



Behaviour Policy

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

This policy is written in accordance with the [2006 education act section 89](#)

Christ the King is a Christ centred community built upon the core values of the Catholic church. Our behaviour management reflects our inclusive values. We treat every child as a unique individual with special qualities. We recognise that everyone has the right to feel safe at school, learn to the best of their ability, and be treated with dignity and respect.

As a Rights Respecting School we recognise Article 28, 'The right of every child to a good quality education' and Article 19, 'All children have the right to be protected from danger'. UNCRC.

The purpose of this policy is to ensure good learning behaviour and to celebrate achievements, as well as to provide guidance and support for pupils, staff and parents and build positive relations in an atmosphere of trust and mutual respect.

The Rights Respecting School charter says:

- ❖ **Be Safe**
- ❖ **Belong**
- ❖ **Be The Best I Can Be**

- We have a right to be safe and a responsibility to be caring and considerate.
- We have a right to give our opinions and a responsibility to be communicative and co-operative.
- We have a right to a good education and a responsibility to be courteous, conscientious and confident learners.

High Expectations and High Standards should:

- be evident and consistent in every classroom and around the school
- be encouraged, modelled and acknowledged by all members of staff.
- be encouraged and praised by parents.

The school insists that all stakeholders are **Caring, Courteous, Considerate, Co-operative, Conscientious, Confident** and **Communicative**. We refer to these as our **7Cs**. The 7Cs incorporate our Rights Respecting Values, our British Values, our Learning Power Attributes and our Gospel Values.

The 7Cs are used to ensure good behaviour. Pupils have a variety of rewards to encourage exemplary learning behaviour. All staff model the 7Cs and refer to the 7Cs when dealing with behaviour issues; this is consistently used across the school.

Children's Responsibilities

- To keep the 7Cs at all times.

Staff Responsibilities:

- Model the 7Cs at all times
- Set high expectations.
- Apply 7Cs firmly, fairly and consistently.
- Expect to give and receive respect
- Be positive, nurturing and build relationships.
- Establish the facts.
- Seek a second opinion if you are unsure.
- Develop a class charter which communicates the children's responsibility to keep the 7Cs, maintain a safe environment, challenge their learning and pray together.
- Use common sense and grace when responding to undesirable behaviour.

Staff will:

- Use humour – it builds bridges.
- Keep calm – it reduces tension.
- Listen – it earns respect.
- Love – see good in every child!

Staff should avoid:

- Humiliating – it breeds resentment.
- Shouting – children will respond by getting louder.
- Over-reacting – the problem will grow.
- Blanket punishments – the innocent will resent them.
- Over punishment – never punish what you can't prove.
- Group Punishments – it is rarely fair.
- Sarcasm – it reduces the respect the children have for you.

Parent Responsibilities:

- Support the school's Behaviour Policy.
- Use the school's 7Cs to reinforce behaviour outside of school.
- Notify the school of changes or incidents outside of school that may affect their child's behaviour in school.
- Foster good relationships with the school and see themselves as Partners in their child's learning and education.

Rewards and Sanctions:

At Christ the King School there is a stepped approach to managing behaviour within the classrooms. Teachers may move children up or down a 'behaviour ladder' (KS2) or 'rainbow system' (KS1) depending on their application to learning and their attitude.

Example 'Behaviour Ladder'	
Pink	Exemplary Behaviour
Purple	Good behavior
Blue	Expected behaviour
Green	Warning /inconsistent attitude
Red	Script (loss of 7Cs time in 5 minute intervals)

Example 'Rainbow System'	
Star	Exemplary Behaviour
Sunshine	Good behaviour
Rainbow	Expected behaviour
Cloud	Warning / Inconsistent attitude
Storm Cloud	Script (loss of 7Cs time in 5 minute intervals)

Younger children are always given the opportunity to earn back reward time or may be moved back onto the sunshine / rainbow.

We believe that rewards and sanctions have the most impact when they are instant and when the child believes that the adults have been fair.

Consistent rewards and sanctions ensure children and staff share high expectations for behaviour and that parents have confidence that all children will be recognised for their efforts and will be treated fairly. Visitors frequently comment on our children's exemplary behaviour.

Rewards:

There are a wide range of rewards at Christ the King School that seek to motivate children and acknowledge good behaviour. Rewards maintain a positive self-esteem and enable children to challenge themselves beyond their expectations.

A consistent approach to rewarding is applied throughout the school, although it is acknowledged that rewards will be age-appropriate and will differ from class to class and phase to phase –for example, in Year 1 and 2 children have the Rainbow Systems, sticker charts and wow boxes. In KS2 there are behaviour ladders and dojo points. Every child throughout the school is a member of a house group and can earn house points.

