



RELATIONSHIP AND BEHAVIOUR POLICY

Autumn 2022

AIMS & EXPECTATIONS

1. It is a primary aim of Christ the King Catholic Primary School that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all. The school's 'Promoting Good Behaviour Policy' is, therefore, designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. At Christ the King Catholic Primary School we wish to create and develop a rich, stable and stimulating environment conducive to the full development of the child. We want to help our children to:

- grow spiritually;
- grow emotionally;
- grow socially;
- grow personally;
- grow morally;
- grow academically.

How the children behave with the other members of the school community has considerable bearing on the effective functioning of the school and the ability of the children to achieve their growth potential in the areas highlighted above.

We as a school are particularly concerned with positive behaviour recognising that the following are benefits of a calm learning environment:

1.1 Children:

- learn what positive behaviour means;
- learn to care for one another;
- learn the value of friendship;
- develop self-confidence;
- do as well as possible in their school work.

1.2 Teachers/TAs/adults working with children:

- meet the need of all pupils;
- make positive contacts with all parents- weekly praise emails via Seesaw;
- improve their observational skills so that any warning signs of a deviation from normal behaviour can be noted and appropriate action taken.

1.3 Parents/Carers:

- feel confident that their children are growing spiritually, emotionally, personally, socially and academically;
- know that their children will receive support when they need it;
- are welcome in school to discuss their children's progress in a positive atmosphere;

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| | <ul style="list-style-type: none"> • parents will be informed if there is a concern requiring their support. <p>We live by our Mission Statement: Treat others the way you would like to be treated yourself.</p> <p>2. WHAT WE MEAN BY POSITIVE BEHAVIOUR</p> <p>The children and staff of Christ the King School have discussed what they understand by positive behaviour and have agreed on the following ‘Code of Conduct’:-</p> <ul style="list-style-type: none"> • we should always be careful, helpful and kind in actions and words, treat each other with respect and remember our good manners; • we should be hard working and allow others to work undisturbed; • we should listen quietly and attentively when others are speaking; • we should respect the property of others; • we should play peacefully together and seek to include others who have no-one to play with; • we should not use bad language. <p>The school has three clear, comprehensive and enforceable rules that all children are expected to follow:</p> <ul style="list-style-type: none"> • Be kind; • Work hard; • Never give up. |
| LEGAL FRAMEWORK | <p>This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:</p> <ul style="list-style-type: none"> • DfE (2021) ‘Keeping children safe in education 2022’ • DfE (2021) ‘Sexual violence and sexual harassment between children in schools and colleges’ • DfE (2018) ‘Mental health and behaviour in schools’ • DfE (2015) ‘Special educational needs and disability code of practice: 0 to 25 years’ • DfE (2013) ‘Use of reasonable force’ <p>This policy operates in conjunction with the following school policies:</p> <ul style="list-style-type: none"> • Pupil home school agreement • Social, Emotional and Mental Health (SEMH) Policy • Complaints Procedures Policy • Special Educational Needs and Disabilities (SEND) Policy • Exclusion Policy • Positive Handling Policy • Peer-on-Peer Abuse Policy • Child Protection and Safeguarding Policy • Anti-Bullying Policy: Pupils |
| RECOGNITION FOR GOOD BEHAVIOUR / CITIZENSHIP | <p>At CTK:</p> <ul style="list-style-type: none"> • We praise and reward children for following our school rules and ethos statements; • We reward good work and behaviour with House points/dojo points – children receive points for following our three school rules and demonstrating our |

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| | <p>Christian values;</p> <ul style="list-style-type: none"> • Every day, one child from each class becomes ‘Golden Child’ of the day for displaying impeccable behaviour, they will have the teddy/trophy on their desk the following day; • Weekly Certificate -two children are chosen for following our three school rules and demonstrating our Christian values. We also celebrate achievements from within and outside of school- children will stand up in Monday assembly if they received a certificate on the Friday; • All children are in the Green Zone. Children who display impeccable behaviour are moved onto the Star. <p>Foundation Stage Children Positive behaviour is spotted and rewarded by moving up the ‘Star Chart’.</p> |
| <p>PREVENTION STRATEGIES</p> | <p>This section outlines the school’s strategies for preventing unacceptable behaviour, minimising the severity of incidents, and using sanctions effectively and appropriately to improve pupils’ behaviour in the future.</p> <p>Positive teacher-pupil relationships Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school focusses heavily on forming these relationships to allow all adults to understand their pupils and create a strong foundation from which behavioural change can take place. All adults to display a unconditional positive regard.</p> <p>De-escalation strategies Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:</p> <ul style="list-style-type: none"> • Appearing calm and using a modulated, low tone of voice • Using simple, direct language. • Avoiding being defensive, e.g. if comments or insults are directed at the staff member. • Providing adequate safe space. • Showing open, accepting body language, e.g. not standing with their arms crossed. • All staff displaying Unconditional Positive regard. |
| <p>FOLLOWING CODE OF CONDUCT</p> | <p>All children start each day in the Green Zone.</p> <p>At Christ the King Catholic Primary School we have sanctions if children do not follow our Code of Conduct, to ensure a safe and positive learning environment. If staff feel that a child is not following our agreed Code of Conduct, in most cases, the following steps will take place:</p> <ul style="list-style-type: none"> • The child will be given a warning and his/her name is moved from Green Zone to the white zone on display in classroom. • If the child continues to ignore our Code of Conduct he/she will be put into an appropriate zone (orange or red). A letter will be sent home to inform parents. A Child in Orange Zone will miss one morning playtime break or lunchtime break. A child on Red Zone will miss one morning playtime break and one lunchtime break. Children in Orange or Red Zone will spend the morning playtime break/ lunchtime break outside a member of SLTs room. • Children will then complete the form- restorative justice. • If staff continue to have concerns about a child’s behaviour, parents will be invited |

