



Behaviour Policy



Date of Policy: June 2023
Date of Review: June 2025
Responsible for Policy: Local Governing Body
Policy Approved: June 2023

Date of Approved Review: May 2025



Purpose

This policy contains the principles, aims, values and strategies for managing behaviour at Christ the King Catholic Primary School. Through the consistent application of this policy, a happy, secure and orderly environment in which the children can learn and develop as caring and responsible people will be created.

This policy will be explained to the children during school assembly and will be introduced to new parents each year at the initial parents meeting. Existing parents will be made aware of the policy through letters home. Key elements of the policy will be included in the school prospectus.

Behaviour management is an integral part of a curriculum which teaches appropriate social skills so that children may participate fully in the life of their home, school and local community.

Discipline is about motivating others to choose the most appropriate way to work and succeed in all aspects of school life.

The policy follows the recommendations and principles set out by the Department of Education in the Behaviour in Schools Guidance Sept 2022 ([Behaviour in schools guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/106111/behaviour-in-schools-guidance-sept-2022.pdf))

All values promoted in this policy are encapsulated within our school motto: Learning, Growing, Praying together with Christ Our King.

Aims

The aims of the policy are to promote children to:


- Know and understand the boundaries of acceptable behaviour and the consequences which will follow
- Be tolerant and understanding and have respect for the rights, views and property of others
- Develop a responsible and independent attitude towards work and their roles in the school and wider community.
- Achieve their potential in terms of self-esteem, academic achievements, aesthetic appreciation, and spiritual awareness.
- Take pride and a responsible interest in caring for their environment.
- Recognise the necessity for honesty, fairness and politeness.
- Develop self-control and be responsible for their actions.
- Be safe and happy.
- Realise that we are all striving to be like Jesus.
- Children will be given a clear picture of what behaviour is acceptable and therefore what is unacceptable. They will have a clear understanding of rewards and sanctions.
- In all relationships there will be a consistency of treatment and fairness and justice for all.



- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination, there is a need to ensure consistency of response to unacceptable behaviour irrespective of sex, ethnicity or social background.
- Staff and volunteers always set an excellent example to pupils.
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions.
- Encouraging, praising and positively reinforcing GOOD WORK, GOOD BEHAVIOUR and GOOD RELATIONSHIPS will be the normal procedure.
- This policy is intended to foster and maintain good behaviour.

WALK THRU in Practice

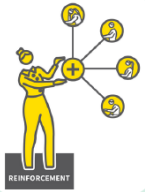
At Christ the King, we use a range of *walkthru* strategies to support consistency in behaviour management across the school. These include **Signal, Pause, Insist** – a calm, clear signal given to gain attention, followed by a pause to allow processing time, and then insisting on full attention before continuing. This approach promotes respect, fairness, and ensures all children are ready to learn. We also use **Positive Framing**, where staff narrate and highlight the desired behaviours rather than focusing solely on what has not been achieved. For example, rather than saying “stop talking,” staff may frame expectations positively by saying “thank you to those who are showing me they are ready.” These strategies encourage positive behaviour, reduce disruption, and create a supportive and safe learning environment where all pupils can thrive.



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Positive Framing

- A technique for establishing and maintaining high expectations through the use of positive reinforcement, encouragement and affirmative language.
- Instead of negative meaning or challenges that might be interpreted as personal criticism or arbitrary and unjust, teachers frame corrective directions through a positive frame.



TEACHING WALKTHRUS A/D/A/P/T
REINFORCEMENT

Establish your expectations

Go through the process of establishing expectations first.

Students need to know what the expectations are before they can then be re-affirmed through the Framing technique.

Affirm positive responses first

Give positive affirmation to students who meet the expectations before dealing with any who don't.

"Well done to this table, you're ready to learn and listening!"
"So many excellent homework responses today. Well done people!"

Frame corrections as positive reinforcements


Frame corrective responses by reasserting what you want, not describing their behaviour.

Instead of "Sean and Mo, stop talking and turn around" say "Sean, Mo... I'd like you both looking this way and listening thanks".

Give the benefit of the doubt

Assume students' best intentions and emphasise what you want to happen.


Teacher: Louise, I need you focused on the task now. Thank you.
Louise: But I wasn't talking.
Teacher: OK, maybe you weren't but I need you focused and working hard now. Thank you.




Assume confusion over defiance

Feign confusion instead of issuing a challenge.

"I wonder if this group did not quite hear the instructions?"
"There seems to be some confusion about our expectations here – can we just check we've all understood the routine?"






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Signal, Pause, Insist

- This is a routine that teachers will use several times in a lesson.
- The signal, pause, insist routine allows staff to move from one lesson phase to another calmly and efficiently.
- The more you insist on the response, the one embedded becomes.



Choose the signal

Select a clear and easily reproduced signal, this might be

a raise hand
or
1, 2, 3 eyes on me

the signal must be use freely and repeatedly
The signal can be common across the school or individual to the teacher

Rehearse the signal

Introduce the signal to your class.

Practice the process of stopping and starting an activity using the signal.


make it clear what the signal is and what you want them to do on hearing it.

Give the signal

When you want to move from child activity to teacher input, stop what you are doing and give the agreed signal.

Stand facing the class, scanning the room to make eye contact with everyone.

Adult eye contact is important to showcase a calm, stationary stance that suggests you are now waiting for everyone to respond.




Pause

Give children a short moment to adjust, it is not instantaneous.

Wait without speaking to allow this transition to happen naturally.

Hold eye contact at all times.

When ready, affirm their positive response with a simple, "thank you".




Insist

Before moving on be sure that everyone has given you the agreed response.

If you can't get 100% response through body language and eye contact, use low level reminders.

You might need a more strict response or to re-release the signal so it becomes a routine.





Holy Cross MAC Principles

Our approach to behaviour management is:

- Firmly rooted in Gospel values and supports our mission to support all children
- Consistent with the teachings of the Catholic Church
- Clear expectations of the behaviours and attitudes required in our schools to ensure that everyone can enjoy a safe and secure learning environment in which children thrive and achieve success.
- A clear system of rewards for appropriate behaviour and sanctions for unacceptable behaviour.
- An opportunity for reconciliation following any incident.
- An expectation that staff address the behaviour not the student.
- A reasonable and proportionate escalation framework for issuing sanctions
- Clear communication to staff, parents and students at regular intervals during a school year
- How reasonable adjustments to policy and procedure can be made to meet the needs of children with SEND, including access to support and advice from relevant external agencies
- Information on how pupils who have difficulty with their behaviour are supported, including access to external behaviour support services ([EB68897C52C4196E62632F725712A5A6.pdf \(hccmac.co.uk\)](https://www.hccmac.co.uk/EB68897C52C4196E62632F725712A5A6.pdf))

Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for headteachers and school staff](#)
- [Behaviour in schools: advice for headteachers and school staff](#)
- [Searching, screening and confiscation at school](#)
- [Searching, screening and confiscation: advice for schools](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement -
https://www.gov.uk/government/publications/school-exclusion -
::~:~:text=Schools%20and%20colleges%20must%20continue,headteachers](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the

- [Special Educational Needs and Disability \(SEND\) Code of Practice.](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils



- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

Definitions

Misbehaviour is defined as:

- Breaches of the school rules
- disruption in lessons, in corridors between lessons, and at break and lunchtimes
- non-completion of classwork or homework
- poor attitude
- incorrect uniform (depending on the age of the child and following a discussion about correct uniform, which may include parents)
- disrespect for school staff

Serious misbehaviour is defined as:

- repeated breaches of the school rules
- any form of bullying
- sexual violence or sexual assault (intentional sexual touching without consent)
- sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - sexual comments
 - sexual jokes or taunting
 - physical behaviour like interfering with clothes
 - online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- vandalism
- swearing/spitting
- theft
- fighting
- smoking
- racist, sexist, homophobic or discriminatory behaviour
- possession of any prohibited items.

These are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Bullying

Bullying is defined as the repetitive, intentional harming of a person or group by another person or group, where the relationship involves an imbalance of power.