House Groups:

All children and staff are allocated to one of four house groups.

Green: St Cecelia

Blue: St John Paul II

Yellow: St Francis of Assisi

Red: St Anthony of Padua

Each house has a 'Head of House' (member of staff), a male and a female house captain and a male and a female vice-captain.

House Points (purple tokens) are consistently used throughout the school when a child keeps the 7Cs.

Every time a child earns a multiple of 25 house points a reward is achieved. In KS1 every sticker represents one house point. In KS2 sticker stars or tallies are used to chart each child's total.

Number of House Points	Certificate	Awarded By
25	Class Award	Class Teacher
50	Bronze	Assistant Headteacher
75	Silver	Deputy Headteacher
100	Gold	Headteacher
150	Platinum	Governor
200	Diamond	Parish

Sample KS2 House Point Record Card printed on red/ green/ blue/ yellow card:

Pupil Name / Class				
				25

The house group with the most purple tokens at the end of each term receive a special reward time led by their House Captain and head of House. House captains are responsible for counting house tokens each half term.

7Cs Time:

7 Cs Time is a weekly 'golden time' that aims to foster family values and the core values of the 7Cs. Children take part in this special time each Friday 2.35-3.05pm. They may choose from a wide menu of activities on offer that rotate half termly. Any child that has lost 'reward time' is sent to work with the deputy headteacher.

Always Children:

These are children who are always compliant and try their best with their behavior both in the classroom and in the playground. These children are noticed and acknowledged, e.g. by letters to the parent / carer, housepoints, roles of responsibility, stickers or verbal praise, etc.

Values Ambassadors:

Each year up to six children are selected by the headteacher from Year 6 to represent the school as 'Values' Ambassadors. These children are chosen in recognition of their consistent efforts to keep and model the 7Cs for younger children.

Classroom Monitors:

Every teacher recognises that children who consistently keep the 7Cs are positive role models for others. They are rewarded and encouraged to continue to be the best they can be by having short term roles of responsibility within the classroom and year group, e.g. Ready Robins, Helping Hands, plant monitor, wet play monitor, etc.

Reading Rewards:

All children are expected to read every night, and as they do they collect parental signatures in their reading logs. In KS1 children who read every night (5/7) are rewarded with a group treat once a term within their year group. In KS2 the children receive certificates in recognition of the amount of times they have read:

Number of Reading Signatures	Certificate	Awarded By
25	Pink	Class Teacher
50	Bronze	Assistant Headteacher
75	Silver	Deputy Headteacher
100	Gold	Headteacher
150	Platinum	Governor
200	Diamond	Parish

It is the responsibility of the class TA to check signatures and inform the office who has earned a certificate. At the end of the year all children who have received Platinum or above have an afternoon storytime treat with ice lollies, children who gain their Diamond certificate receive a £5.00 book token.

Timetables and Number Bond Rewards:

Children are encouraged to persevere with learning their number facts by receiving certificates in our celebration Assembly.

Marvellous Me:

Parents who subscribe to our 'Marvellous Me App receive praise notes and virtual stickers, this keeps them informed of their child's progress (whole school).

Dojos:

KS2 children receive dojo points; parents may keep a check on how many dojo points their child has via the Dojo App.

Other Rewards:

Other rewards include: midday staff stickers, sports certificates and medals, Home Learning Hero certificates, RRS certificates and medals, headteacher stickers, postcards home, 'star of the week', attendance prizes, and deputy head stickers. Playtime buddies and pupil mentors are praised for their efforts in assemblies and with certificates. All assemblies promote our 7Cs and rights and responsibilities.

Sanctions:

There are a wide range of sanctions. These include expressions of disapproval, time out (minutes matching a child's age), Scripts, loss of 7Cs Time, Report Cards, withdrawal of privileges e.g. Football Club, Class Trips; detentions, and in rare cases exclusion from school. (following the DfE guidelines).

Class teachers use the class Behaviour Ladder or Rainbow System to monitor behaviour of children. Children are given a warning if their behaviour / attitude is less than expected, for example if they are disturbing other children from learning or refusing to complete their tasks.

If a child complies and responds positively to a warning they can be moved back up their behaviour ladder. Should the undesirable behaviour continue then the child will be moved to the sanction area on the behaviour ladder. Teachers must always give children 'take up time' after issuing a warning (minimum of 5-10 minutes). Sanctions are then issued: a script / loss of 7Cs Time.

Scripts:

The school uses 'scripts' to record incidences of poor learning behaviour. The scripts ensure that all staff use consistent language when applying the sanctions. Pupils are always given reminders if they are not following the 7Cs. Receiving a script is unusual and reflects poor learning behaviour. A 'script' is read to the child by the member of staff involved. The child is then sent to 'Reflection' on the same day to reflect on and discuss the incident. This is also a time for reinforcing the 7Cs and motivating the child to try their best.

When issuing sanctions staff will:-

- Make clear why the sanction is being applied and which of our 7Cs was disregarded.
- Make clear what changes in behaviour are required to avoid future sanctions.
- Make clear that it is the **behaviour** rather than the person that is punished.

If a child continues to disrupt learning within the classroom following a script then they are removed from the classroom and the inclusion team support. If a pupil is aggressive to another pupil, a script will be given immediately.

When seeking support for disruptive behaviour:

- A 'red triangle' is sent to the inclusion team to summon support.
- The child is sent to internal exclusion / calm down zone.
- If a child refuses to leave the room then the class are directed to the Studio.
- Inform SLT.
- Request immediate parental intervention to work with the child to regain an acceptable level of behaviour.
- Witnesses (adult / child) complete incident forms.
- Ensure the headteacher has the written report within 30 minutes of the incident.

If a child consistently disregards the 7Cs, this will be evidenced by the amount of scripts. If a child receives 3 scripts within a half term the class teacher will inform the child's parent / carer. If a child receives 5 scripts within a term the parents / carer will be sent a letter inviting them to a meeting with the deputy headteacher. If a child receives 10 or more scripts the parents / carer will be sent a letter inviting them to a meeting with the headteacher. The vast majority of children are never given a script.....let alone 10!

Detention:

Any child in KS2 that refuses to complete learning tasks or avoids working due to poor behaviour will be requested to attend a lunchtime detention or a 45minute after school detention to complete the learning. Work may also be sent home with the parent for completion. The 2006 Education Act notes that parents / carer should have a 24 hour notice period for an after school detention. We believe that rewards and sanctions work best when they are instant so we look for parents to support us in nipping poor learning behaviour in the bud. We will always work with the parents to find an alternative time should it be absolutely necessary.

Report Cards:

Report cards are monitoring tools for children with persistent poor behaviour. This may be given to the child for a fixed period of time in order to encourage improvements. The child annotates a daily timetable in pink or green in consultation with their class teacher. This is shared with the deputy / headteacher at the end of every day and a copy is given to the parent / carer at the end of the week.

Personalised Learning Programme / Behaviour Plan:

When a child's behaviour presents a significant challenge then a personalised plan is drawn up in consultation with the child, parent, SENCo, inclusion team and other relevant professionals. Parents are fully involved in this process and are given a copy of documents. The school makes every effort to identify triggers for poor behaviour. It is acknowledged that children with extremely poor behaviour do not respond well to the rewards and sanctions within this policy. The Personalised Learning/ Behaviour plan will identify specific rewards and sanctions and an individualised timetable. The school recognises that all children have a right to learn in a calm and purposeful environment so undesirable behaviour is usually managed in small group or one to one learning sessions by our inclusion team.

SEND:

This policy acknowledges the school's legal duties under the Equality Act 2010 and in respect to pupils with special educational needs (SEN). Where a personalised learning programme or Behaviour Management Plan is in place specific rewards and sanctions will be identified to match a child's specific needs.

Recording:

All incidents are logged and recorded (class log books, SEND forms or incident forms for serious incidents). The Reflection and Detention log books keep a record of who and why a child is in attendance. Script records are kept by the class teacher. Incident forms are given to the headteacher and monitored by the leadership team.

Risk Assessments:

Any child who persistently disregards our 7Cs will require a risk assessment prior to participating in off-site activities or any activity that has potential to trigger the child. The inclusion team are responsible for ensuring a risk assessment is carried out for any child at risk of exclusion or who may require a personalised Learning / Behaviour Plan.

Fixed Exclusion:

Significant disregard of our school behaviour 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.

The deputy headteacher may authorise an exclusion in the absence of the headteacher and only if the head is non-contactable. The headteacher will contact the parent by letter if an exclusion (fixed term or permanent) is issued. The

SENCo and inclusion team 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 headteacher's 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 rights of all children are considered when excluding a child. The following are considered extreme behaviours: violence, non-compliance, aggression, absconding, racist behaviour, persistent bullying. These behaviours compromise the health and safety of the child involved and / or those persons near them.

The headteacher has the right to reverse an exclusion where insufficient or contradicting evidence is provided by witnesses. The Chair of Governors and the local authority exclusions team are informed of all fixed and permanent exclusions.

Policy ratified at the Governors Meeting on 21st September 2016.