CHRIST THE KING PRIMARY SCHOOL

BEHAVIOUR POLICY

Approved by Governors: Jan 2022

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Article 19 : You have the right to be protected from being hurt and mistreated, in body or mind.

Reviewed September 2025

Context and Rationale

We are a Catholic School, and we support the mission of the Church. Our mission, that acts as a benchmark from which all activity in the school is based, is clear.

We are:

A worshipping community that holds and celebrates Christ as the centre of its faith and life.

A learning community that values and fosters learning for the whole community.

A respecting community that follows the teaching of Christ to love our neighbour as ourselves.

A welcoming community that recognises and welcomes the presence of Christ through our respect and love for one another.

A serving community that enables its pupils to serve each other, their families and wider world.

Our mission is to develop this vision by:

Worshipping:
- Celebrating through participation in prayer, reflection and worship so that our community feels inspired, rewarded and challenged in its faith journey.
- Giving our children hope for their future through an understanding that they are unique and that God loves them for who they are and who they will become.

Learning:
- Enabling our children to become confident, skilled, enthusiastic lifelong learners.
- Developing thoughtful, questioning, creative and collaborative attitudes to learning.

Respecting:
- Fostering respect for all people, celebrating the wonder of God's creation and understanding the need to share our planet with all in sustainable ways.
- Respecting the unique God-given gifts that each member of the school community has to offer and promoting fairness, care and courtesy.

Welcoming:
- Instilling a culture of inclusivity, encompassing our pupils, parents and the wider community.
- Nurturing a sense of honesty, openness and self-worth in ourselves and others.

Serving:
- Encouraging our children to serve each other through friendship, kindness and sharing in work and play.
- Developing an awareness of the role of our school within our parishes and the wider community

Our Behaviour Policy is based on a series of principles:
- All members of the school community should show respect for each other.
- Everyone has the right to work together in a safe and secure environment.
- All behaviour is communication.
- Everyone must take responsibility for their own behaviour.
- Good behaviour is recognised, praised and rewarded.

- Clear rules, rewards and sanctions are followed consistently throughout the school. Positive behaviour is linked to the Class Charters that are developed within the framework of the Rights of the Child (UNCRC)
- Everyone has the opportunity for a fresh start.
- Everyone is equally important
- Opportunities are created to promote self-esteem and self-discipline
- Partnership with parents is actively encouraged through effective communication.
- All staff are responsible for supporting the development of good behaviour of all pupils, using positive behaviour management including non-teaching staff inside and outside the classroom.

To make our school's practices and policy meaningful, a common and consistent approach is used throughout.

ALN Statement

Christ The King Primary School is committed to providing an inclusive learning environment in line with the Additional Learning Needs and Education Tribunal (Wales) Act 2018 and the ALN Code for Wales 2021. We are dedicated to identifying, assessing and making provision for Additional Learning Needs at the earliest opportunity, working in collaboration with pupils, parents, and relevant professionals. Our approach is based on promoting equity, respecting diversity, and ensuring that all pupils are provided with opportunities to meet success.

Communication and Parental Partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare.

Early warning of concerns should be communicated to the ALNCo and the Head Teacher so that strategies can be discussed and agreed before more formal steps are required. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents

There are sadly some instances of behaviour, which are deemed to be so severe that they bypass all sanctions. In these cases, the Head Teacher will determine the appropriate consequence and will seek the support of the Local Authority and Educational Psychology service.

Whole-School Communication with Children

Supporting with Thrive, ELSA and the Restorative Approach

All teaching staff have received training in the principles of Thrive. The Thrive approach is widely used in UK schools and has been devised by child psychologists. It is a means of supporting the social and emotional development of children, based upon their stage of emotional development.

The Thrive approach recognises that all behaviour is communication. It asks, 'what is the child trying to tell us through his/her behaviour?' Once we understand what is driving the child's behaviour and the stage of

their emotional development, then we can begin to support them effectively. The Thrive approach gives staff a common language and strategies to deal with pupils' behaviour in a supportive and positive way. Some pupils may need additional support in this area and will have 1:1 or small-group sessions with a member of staff who has received enhanced training to become a Thrive practitioner.

ELSA (Emotional Literacy Support Assistants) may also support individual or groups of pupils who have difficulty in recognising, understanding and responding to their emotions and those of others. It is unrealistic to expect a child to manage their feelings and behaviour if they do not yet understand what these feelings are or what they signify. Some children may be overwhelmed by a strong emotion (e.g., excitement about an upcoming birthday) and do not have the skills to respond to that feeling in a socially acceptable manner. ELSA sessions support them to name, acknowledge and manage their strong feelings.

Children have the opportunity to join Parliament groups so that pupil voice is heard, and views gathered. The Rights Respecting senedd group addresses the development of the UNCRC in school.

Restorative Approach

All teaching staff have been trained in the principles and practice of the Restorative Approach. This encourages children to reflect upon how their behaviour has affected others around them. It moves away from apportioning blame which can mean that a pupil becomes labelled as a problem (which may result in poor self-esteem and further poor behaviour) and instead supports the pupil to repair relationships where conflict has occurred.

Class Charters

The philosophy of our school Behaviour Policy is embodied in Class Charters drawn up during the transition day for new classes and revisited in September at the start of the academic year. It reflects the Christian ethos and mission of our school and the UNCRC Rights of the Child. They are based on our school mission statement. The Class Charters are positively stated and have a clear rationale for all. They vary depending on the needs and age of the classes but embody the following six principles:

- We are gentle, we don't hurt others *(Article31)*
- We are kind and helpful, we don't hurt anyone's feelings. *(Article 29)*
- We listen, we don't interrupt *(Article 12)*
- We are honest, we don't cover up the truth *(Article 13)*
- We work hard, we don't waste our own or other's time *(Article 28)*
- We look after property, we don't waste or damage things *(Article 24)*

These Charters are referred to and reviewed for effectiveness on a regular basis. The class charters are displayed in each classroom.

The Playground Charter has some additional guidance:

We are gentle, we don't hurt others (Article 31)

We are kind and helpful, we don't hurt anybody's feelings (Article 29)

We play well with others, we don't spoil others' games (Article 28)

We care for the playground, we don't damage or spoil anything (Article 24)

We listen, we don't interrupt (Article 12)

We are honest, we don't cover up the truth (Article 13)

We keep the playtime safety rules

The Lunchtime Charter has specific guidance when eating lunch:

We line up quietly

We walk in the dining hall

We finish what we are eating before we speak

We remember to say 'please' and 'thank you'

We put our rubbish away

We put our hands up to ask to leave the hall

We talk quietly to the people next to us

Rewards

At Christ the King our emphasis is on rewards to reinforce good behaviour. The most common reward is praise, informal and formal, public and private, to individuals and groups. Some examples of positive incentives for the individual, group and class are:

- Written positive comments
- Work displayed
- Children receive stickers when they are sent to the head teacher with an excellent piece of work or for exemplary behaviour. HT can send text home to parents .
- Habits of Mind certificates are used as a link between school and home for positive learning habits and attitudes. The child can be sent to a member of SLT or the head teacher for praise and reward for work and behaviour.
- In class rewards e.g., raffle tickets, marbles in the jar, table and class points, extra break time

Examples of misbehaviours which may be displayed.

The following table is used as a record of particular types of misbehaviours and instances where the school rules are being broken. It may be used as a way of recording the types of behaviours exhibited to assist in communication with parents and with formulating Positive Behaviour Plans. The six levels can be used to identify level of behaviour from desirable at the bottom to severe misbehaviour at the top.

	Description of Behaviour
	• Persistently threaten, intimidate or harm someone • Violently attack someone • Throw equipment or resources across the room/playground or at someone in order to hurt them • Persistently and continually disrupt the learning in my class • Use behaviour from any other level that persists, despite warnings and sanctions

	• Threaten or intimidate someone • Deliberately break or spoil school property • Steal • Throw an object to purposefully hurt someone • Spit at someone • Refuse to go to the head teacher or to another teacher if I am instructed to
	• Refuse to follow important safety instructions • Write on school property • Refuse to do the task I have been instructed to do • Answer back or argue with an adult • Throw objects in the classroom • Swear at someone • Make a rude comment about someone's appearance or work they have done • Make insulting comments about someone's family • Disrupt other pupils' learning • Encourage someone else to use disruptive behaviour • Deliberately use unkind behaviour that causes someone to feel upset or isolated
	• Make fun of another pupil or their efforts • Tell lies • Take another pupil's property • Interfere with another pupil's property • Am impolite on purpose to offend someone (e.g., spitting, belching) • Call someone else a rude name • Respond rudely or abruptly to a request from an adult • Swear as part of general conversation • Don't attempt to do the learning task I have been asked to do • Run inside the school building or along the top path outside the school entrance • Play in a dangerous way that could cause injury • Uncooperative or unhelpful behaviour that obstructs the learning • Poke, push, prod or push someone • Misuse toilets or sinks • Tease or 'wind up' another pupil • Use continued and persistent yellow behaviour
	• Swing on my chair despite being reminded to stop • Dress inappropriately inside the building (e.g., hood up) • Wander around the classroom • Make noises with my voice or body that causes distraction or irritation • Fidget or rummage in my tray • Call out instead of raising my hand to speak • Use a loud voice or shout inside the school building • Bring toys into school • Talk over or interrupt others • Play fight or wrestle • Talk to or disrupt other pupils when they are lining up • Talk during assembly/liturgy • Don't do as I am asked to the first time • Don't support team activities, e.g., join in group work, tidy up equipment • Waste resources • Talk at inappropriate times or about inappropriate subjects in class
	• Raise my hand and wait for permission to speak • Use a partner whisper or group talking voice in the classroom • Listen quietly in the classroom • Listen quietly in assembly/liturgy • Sit properly (legs crossed when I'm on the floor, all chair legs on the floor when I'm in my seat) • Sit with my hands still while the teacher is speaking to me or the class • Walk calmly and quietly inside the school building • Line up calmly and quietly • Raise my hand if I need to ask to be excused to go to the toilet • Follow the adults' instructions the first time they are given • Keep the classroom and my workspace tidy • Use gentle and kind words and actions to pupils and adults

