



Behaviour Policy

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

This policy was reviewed and ratified in the September 2019

It will be reviewed in October 2021

This policy is written in accordance with the [2006 education act section 89](#) and KCSIE 2019.

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:

- Live out the CAST values and school mission
- Model the 7Cs at all times
- Set high expectations and stick to them.
- 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.
- Be vigilant at all times to ensure the wellbeing and safeguarding of all pupils.

Staff will:

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

Staff must never:

- Humiliating (Humiliate) – it breeds resentment.
- Shouting (Shout) – children will respond by getting louder.
- Over-reacting (Over-react) – the problem will grow.
- Blanket punishments (Distribute? blanket punishments?) – the innocent will resent them.
- Over punishment (Over-punish) – never punish what you can't prove.
- Group Punishments (Levy/distribute group punishments) – it is rarely fair.
- Sarcasm (Use 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 behavior
Rainbow	Expected behaviour
Cloud	Warning / Inconsistent attitude
Storm Cloud	Script (loss of 7Cs time in 5 minute intervals)

All 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 Cecilia

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.

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 CAST family values and promote 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. Where a child has not earned all of their 7Cs time they remain with their class teacher.

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, house points, 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 recognizes 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: **But KS1 get certificates too?!**

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
250	Ruby	Diocesan
300	Emerald	Cardinal

It is the responsibility of the class TA to check signatures and inform the office who has earned an certificate. Children may also earn raffle tickets each time they complete a book. They will then be entered into a half termly prize draw.

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.

Golden Assembly

Each week in Golden Assembly children may receive Golden Awards, Reading, Writing or Maths certificates, Tidiest Classroom Award and Impeccable Uniform or Attendance Awards. Children may also bring in awards from out of school activities.

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.

Children are given a warning if their behaviour / attitude is less than expected, for example if they are disturbing other children from learning, refusing to complete their tasks or are being unkind. Class teachers use the class Behaviour Ladder (KS2) and Rainbow System (EYFS / KS1) within the classroom setting to monitor behaviour of children.

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 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' (minimum of 5-10 minutes) to give the child time to adapt their behaviour before moving them down the ladder. When a child is moved to the sanction level on the ladder they are given a script. The class TA will be supportive in promoting positive choices. If the child continues to refuse to comply then a red triangle is sent to the inclusion team / SLT.

Scripts:

The school uses 'scripts' to record incidences of poor learning behaviour (white) or for acts of unkindness (orange). 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.

- 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 discuss the behaviour with the child's parent.
- If a child receives 5 scripts within a half term the SENCo/ PSW will issue a Report Card and have a dialogue with the parent.
- Further Report Cards or persistently poor behaviour will result in a Behaviour Support Plan (See below).

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 (internal exclusion) to continue with their learning. Children will be supervised at all times. Where a child is internally excluded from their class it is for a maximum of one learning session. 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. An incident

report is completed as soon as possible following the incident and passed to the headteacher. 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.

Detention:

In rare circumstances children in Year 5 or 6 may be requested to attend a 45 minute after school detention. This is done in consultation with the parent when a child has refused to complete learning tasks and has been persistently non-compliant. 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:

Where a child is issued 5 scripts within a half term period they are given a 'report card'. Report cards are monitoring tools for children with persistently poor behaviour and are issued for a fixed period of time in order to encourage improvements (minimum of 2 weeks). Parents are always informed and review meetings are set up with the SENCo / PSW / class teacher to review the child's progress. The SENCo / PSW monitors the child to ensure support is in place to give them the best possible chance of success. The child annotates a daily timetable in consultation with their class teacher. This is then shared with a senior staff member at the end of every day and a copy is given to the parent / carer at the end of the week.

Behaviour Support Plan:

Where a child is issued more than one report card in a term and / or a child's behaviour presents a significant challenge, a personalised plan is drawn up in consultation with the child, parent, SENCo, PSW, class teacher and other relevant professionals. 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 Behaviour Support 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 groups or one to one.

Recording:

Low level behaviour is recorded in the class log book. Medium level behaviour is recorded in the class log book, scripts and reflection log. High level behaviour is recorded on an incident form and on CPOMs. The Reflection log book records 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 PSW / leadership team. All medium and high level behaviour is logged on CPOMs.

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.

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 SENCo / PSW is responsible for ensuring a risk assessment is carried out for any child at risk of exclusion or who may require a Behaviour Support Plan.

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 headteacher may authorize an exclusion. The 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 rights of all children are considered when excluding a child. The following are considered extreme behaviours: violence, persistent non-compliance, aggression, absconding, racist behaviour, peer on peer abuse. 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 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 2019). Any concerns are reported to the school DSLs and logged on CPOMs immediately.