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| | <p>to attend a meeting with the classteacher. The Headteacher will be notified. Home school books or Individual Behaviour Plans may be an outcome of such meetings. If behaviour escalates the Deputy Headteacher will join an additional meeting with parents. After this a meeting will be held with the class teacher, Deputy Headteacher and Headteacher.</p> <ul style="list-style-type: none"> • If the child holds a position of responsibility in school eg: prefects their badge may be removed for consistent breaches of school conduct. <p>Please note that the colour zone a child is placed in, will be decided by their class teacher, and will be dependent upon the teacher’s background knowledge of that particular child. The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil’s age, religious requirements, SEMH needs, any SEND, and any other relevant information</p> <p>Foundation Stage Children</p> <ul style="list-style-type: none"> • The child will be given a warning. • Further unacceptable behaviour will result in the child moving to a ‘Time out’ in a safe supervised area. <p>Exclusion</p> <ul style="list-style-type: none"> • If zones do not have the desired affect and the child has no other diagnosis then further stages will be put in place as follows, if appropriate, at this point the ‘Pupil at risk of Permanent Exclusion’ form will be sent to the Local Authority and the parents. • Internal exclusion from the classroom for half a day; • Internal exclusion from the classroom for a day; <p>Children who are internally excluded will spend the day with a member of SLT.</p> <p>These stages do not need to be consecutively followed and in exceptional circumstances exclusion may be applied with immediate effect. After this, the exclusion from school aspect of this policy will be followed.</p> <p>CPOMS is used by staff to record behaviour incidents.</p> |
| <p>PHYSICAL INTERVENTION</p> | <p>Physical intervention</p> <p>Members of SLT have the legal right and our Team Teach trained to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.</p> <p>Physical restraint will only be used as a last resort and as a method of restraint. SLT will use their professional judgement of the incident to decide whether physical intervention is necessary.</p> <p>Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be immediately taken to the headteacher (if not present already) and the pupil’s parent will be contacted.</p> <p>Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion.</p> |
| <p>DE-ESCALATION ROOM</p> | <p>The school may decide to move pupils to the pod, away from other pupils for a limited</p> |

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| | <p>period to allow time for de-escalation. The school will ensure that pupils' health and safety is not compromised during their time in the room, and that any additional requirements, such as SEND needs, are met.</p> |
| <p>SEMH</p> | <p>The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response</p> <p>To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:</p> <p>Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment</p> <p>Teaching – the curriculum is used to develop pupils' knowledge about health and wellbeing</p> <p>Community engagement – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing</p> <p>Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.</p> |
| <p>THE ROLE OF ALL THE STAFF</p> | <p>The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.</p> <p>Staff will ensure that all children understand the Pupil Code of Conduct and support pupils in following it. They will use their professional judgement when dealing with inappropriate behaviour. Staff will also use CPOMS to maintain records of inappropriate behaviour/behaviour concerns and changes and to make SLT aware of these concerns.</p> |
| <p>THE ROLE OF THE HEADTEACHER</p> | <p>It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school Promoting Good Behaviour Policy consistently throughout the school and to report to governors on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school and the effectiveness of the policy in addressing any SEMH-related drivers of poor behaviour. The Headteacher is also responsible for publishing this policy and making it available to staff, pupils and parents. The Policy is on the school website.</p> <p>The Headteacher asks staff to keep records of all reported serious incidents of misbehaviour i.e. children who are put into Red Zone.</p> <p>The Headteacher or Deputy Headteacher in her absence (as agreed by the Governing Body), has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. The governors would be notified of this.</p> |