Bullying is, therefore:

- deliberately hurtful
- repeated, often over a period of time
- difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

Roles and Responsibilities

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

- valuing 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
- encouraging, praising and positively reinforcing good relationships, behaviours and work.
- challenging all conduct involving bullying, harassment and discrimination
- helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently
- caring for, and taking a pride in, the physical environment of the school
- working as a team, supporting and encouraging one another
- ensuring that e-safety is embedded within the school

This refers to Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings.

The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the school governors
- Giving due consideration to the school's statement of behaviour principles (above)



- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log (CPOMs) is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

The Governing Body

The governing body is responsible for:

- Reviewing and approving the written statement of behaviour principles (above)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

All teachers and staff work towards the school's aims by

- providing a challenging and stimulating programme of study designed to enable all children to reach the highest standards of personal achievement
- creating a calm and safe environment for pupils
- regularly discussing and establishing school rules throughout the academic year
- recognising and being constantly aware of the needs of each individual child according to ability and aptitude
- enabling children to take increasing responsibility for their own learning and conduct
- being good role models – punctual, well prepared, well-mannered and well organised
- developing a positive relationship with pupils
- taking quick, firm action to prevent one child inhibiting another's progress
- providing opportunities for children to discuss appropriate behaviour
- challenging pupils to meet school expectations
- recording behaviour incidents promptly on CPOMs
- providing a personalised approach to the specific behavioural needs of particular children implementing the behaviour policy consistently

Pupils work toward the school's aims by

- attending school in good health maintained by adequate diet, exercise and sleep
- attending school regularly
- being punctual and ready to begin lessons on time
- being organised - bringing necessary kit, taking letters home promptly, returning books efficiently
- conducting themselves in an orderly manner in line with the school rules



- taking growing responsibility for their environment and for their own learning and conduct

Pupils will be made aware of the following at regular intervals throughout the academic year:

- the expected standard of behaviour they should be displaying at school
- that they have a duty to follow the behaviour policy
- the school's key rules and routines
- the rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- the pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with further support wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-year arrivals.



The school will encourage parents / guardians to work toward the school's aims by asking parents / guardians to

- ensure that children attend school in good health (including diet and sleep)
- ensure that children attend punctually and regularly
- get to know the school's behaviour policy and reinforce it at home where appropriate
- support their child in adhering to the school's behaviour policy
- inform the school of any changes in circumstances that may affect their child's behaviour
- discuss any behavioural concerns with the class teacher promptly
- take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- take part in the life of the school and its culture
- be realistic about their children's abilities and offering encouragement and praise
- accept responsibility for the conduct of their children
- accept support which is offered

Procedures for ensuring involvement of all members of the school community include



- regular meetings with Midday Supervisory and Teaching Assistants teams
- a planned programme of Continued Professional Development for Teachers, Teaching Assistants and Midday Supervisors

Strategies for developing good partnership with parents include

- regular informal contact with teachers who will always endeavour to be accessible to parents before and after school (West Hill Road site) and after school (Scots Lane site).
- good communication channels including weekly newsletters from the school.
- a programme of school events
- an induction morning for children entering the school in Nursery and Reception
- the school website which hosts the school's behaviour policy and explains the parents' role in this
- welcoming parents into the classroom
- welcoming other parental contributions such as organising resources, accompanying educational visits and helping with extra-curricular activities
- a clear policy for children with special needs which involves parents
- a procedure for the monitoring of parental support with reading, involving a reading diary which gives parents an opportunity to make constructive comments.
- communication via ParentLink
- parent teacher consultations currently comprising:
 - Summer Term 2 – SEND transition meetings with new class teacher and parents/carers
 - Autumn Term 1 – Welcome back, meet the teacher
 - Parent/Teacher/Child Consultation
 - Autumn Term 2 – End of term progress report shared.
 - Spring Term 2 - Parent/Teacher/Child Consultations
 - End of term progress report shared.
 - Summer Term - Open Evening (with invitation to make a formal appointment to discuss their child's Annual written report.)
 - End of term progress report shared.

Strategies for providing children with opportunities to discuss appropriate behaviour.

- a programme of Relationships, Social and Health Education (RSHE) and Personal and Social Health Education and Citizenship designed to promote mutual respect, self-discipline, and social responsibility.



School behaviour curriculum

At Christ the King we have just three school rules. These are explained to children and talked about regularly, our 3 school rules are all encompassing and are: Ready, Safe, Respectful (RSR)

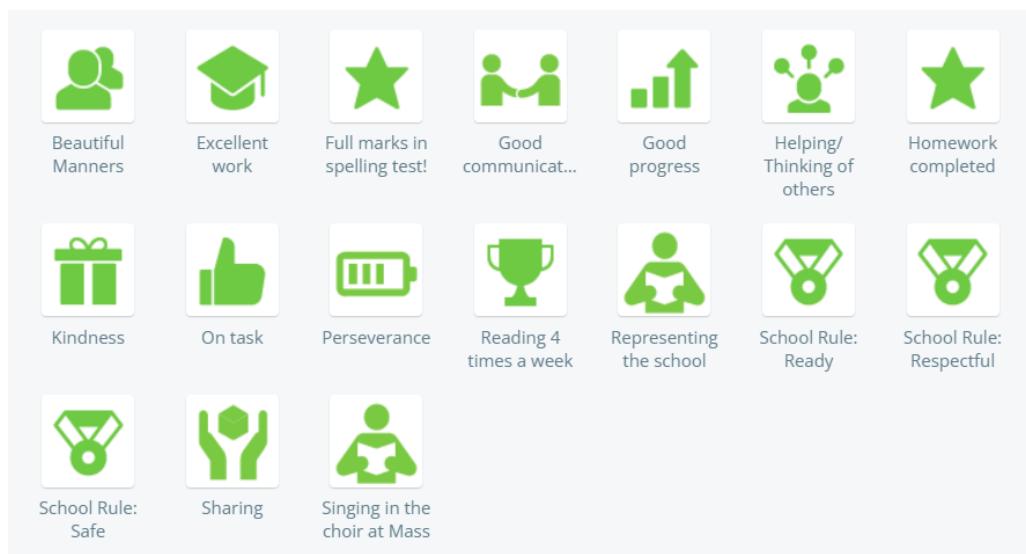


Responding to good and bad behaviour

At Christ the King, we use **Class Charts** — an online behaviour management tool provided by TES — to help us monitor, reward, and address pupil behaviour consistently across the school.

How it works:

- **Teachers record behaviour points** (both positive and negative) in real time during lessons or around school.
- Pupils can be awarded points for positive behaviours such as effort, kindness, teamwork, or outstanding work.





Negative behaviours, such as disruption or not following the school rules are recorded and addressed in accordance with our school's behaviour policy. Children are given two warnings as an opportunity to correct their behaviour.

If a third warning is issued during the day, a sanction is put in place:

- **At the Westhill Road site:** children will lose 10 minutes of their playtime.
- **At the Scots Lane site:** children will miss 30 minutes of their lunchtime play.

This approach is designed to support positive choices while ensuring consistency across both school sites.

If five warnings are given over a school week then a sanction such as a missed playtime/ detention can be given.

Teachers also use Class Charts to log incomplete homework and to provide communication with parents that homework has not been completed.

When a negative point is issued, this does not subtract from the child's positive total, it is used as a tracking tool and a way to communicate with parents.



Parental Access: Parents and carers are provided with login details so they can access **Class Charts** via a free app or website. This means you can:

- See your child's behaviour record and points.
- Track positive achievements.
- Be informed promptly of any concerns so you can discuss them at home.

Why we use it:

- To ensure a **fair, consistent and transparent approach** to behaviour management.
- To help **celebrate and reward positive behaviour**.
- To improve **communication between school and home**.

If you need any support accessing your **Class Charts** account, please contact the school office and we'll be happy to assist.

At Christ the King, we love celebrating the brilliant behaviour, hard work and kindness our children show every day. As part of our **Class Charts behaviour system**, pupils collect **House Points** for positive actions like excellent effort, good manners, helping others and great teamwork.

The children can **spend their House Points in the online Class Charts Rewards Shop**



Here's what they can save up for (the below list is not exhaustive and is subject to change):

- **10 points** – Sticker
- **25 points** – Sweet treat
- **50 points** – Pencil
- **80 points** – Squishy
- **100 points** – 3 Lucky Dips
- **130 points** – Slime ball and snap band
- **160 points** – Keyring
- **200 points** – Mini soft toy
- **230 points** – Pick 'n' Mix treat
- **260 points** – Non-uniform Friday treat
- **300 points** – Hot chocolate treat
- **350 points** - £5 Amazon voucher

Other Rewards/ Praise in school

- Verbal praise and encouragement.
- Comments written in books.
- Visit to another teacher for praise.
- Praise from the deputy headteacher and/or headteacher.
- A variety of stickers for a variety of purposes.
- Individual class or year group systems e.g. table or group points, a variety of certificates.
- Weekly/termly certificates.
- Extra responsibility.
- A letter/ note / email home.

Behaviour management will be based on positive encouragement, incentives and rewards to encourage appropriate behaviour.

Other strategies for promoting desirable behaviour include:

- 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
- 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

Trauma informed approach:

As a school we are aware of the impact that trauma and attachment can have on a pupil's development. Staff have regular training linked to understanding the wider impact that ACE's can have on a child behaviour, development and life chances. As a school we work with outside agencies to support staff knowledge and make sure that we are supporting all our pupils, providing them with what they need to be successful individually.



Restorative conversations:

We strive to support our children with their emotional health, well-being and social skills, all of which are needed to enable learning to take place. Children cannot always put their needs into words, but the way they behave can tell us a great deal about how they are feeling. Restorative conversations give us a framework to explore these feelings together. By encouraging children to talk about what happened, how they felt, and how others may have been affected, we help them develop empathy, self-awareness and responsibility. This approach draws on current understanding from neuroscience, attachment theory, and models of child development, guiding us to interpret the needs signalled through behaviour and to respond in ways that repair relationships and build stronger connections.

Strategies for eliminating undesirable behaviour include:

- sanctions for undesirable behaviour
- 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
- at lunchtimes a programme of extra-curricular activities and organised play leader sessions to engage children's interest.
- the provision of a quiet play area as well as an area where children can engage in games
- the provision of equipment for the children to play with during lunchtimes.

Hierarchy of Sanctions

* A personalised hierarchy of sanctions may be implemented for children with a Behaviour Support Plan, EHCP, or individual learning need. This is designed to help support the child in understanding the importance of positive behaviour, while also recognising that inappropriate behaviour carries appropriate consequences.

Action	Resulting Sanction	Adult in school responsible
Off task behaviour/distracting others	Verbal warning, class teacher or Teaching Assistant to make note of first or second warning on class list.	Adult looking after class at the time. Class Teacher must be informed.
More than 3 incidents of off task behaviour/distracting others	Detention (SL) or 10 minutes of break time (WHR). Class teacher will inform parents or via class charts. <i>It is at the class teacher's discretion if they wish to contact the parent and discuss their child's behaviour verbally following the incident.</i> Children may not be allowed to represent the school in extra curricular events for a fixed period of time.	Class Teacher Class Teacher must Blind Copy (BC) GB and JR into any email home regarding detention/behaviour.



Further incidents of off task behaviour/distracting others Or Serious incident (what)	Incident to be logged on CPOMS. Member of SLT to contact parents/guardians. The headteacher will decide whether the behaviour warrants an internal, fixed term (between 1-5 days) or permanent exclusion.	Class Teacher. SLT Headteacher
Lunchtime inappropriate behaviour	Verbal warning from any member of staff, class teacher or Teaching Assistant to make note of first or second warning on class list. Children may not be allowed to represent the school in extra curricular events for a fixed period of time.	Adult looking after class at the time. Class Teacher must be informed. Class Teacher informed at end of lunchtime by DRA or adult who witnessed incident.

