



BEHAVIOUR & DISCIPLINE POLICY

In Jesus we learn, grow and pray together

Curriculum and
Standards
Committee

Overview

The purpose of this policy is to communicate and clarify the ways in which our school encourages children to behave well and work hard. It also states what will happen when children do not behave well, we work in line with the Department of Education's expectations and guidance set out in 'Behaviour and Discipline in Schools' documentation

Inclusion

Our school is an inclusive school and in each class there are children with a range of additional needs including ADHD, Dyslexia, Speech and Language, ASD and moderate learning difficulties. Our school recognises that children, with these different needs, benefit from a modified behaviour procedure.

Aims

All those involved in the life of the school have a collective responsibility for ensuring good behaviour. We have a duty to demonstrate through our actions and attitudes the Christian values which underpin all our work. High standards of behaviour, work and respect for each other depends on the example we all give to pupils. Good order does not just happen; it has to be worked for.

Everyone at Christ the King is dedicated to fulfilling the school aims:

- To follow Jesus in sharing God's love for all creation.
- To provide opportunities and experiences for all to reach their potential.
- To understand our roles and responsibilities to ourselves and others in a diverse world.

Expectations

Expectations of All Staff

- To take collective responsibility for the behaviour of all children within the school community.
- To provide a good role model for children particularly in the way they speak to and behave towards each other and the children.
- To have high expectations of all pupils.
- Treat all pupils fairly and with respect regardless of race, gender, religion and ability.
- To actively promote good behaviour and deal with incidents of poor behaviour in a non confrontational manner.
- To raise pupils self esteem and encourage the development of their full potential.
- To contribute responsibly towards creating a safe, caring and pleasant environment.
- To use the code of conduct, class rules and sanctions clearly and consistently.
- To form positive relationships with parents so that all children can see that key adults in their lives have a common purpose.

Expectations of All Children

- To work hard and to allow others to do the same
- To treat everyone with respect and to show consideration for the needs of others
- To listen to instructions and do what they are asked to do the first time that they are asked
- To take care of property and the environment in and out of school
- To speak to each other in an appropriate manner
- To co-operate with other children and adults
- To be polite. (As a minimum, we expect all pupils to use 'excuse me', 'please', 'thank you', hold doors open for adults and to speak to staff quietly and courteously.)
- To help us maintain high standards of behaviour we have agreed a set of rules. These rules form 'Code of Conduct' which every pupil is expected to follow and every adult is expected to uphold at all times.

Code of Conduct:

- We listen and do as we are asked.
- We are kind and helpful in what we say and do.
- We take care of everything in our school.
- We try our best in everything we do.
- We keep our hands and feet to ourselves

Class Rules

Each teacher will also work with their class each September to produce a list of age-appropriate rules to support class management and organisation.

Rewards and Sanctions

School Wide Rewards

At Christ the King we believe that pupils learn best when they are motivated and that they will be well motivated when they feel good about themselves. To this end praise, reward and celebration of achievement are important aspects of the school's approach to promoting good behaviour.

Some of the rewards are listed below:

Verbal Praise – teaching and non-teaching staff tell pupils that their behaviour is very good and making a positive impact in school.

House points/dojos for positive behavior - each child and staff member belongs to a team (There are 4 teams – St Andrew, David, George and Patrick). The winning team of the week will also be announced on a Friday. The children and staff in the team that collects the most points at the end of each term will have a special treat. Parents can access the Class Dojo App to keep a track of their child's awards in school.

Certificates are presented on a Friday morning

Star of the Week: Teachers nominate a child who has displayed a particularly worked very hard.

Citizenship Award: For demonstrating key citizenship values. (This is replaced by Olympic values awards during Summer and Winter Olympic/Paralympic games)

Good Samaritan: For demonstrating outstanding acts of mercy.

Parents / Carers received a text too so they know their child has received an award, the Office staff ensure this is sent out.

Rewarding attendance: Pupils with 100% attendance are entered in to a raffle to receive a reward at the end each term and all children who achieve 100% for the whole year are rewarded in July.

Red letters are sent home to a child from each class each half term to celebrate some aspect of learning or behaviour that needs to be congratulated.

Class Rewards

In addition to the whole school rewards, teachers often develop their own novel ways in which to promote and encourage good standards of behaviour with their class e.g. raffle tickets, marble jars, golden time, treasure chests, medal charts etc. These individual approaches are encouraged as they are a way in which teachers can take more responsibility for the behaviour of their children on a day-to-day basis.

School Wide Sanctions

In the event of children not adhering to the code of conduct, the following sanctions will be applied using **adult discrepancy based on the seriousness** of the behaviour.

Yellow and Red Cards are displayed in class for Key Stage 1 and 2. The child's initials are recorded on the Yellow/Red card in class, once they have carried out a sanction their name is rubbed off. Each child starts afresh each day.

- Non-verbal warning
- Verbal warning
- Written tasks, extra work, repeating unsatisfactory work until it meets the required standard
- Miss Playtime/ timed period of lunch
- Loss of privileges
- Sent to Assistant Headteacher/ Deputy Headteacher / Head Teacher
- In extreme cases we may use fixed term or permanent exclusion

In the case of regular misbehaviour it will be necessary to consider tailored sanctions. These may include a report card, exclusion from activities, playtime and/ or lunchtime exclusion, or fixed term and permanent exclusions. An individual Behaviour Plan will be written.

Children receive 'negative' or red Dojos for:

- No homework
- No PE kit in school
- No reading book in school

EYFS children have a behavior chart in class – at the start of each day they are on the 'Ready to learn' Rainbow and then they can move on to the 'Good Effort' and 'Superstar' clouds for positive behaviour. For negative behaviour they move to 'Warning' and 'Speak to a Parent'. The children move along this chart throughout the day.