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| <p>THE ROLE OF THE SENCo/ MENTAL HEALTH LEAD</p> | <p>The mental health lead (Assistant Head) is responsible for:</p> <ul style="list-style-type: none"> • Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties. • Supporting behaviour management in line with the Social, Emotional and Mental Health (SEMH) Policy. <p>The SENCO (Assistant Head) is responsible for:</p> <ul style="list-style-type: none"> • Collaborating with the governing board and Headteacher, as part of the SLT, to determine the strategic development of behavioural and SEMH policies and provisions in the school. • Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy. • Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support. |
| <p>THE ROLE OF PARENTS</p> | <p>Christ the King Catholic Primary School collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school. Parents are asked to sign the Code of Conduct at the start of each year. In signing, parents and children are agreeing to the ethos of Christ the King Catholic Primary School.</p> <p>Parents are responsible for:</p> <ul style="list-style-type: none"> • Supporting their child in adhering to the school rules. • Informing the school of any changes in circumstances which may affect their child's behaviour <p>If a concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, they should contact the governors where a formal grievance or appeal process can be implemented.</p> |
| <p>THE ROLE OF GOVERNORS</p> | <p>The governing body has overall responsibility for and supports the Headteacher in:</p> <ul style="list-style-type: none"> • Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation. • Promoting a whole-school culture where calm, dignity and structure encompass every space and activity. • Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy. • Monitoring the rate of internal and external exclusions and to ensure that the school policy is administered fairly and consistently <p>The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.</p> |
| <p>FIXED-TERM & PERMANENT EXCLUSIONS</p> | <p>We do not wish to exclude any child from school, but sometimes this may be necessary. The school has, therefore, adopted the Local Authority's guidelines. We refer to this guidance in any decision to exclude a child from school.</p> <p>Only the Headteacher, or Deputy Headteacher in her absence (as agreed by the Governing Body), has the power to exclude a child from school. This may be for one or</p> |

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| | <p>more fixed periods, for up to 15 days in any one school year. In extreme and exceptional circumstances the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.</p> <p>If a child is excluded, the parents are informed immediately, with reasons for the exclusion. At the same time, it is made clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.</p> <p>The Headteacher informs the Local Authority and the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.</p> <p>The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.</p> <p>If the Governors' Appeals Panel decides that a child should be reinstated, the Headteacher must comply with this ruling.</p> |
| <p>SEXUAL ABUSE AND DISCRIMINATION</p> | <p>The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents</p> |
| <p>BEHAVIOUR OFF SCHOOL PREMISES</p> | <p>Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.</p> <p>Staff can discipline pupils for misbehaviour outside of the school premises when the pupil is:</p> <ul style="list-style-type: none"> • Wearing school uniform. • Travelling to or from school. • Taking part in any school-related activity. • In any way identifiable as being a pupil at the school. <p>Staff may also discipline pupils for misbehaviour off the school premises that, irrespective of the above:</p> <ul style="list-style-type: none"> • Could negatively affect the reputation of the school. • Could pose a threat to another pupil, a member of staff at the school, or a member of the public. • Could disrupt the orderly running of the school. • Cyber bullying outside of school. • <p>Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-Bullying Policy.</p> <p>The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.</p> <p>Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.</p> |

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| <p>MONITORING & REVIEW</p> | <p>At Christ the King Catholic Primary School we keep records of behaviour that becomes a concern. These will be recorded CPOMS. Children who are put into Red Zone will be reported to the Headteacher.</p> <p>The Headteacher keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded.</p> <p>This policy will be reviewed by the headteacher mental health lead and all staff on an annual basis; they will make any necessary changes and communicate these to all members of staff.</p> <p>.</p> <p>The next scheduled review date for this policy is Autumn 2022</p> |
| <p>APPENDIX</p> | <ul style="list-style-type: none"> • Code of Conduct; • Orange Zone Letter; • Red Zone Letter; |

Date policy last reviewed: November 2022

Signed by:



Headteacher

Date: 24/11/2022



Chair of governors

Date: 24/11/2022

Appendix A

Date:

Dear Parent/Carer

Re: Orange Zone Letter

I am writing to inform you that your son/daughter

..... has been put into Orange Zone today.

All pupils at Christ the King Catholic Primary School have a right to learn in a secure and safe environment. With this right comes a responsibility to look after our school, our environment and each other.

Children must show respect to adults and other children at all times.

The reason your son/daughter has been placed in Orange Zone is explained below:

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Please could you confirm receipt of this letter using the reply slip below and return it to your child's class teacher tomorrow.

Yours sincerely

Staff Member at Christ the King.

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Reply Slip: Please return to your child's class teacher

Re: Orange Zone Letter

I confirm that I have read and understand the contents of this Orange Zone letter and spoken to my child about their behaviour.

Signed: (Parent)Date:

Child's Full Name:

Appendix B

Date:

Dear Parent/Carer

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Reply Slip: Please return to your child's class teacher

Re: Red Zone Letter

I confirm that I have read and understand the contents of this Red Zone letter and spoken to my child about their behaviour.

Signed: (Parent)Date:

Child's Full Name: