feely box, time out cards, social stories, mediation, use of sensory room/ time out space, nurture, Thrive, Trick Box, enhanced Emotional Literacy Support, Drawing and Talking, play therapy, ELSA, Rainbows and/or use of recommendations from outside agencies.

### **Praise**

Teachers will reward pupils with verbal praise – teachers proactively 'catch' pupils behaving well. Classes will either have a Praise Walls for Praise displays to celebrate pupil positive behaviour or a positive stepped ladder.

### **Class DoJo**

Pupils may receive a class DoJo or a group DoJo points as a reward for learning or for demonstrating one of our 8 Values. Each DoJo point represents one House Point. All members of staff can give DoJos.

### **House Groups**

Each DoJo is a housepoint and each child is assigned into one of our four house groups: Red – St Anthony, Yellow – St Francis of Assisi, Green – St Cecilia, Blue – St John Paul 2.

### **Golden Award certificates**

Teaching staff will issue Golden Award certificates, students are selected due to their promotion of School Values, academic excellence or positive choices in school.

### **Golden Values Time**

Classes have 'Golden / Values Time' on a Friday afternoon. Teachers may require children to do 'giving back' activities at this time.

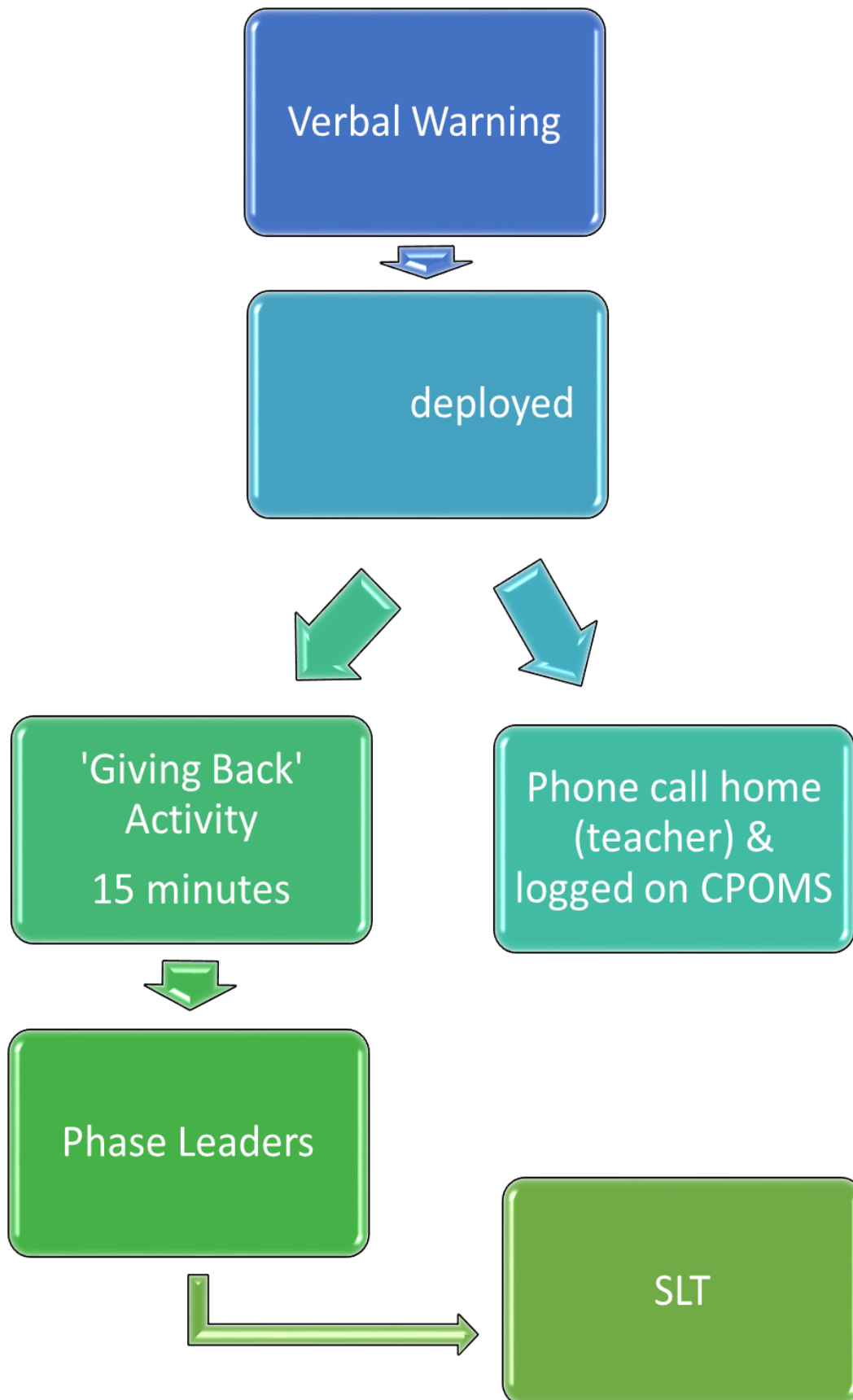
### **Other Rewards**

Pupils may earn rewards for learning activities, including reading, handwriting and maths. Rewards motivate the pupils and ensure high expectations are maintained. Rewards are inclusive and accessible to pupils of all abilities.

Other rewards include: Rainbow Systems, sticker charts, wow boxes, positive behaviour ladders, Always Certificates, student of the day/week certificates, Head and Vice Captains (Year 6), Value Ambassadors (Year 6) Sports Leaders (KS2), classroom monitors, reading rewards, pen awards, time out cards, feely boxes, lunchtime/breaktime nurturing/sports activities and positive communication with parents (termly report cards/ parents evening, Tapestry, /or Dojos).



## Appendix B: Consequences Flow Diagram



## Appendix C: Example behaviours and support for relationship repairs

<p>Level one</p> <p>Low</p>	<ul style="list-style-type: none"> <li>Talking in class when teacher talking/ or working.</li> <li>Ignoring instructions, refusal of command.</li> <li>Lack of learning within a reasonable differentiated period of time.</li> <li>Low-level classroom disruption (e.g. tapping).</li> <li>Calling out.</li> <li>Work avoidance.</li> <li>Inappropriate and disrespectful response to staff/ peer (e.g. yeah)</li> <li>Inappropriate invasion of personal space.</li> <li>Low level acts of unkindness to peers (one off name calling, mocking, knocking)</li> <li>Taking people's property without consent.</li> <li>Low-level damage to equipment/ furniture.</li> <li>Not moving around the school safely, i.e. running, etc</li> </ul>	<p><b>Response strategies:</b></p> <ul style="list-style-type: none"> <li>Class behavior strategies – look from adult or non-verbal warning (hand signals/eyes)</li> <li>Praise pupils who are on task thus reinforcing good behaviours.</li> <li>Reminder of the rule /expectation.