Missed Playtime: The child will not be playing outside, they will stand against the wall or remain in school with a member of staff (they will not be allowed to carry out jobs or partake in enjoyable activities during this time).

Lunchtime Exclusion: Parents will be required to take their children home for the duration of lunchtime and return them to school at the start of the afternoon session.

Fixed Term Exclusion: Pupils will be excluded from school for a specified period which may range from one day to fifteen days. At this stage parents will be consulted and a plan for behaviour improvement will be agreed.

Permanent Exclusion: The pupil will be permanently excluded from school. This effectively means that the child will cease to be a pupil at Christ the King and will need to find another school.

Notes for Application of Sanctions

Teachers have to record any significant incidents on 'O Track'

Teachers need to keep parents informed regularly about their child's behaviour. If they need to be approached about poor behaviour this should be done tactfully and where possible in private.

Teachers are also expected to communicate their Line Manager and Leadership Team about behaviour concerns.

Teachers are encouraged to keep children in themselves during playtime to complete work if necessary.

No list of sanctions can solve all problems and teachers must use their own judgement when dealing with behaviour

Playground supervision

All staff responsible for children on the yard should circulate as much as possible, keeping a close eye on those children whose behaviour is often inappropriate. Where possible adults should organise and join in games with the children. During playtimes, children are not allowed back in to the school building unless with an adult other than to use the toilet.

Playground duty

There are always three members of staff on duty on the KS1 and KS2 yard. They need to make sure accidents are recorded and that behaviour is dealt with appropriately. Children

can be asked to stay with an adult and miss a timed period of their lunchtime. The teacher outside is also responsible for ringing the bell/blowing the whistle promptly and supervising lines so that lessons can begin on time. They must not leave the yard **under any circumstances** until all classes have been collected.

Lunchtime

Lunchtime supervisors are able to award team points for good behaviour in the dinner hall and on the yard. They are also required to keep a written log of any significant incidents of behaviour in the 'Lunchtime Behaviour Book'. A named lunchtime supervisor will also liaise with the Deputy Headteacher and Headteacher when children are causing concern because of regular misbehaviour or about serious incidents. Persistent misbehaviour may result in a pupil being excluded from school at lunchtimes.

At lunchtime, supervisory staff should make sure that the entrance to the toilets is well-supervised and may use Year 6 monitors to help.

Conduct/ Incidents outside of school

As set out by DfE Behaviour and Discipline in schools, 2016.

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable. These may be:

misbehaviour when the pupil is:

- o taking part in any school-organised or school-related activity or
- o travelling to or from school or
- o wearing school uniform or
- o in some other way identifiable as a pupil at the school.

- or misbehaviour at any time, whether or not the conditions above apply, that:
 - o could have repercussions for the orderly running of the school or
 - o poses a threat to another pupil or member of the public or
 - o could adversely affect the reputation of the school.

Parental involvement

To support the Code of Conduct and school behaviour policy.

To share concerns about the children's education, welfare and behaviour with the school.

To monitor their child/ren's activity on social network, please read Online Safety Policy

To take an interest in the children's work and celebrate their achievements.

To encourage the development of appropriate social skills, e.g. good table manners and common courtesy. To attend parents evenings and support school functions.

To inform teachers of the reasons for all absence on the first morning that the child is absent.

To ensure that children arrive in school on time.

To dress pupils in school uniform and to provide appropriate P.E/ Forest school clothing.

To attend pre-arranged appointments with teaching staff and Headteacher.

To provide good role models for children.

To support their child in completing homework, including listening to them reading regularly.

School powers to search and screen pupils (DfE Guidance, 2014)

Schools in England have powers to search and screen pupils and confiscate prohibited items. The Department for Education released Departmental Advice called “Searching, screening and confiscation” in February 2014. This advice applies to all schools in England.

What is a “prohibited item”?

Prohibited items include:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images;
- any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or injure a person or damage property; and
- Mobile phones, apple watches, personal ipads, other tablets or forms of media that can access social media or communication during school hours.

Searching pupils without consent

A headteacher or a member of staff authorised by the headteacher can carry out the search for prohibited items where there are reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

Searching pupils with consent

School staff can search pupils with their consent for any item. The consent does not have to be in writing. If a member of staff suspects that a pupil has a prohibited item and the pupil refuses to agree to be searched then the school can implement their school policy and potential consequences, including exclusion.

The member of staff must be the same sex as the pupil and another member of staff should act as a witness. However, a search can be carried out by a member of staff who is of the opposite sex to the pupil and without a witness where the staff member reasonably believes that there is a risk of serious harm to a person if such a search is not carried out immediately and it is not reasonably practicable to call another member of staff. In such cases, staff should take into account the increased expectation of privacy for older pupils.

What are reasonable grounds for suspicion?

Members of staff must decide in each case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or notice a pupil behaving in a suspicious manner. The school can rely on CCTV footage to help reach their decision. These powers apply regardless of whether any prohibited item is found on the pupil.

Outcomes

Standards of behaviour are high.

Effective behavior of learning is evident by all pupils.

Incidents of poor behaviour are dealt with promptly and appropriately and reduced.

All children feel safe. Parents have confidence in the school's policies and procedures.

Attendance is above the LA and Governor Target of 97.2%

Monitoring, Evaluation and Review

The school keeps a variety of records concerning incidents of misbehaviour:

The class teacher records persistent or serious classroom incidents

The Deputy headteacher/Headteacher record those incidents where a child is sent to the on account of bad behaviour

Incidents that occur at break or lunchtimes are also recorded

The School Leadership Team and the Governing Body monitor the effectiveness and efficiency and impact of this policy annually

Date adopted	May 2017	Review Cycle	Annually	Last Reviewed	Sept 2016	Version	4
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