Critical Incidents: These require immediate referral to the Headteacher or Deputy Headteacher (Assistant Headteacher, in the absence of both Headteacher and Deputy Headteacher)

Action	Resulting Sanction	Adult in school responsible
Refusal to follow reasonable instructions and school rules	Immediate contact with parents. The headteacher will decide whether the behaviour warrants an internal, fixed term (between 1-5 days) or permanent exclusion. Children may not be allowed to represent the school in extra curricular events for a fixed period of time.	Headteacher / Deputy Headteacher (if Headteacher is not on school site)
Serious Misbehaviour (please see list set out in behaviour policy).	Immediate contact with parents. The headteacher will decide whether the behaviour warrants an internal, fixed term (between 1-5 days) or permanent exclusion.	Headteacher / Deputy Headteacher (if Headteacher is not on school site)



Christ the King Catholic Primary School
Behaviour Policy



	Children may not be allowed to represent the school in extra curricular events for a fixed period of time.	
Unprovoked aggression towards other children or adults	Immediate contact with parents. The headteacher will decide whether the behaviour warrants an internal, fixed term (between 1-5 days) or permanent exclusion. Children may not be allowed to represent the school in extra curricular events for a fixed period of time.	Headteacher / Deputy Headteacher (if Headteacher is not on school site)
Unprovoked verbal aggression (including swearing) towards other children or adults	Immediate contact with parents. The headteacher will decide whether the behaviour warrants an internal, fixed term (between 1-5 days) or permanent exclusion. Children may not be allowed to represent the school in extra curricular events for a fixed period of time.	Headteacher / Deputy Headteacher (if Headteacher is not on school site)
Damage to property or other belongings	Immediate contact with parents. The headteacher will decide whether the behaviour warrants an internal, fixed term (between 1-5 days) or permanent exclusion. Children may not be allowed to represent the school in extra curricular events for a fixed period of time.	Headteacher / Deputy Headteacher (if Headteacher is not on school site)
Physical intervention being necessary to ensure the safety of people or property	Immediate contact with parents. The headteacher will decide whether the behaviour warrants an internal, fixed term (between 1-5 days) or permanent exclusion. Children may not be allowed to represent the school in extra curricular events for a fixed period of time.	Headteacher / Deputy Headteacher (if Headteacher is not on school site)
Other children needing to be removed from the situation for their own safety	Immediate contact with parents. The headteacher will decide whether the behaviour warrants an internal, fixed term (between 1-5 days) or permanent exclusion. Children may not be allowed to represent the school in extra	Headteacher / Deputy Headteacher (if Headteacher is not on school site)



	curricular events for a fixed period of time.	
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Mobile, Smartphones, Smart Watches and iPads

Personal technology such as iPads/Kindles or Tablets are not permitted onsite.

Children are not permitted to wear Smart Watches that have the facility to play games, take photos or message.

Pupils who walk home by themselves (Years 3, 4, 5 and 6) are allowed to bring a mobile phone/smartphone with them on the condition that it is:

- handed in to the office at the start of the school day (this should be before entering the playground) and collected at home time (once dismissed by the class teacher).
- not used during the school day.
- not used to take photos or videos whilst on the school site.

If any of the above are brought into school, they will be kept in the school office and returned once collected by the child's parent/ guardian.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, which are on the school website, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- causing disorder
- hurting themselves or others
- damaging property
- committing an offence

Incidents of reasonable force must:

- always be used as a last resort
- be applied using the minimum amount of force and for the minimum amount of time possible
- be used in a way that maintains the safety and dignity of all concerned
- never be used as a form of punishment
- be recorded on CPOMs and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.



All staff have had Safer Handling Training.

Key staff members who provide 1:1 support for children with physical needs also receive manual handling training to ensure safe and appropriate care.

Prohibited items

The following items are not permitted to be brought onto school premises:

- vaping devices or refills
- any drugs (including prescriptions – these should be handed to an appropriate adult for safekeeping)
- imitation or genuine fire arms
- tools which could be used as a weapon (eg chisels, hammers, screwdrivers)
- inappropriate books, CDs or DVDs (which contain material that is not age appropriate)
- knives or weapons
- alcohol
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- we also ask that children do not bring in toys, games, fidget toys unless permission has been given to individuals

Confiscation and searches

Searching and confiscation will be conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items (listed above) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search. An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:



- the authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or
- it is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- assess whether there is an urgent need for a search
- assess whether not doing the search would put other pupils or staff at risk
- consider whether the search would pose a safeguarding risk to the pupil
- explain to the pupil why they are being searched
- explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- explain how and where the search will be carried out
- give the pupil the opportunity to ask questions
- seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact a member of the SLT, to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified above, but not to search for items that are only identified in the school rules.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots



Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- desks
- bags
- drawer

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed above) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed above
- if they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed above), including incidents where no items were found, will be recorded on CPOMs.

Informing parents

Parents will always be informed of any search for a prohibited item (listed above). A member of staff will tell the parents as soon as is reasonably practicable:

- what happened
- what was found, if anything
- what has been confiscated, if anything
- what action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.



Strip searches

Strip searches will not be undertaken. School staff do not have any authority to carry them out. If it was deemed necessary, a child's parents will be contacted and they will be asked to carry out the search.

Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity (e.g. school trips)
- travelling to or from school
- wearing school uniform
- in any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil
- could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- it poses a threat or causes harm to another pupil
- it could have repercussions for the orderly running of the school
- it adversely affects the reputation of the school
- the pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher or other member of the senior leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action. If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.



Zero-tolerance approach to sexual harassment, sexual violence and peer-on-peer abuse

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- proportionate
- considered
- supportive
- decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- responding to a report
- carrying out risk assessments, where appropriate, to help determine whether to:
 - manage the incident internally
 - refer to early help
 - refer to children's social care
 - report to the police

Please refer to our child protection and safeguarding policy on our website for more information.

Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy.

The legal duties include:

- taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- if a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.



Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Our approach to anticipating and removing triggers of misbehaviour includes:

- short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- training for staff in understanding conditions such as autism
- use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload



Christ the King Catholic Primary School

Learning, Growing, Praying together with Christ our King

Tiered approach to supporting behaviour

School Rules:

Ready

Safe

Respectful

This is how we do it here!

At CTK we believe that tiers of intervention are a useful way of identifying the group of children that may benefit from a targeted support or intervention.

All children - Tier 1

Children at-risk or showing signs of behaviour difficulty - Tier 2

Children with persistent or intense behaviour needs - Tier 3

ALL

- Behaviour expectations shared
- Praise shared with parents via class charts.
- CARE approach embedded
- Learning Mentor support available for children, parents and staff.
- Lunchtime Play provision
- Staff trained in emotional coaching
- Quality First Teaching

SOME

- Forest school sessions
- Class Buddy
- Movement breaks during learning time.
- Individual needs identified
- Early Help support
- Support from external agencies inc. Health Services
- SEND Learning Plan shared with parents via Provision Map

FEW

- CARE time at the start and end of the day.
- Individual Provision Plan - included on Learning Plan .
- Positive Mentoring time
- Short term - reduce timetable discussed.
- Counselling
- Lego Therapy
- Parental support
- Alternative placement

Sanctions

All children receive up to two warnings per day for not following the school rules.

This allows time for the child to make a change to their behaviour.

If a third warning is issued then this is recorded on class charts, parents informed and a missed playtime (WHR site) / lunchtime detention. (SL site) .

1:1 support

Individual Provision - included on Learning Plan .

Discussed and implemented after discussions with parents and external support.

Review to take place after 4 weeks or before if needed.



Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- whether the pupil was unable to understand the rule or instruction?
- whether the pupil was unable to act differently at the time as a result of their SEND?
- whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENDCo) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school. Depending on the circumstances support could include:

- reintegration meetings
- daily contact with the Learning Mentor
- a report card with personalised behaviour goals
- participation in small group work around behaviour
- support from outside agencies
- additional support in class



Pupil Transition: Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by familiarising them with the behaviour policy and the wider school culture.

Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher and TAs. In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Training

The Behaviour policy is reviewed then shared and discussed with staff annually at the start of each academic year.

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- the proper use of restraint (Manual Handling) training is arranged for staff who have not done it)
- the needs of the pupils at the school
- how SEND and mental health needs impact behaviour
- bespoke support if necessary on behaviour management and classroom management

Behaviour management will also form part of continuing professional development and all teachers and TAs are trained in Manual Handling. This training is organised on a rolling programme to ensure that staff receive refresher training at the end of their accredited period)

Monitoring and evaluating school behaviour

The school will use CPOMs to collate data on the following:

- behavioural incidents, including removal from the classroom
- attendance, permanent exclusion and suspension
- use of pupil support units, off-site directions and managed moves organised via the Fair Access Panel
- incidents of searching and confiscation

The data will be analysed termly by the DSL and DDSL and also on an ongoing basis to pick up any patterns relating to particular types of behaviour, children or classes.

The data will be analysed from a variety of perspectives including:

- at school level
- by age group
- at the level of individual members of staff
- by time of day/week/term
- by protected characteristic



The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

Monitoring this policy

This behaviour policy will be reviewed by the headteacher and school governors at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles from the Holy Cross Catholic MAC will be reviewed and approved by the school governors annually.

Links with other policies

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy
- Anti-bullying policy
- Preventing extremism and radicalisation policy
- Staff Code of Conduct
- Parent and Carers Code of Conduct
- Prayer and Liturgy Policy
- Overview of Catholic Social Teaching

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow reasonable instruction (Section 91 of the Education and Inspections Act 2006). This also applies to all paid staff 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 the teacher, including on school visits.



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Behaviour Blueprint

This is how we do it here!

Please use this blueprint as your reminder of daily behaviour practice at CTK Catholic Primary School.

Praise children for good behaviour by rewarding them with a house point which needs to be added to class charts, **a praise postcard?**



Behaviour Warning

When children have broken the school rules they will receive one warning. This is to be recorded on the class list which is kept on the Teacher's desk. If a child receives three warnings then they will miss 10 minutes off their playtime (WHR site) or a lunchtime detention (SL site), this must be recorded on Class Charts so parents are informed.

Each day is a new day for all children. If they have received two negative behaviour points, these can not be carried over to the next day.



School Rules

Ready

Safe

Respectful

Response and Call

Adult:

1, 2, 3 eyes on me

Pupil:

1, 2 eyes on you

Meet and Greet

Adults are to start each day saying good morning to all children as they enter the cloakroom or classroom.



BEHAVIOUR EXPECTATIONS AT CTK

<p>GOOD LISTENING</p> <p>Show that you are ready by tracking the speaker</p>	<p>TRANSITIONS</p> <p>1: STOP 2: STAND 3: WALK</p>	<p>WONDERFUL WALKING</p> <p>This keeps you and others around you safe at school.</p>	<p>MARVELOUS MANNERS</p> <p>Shows respect to all.</p> <p>SORRY!</p>
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CTK SCHOOL RULES: **READY SAFE RESPECTFUL**

AT CTK WE CARE...

<p>CONNECT</p> <p>All staff believe in the power of connection to inspire children, parents and staff.</p>	<p>ATTENDANCE</p> <p>All staff believe in the importance of good attendance for children and staff to ensure consistency.</p>	<p>RELATIONSHIPS</p> <p>All staff believe in developing positive relationships with children, parents, staff and all stake holders.</p>	<p>ENVIRONMENT</p> <p>All staff believe in creating a positive and welcoming environment for all.</p>
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CTK'S CARE APPROACH IS BASED ON TRAUMA INFORMED AND RESTORATIVE PRACTICE, AND IS EMBEDDED THROUGH ALL SCHOOL POLICIES.



Review history

Issue 01	Policy approved by Governors.	June 2023
Issue 02	Reviewed	April 2025
Issue 03	Reviewed	
Issue 04	Reviewed	
Issue 05	Reviewed	