</li> <li>Adult move closer to the pupil.</li> <li>Verbal waring (quiet word)</li> <li>Move seating arrangement - move children to a different peer/ quiet seat.</li> <li>Time out from activity to regulate – class clam down area, book area.</li> <li>Give a Sanctuary Space or sensory room pass – children know that if this is during learning time they have to owe the time back during break times.</li> <li>Reflection time: couple of minutes missed of break time to complete logical consequence.</li> <li>Log Behaviours if notable or concern of frequency is rising.</li> <li>Inform Phase leader of initial concerns.</li> </ul> <p><b>Logical Consequences may include:</b></p> <ul style="list-style-type: none"> <li>If work not complete – finish work in own time.</li> <li>If damaged property – sort class resources/ tidy, sharpen pencils, etc</li> <li>If unkind – agree an act of kindness to be performed</li> <li>If shouting out – learn signing words or quiet time.</li> <li>If moving around room – complete their work in their own time</li> </ul> <p><b>Support Strategies:</b></p> <ul style="list-style-type: none"> <li>Normal classroom management including catching the pupil <u>doing the right thing</u>, praise wall, etc.</li> </ul>
<p>Level two</p> <p>Medium</p>	<ul style="list-style-type: none"> <li>Repeated/ deliberate level one behaviour</li> <li>Inappropriate use of language.</li> <li>Deliberate ignoring/refusal of instruction/adult requests.</li> <li>Refusal to do any learning.</li> <li>Refusal to comply.</li> <li>Choosing to leave classroom, playground &amp; hall without permission.</li> <li>Persistent throwing and or flicking objects.</li> <li>Defacing workspace, school equipment &amp; walls.</li> <li>Damage to property.</li> <li>Misuse of toilets.</li> <li>Verbal threats and acts of unkindness to others.</li> </ul>	<p><b>Response Strategies:</b></p> <ul style="list-style-type: none"> <li>Try level 1 behaviour management strategies.</li> <li>Time out (in parallel class or safe space) must be supervised.</li> <li>Reflection time: restorative conversation with key adult identifying what happened, how they were feeling, how they can make it right (KS2: how the other(s) were feeling)</li> <li>Adult agrees logical consequence with the child (as immediate as possible)</li> <li>Learning script/ Act of unkindness script issued.*</li> <li>The ABC log completed in red behaviour log.</li> <li>Incident form completed and CPOMs.</li> <li>Inform Phase Leader and SLT.</li> </ul> <p><b>Logical Consequences may include:</b></p> <ul style="list-style-type: none"> <li>Spend 10 minutes of break/lunch repairing e.g. completing work, creating kindness /sorry card, doing jobs e.g. litter picking or cleaning away mess, loss of privilege, e.g. miss football session, MUGA session etc</li> <li>Golden Time in school is earned so they would be aware they haven't earned their full quota of Golden Time – only effective if on a Thurs/Fri and they use that time to complete a logical consequence.</li> </ul> <p><b>Support Strategies:</b></p> <ul style="list-style-type: none"> <li>Parents notified by class teacher once low level</li> </ul>



		<p>behavior shifts to persistent at level 2.</p> <ul style="list-style-type: none"> <li>• Exit cards for time out.</li> <li>• Support Card –daily / sessional reporting to SLT/ other</li> <li>• Phase Leader to monitor behaviour log and call team around the child with phase team andSENDCo.</li> <li>• Follow Plan Do Review Model.</li> <li>• Alert PSW/SLT via CPOMs – also verbally.</li> <li>• Planned respite and support at transition times with parallel class or using phase TA – part of support plan.</li> <li>• Use of ‘nurturing space’, ‘sensory room’ &amp; ‘structured playtimes/lunch’</li> <li>• Phone call home and child speaks to parents/carers.</li> </ul>
<p>Level three</p> <p>High</p>	<ul style="list-style-type: none"> <li>• Significant disruption to class learning.</li> <li>• Absconding –from school</li> <li>• Absconding- from learning environment.</li> <li>• Aggression- physical</li> <li>• Aggression- verbal</li> <li>• Offending behaviour suspected.</li> <li>• Possession of prohibited item (knife/weapon)</li> </ul> <p>Child on Child Abuse</p> <ul style="list-style-type: none"> <li>• Bullying- verbal/ physical.</li> <li>• Digital bullying (text/online).</li> <li>• Disability related.</li> <li>• Gender identity related</li> <li>• Homophobic related.</li> <li>• Racist behaviour.</li> <li>• Religion/ belief related.</li> <li>• Sexism/ sexual harassment/upsirking</li> <li>• Criteria identified on Cpoms/ others.</li> </ul>	<p><b>Response Strategies:</b></p> <ul style="list-style-type: none"> <li>• Red Triangle</li> <li>• SLT / pastoral team assess the situation and ensure de-escalation is managed – deploy TA to supervise.</li> <li>• Time out to regulate behavior – this is not isolation!</li> <li>• Parent/ carer notified / invited into school to discuss/ and / or support learning on site.</li> <li>• Restorative reflection dialogue when the child has regulated</li> <li>• Ensure logical consequences and follow up.</li> <li>• Agree reintegration timescale.</li> <li>• Incident form/ CPOMs completed.</li> <li>• In exceptional circumstances the school will consider using its statutory rights for fixed or permanent exclusion of a child.</li> <li>• School will report a criminal offence to the police.</li> </ul> <p><b>Logical Consequences:</b></p> <ul style="list-style-type: none"> <li>• As above depending on the undesirable behaviour exhibited.</li> <li>• Internal exclusion should last no more than one session – if respite for the class or further time out for the pupil will support the pupil’s regulation then this should be part of a nurture / personalised programme and recorded.</li> </ul> <p><b>Support strategies may include:</b></p> <ul style="list-style-type: none"> <li>• Team around the child meeting led by SENDCo – evaluate triggers and support strategies – amend if necessary.</li> <li>• Risk Assessment of triggers specific to context.</li> <li>• Review of learning space /class</li> <li>• Multi-agency intervention.</li> <li>• Mentor allocated.</li> <li>• Support Card – sessional checking in with SLT/other</li> <li>• Discussion of consequences.</li> <li>• Use of nurturing space, sensory room, therapies.</li> <li>• Parents/ carers accompany on trips/ risk assessment completed.</li> <li>• Personalized arrangements for break/lunch.</li> <li>• Part-time reintegration programme.</li> </ul>