Consequences

We prefer to offer pupils incentives to behave positively rather than rely upon punishments, but in certain circumstances sanctions are considered necessary. The following table shows the hierarchy of these consequences.

Stage		Action Taken by Teacher	Reparation	Record kept
1	Rule reminder	At the start of every session / transition of class (eg from carpet to table) and as children leave for lunch/play time - clear reminder of rules and class expectations.	Pupils all understand	
2	Tactical ignoring	If **very slight misdemeanour** Deflecting inappropriate behaviour by drawing attention to appropriate behaviour of neighbour. Standing next to child .	Pupil given the opportunity to amend behaviour	
3	Verbal reminder	**For minor misdemeanour -**First time a rule is broken quietly tell pupil e.g., "_____ *(pupil's name) the* rule is 'Look after property'. "This is a reminder." **Simple direction**, rule reminder, explanation of rule being broken, quiet word or reprimand, e.g., "_____ *(child's name)* where should you be?" Allow for take up time- turn away.	Pupil given the opportunity to amend behaviour	
4.	Play time lost – 5 mins	If more severe rule breaking or verbal reminder ignored. Pupil loses 5 mins play. If 5 or more severe rule breaking incidents take place in a week, the teacher will inform the parents and discuss the reasons for this.	Teacher speaks to the child.	By class teacher
5.	Time out	If misbehaviour is impacting on the learning of others, the teacher will ask the child to work away from peers for a short period of time. (See notes below).	When child admitted back to activity- teacher MUST talk to child	By class teacher
6	Behaviour Reflection Chart	For more severe rule breaking an amount of time out will be taken out of playtime. Pupil to complete a Behaviour Reflection Chart in KS2. **Teacher speaks to parent at end of day to work in partnership.**	When child admitted back to activity- teacher MUST talk to child, remind child of rule that was broken and remind child of expected behaviours and that it is now a new start.	By class teacher
7	Behaviour continues in same session or in day	• Referral to HT or DHT	Teacher MUST talk to child, remind child of rule that was broken and ask child to apologise remind child of expected behaviours and that it is now a new start.	By class teacher
8	Severe Behaviour Defiant behaviour- refusal to comply. Visit to Head Teacher	• If behaviour very severe in class or involves bullying/ physical aggression/use of offensive language etc referral to HT. • HT to contact parents if behaviour warrants this. • May include Positive Behaviour Plan • Detention given if appropriate • Possible Internal Exclusion	Plan for future. If a child is not working satisfactorily then reasons for that need to be considered and appropriate action taken	HT records incident.

		• Persistent behaviours that warrant internal inclusions will lead to fixed term exclusion.		
9	Fixed-Term exclusion	HT follows LA guidelines May involve Pastoral Support Plan (PSP) following advice from Cardiff LA EHW specialist teacher	Re-integration	HT records incident.
10	Permanent Exclusion	HT follows LA guidelines		HT records incident.

Sometimes staff may have to act quickly and decisively to stop a pupil's disruptive behaviour. In cases of severe misbehaviour, such as fighting, vandalism, defying a teacher or in some other way stopping the entire class from functioning, a pupil would not receive a warning and would not proceed through the whole hierarchy of consequences. The pupil may need to be accompanied by a member of staff to a quiet part of the school such as the Thrive room. This gives the pupil or pupils time to calm down and gives the class cool-off time. On these occasions, pupils need to reach a state of calmness before they are ready to reflect on what has happened and repair relationships.

Time out

Time out is a strategy whereby a child may either sit in a different part of the classroom or in some instances leave the room to continue their learning elsewhere under adult supervision. It avoids many of the negative consequences inherent in adopting sanctions as a way of managing behaviour.

Time out can present the child with opportunities to:
• reflect upon the causes and consequences of their behaviour
• adopt a strategy for avoiding confrontations

As a result, this approach:
• nurtures a positive relationship between the child and teacher
• avoids the humiliation inherent in being 'told off' in front of peers
• protects the child's self-esteem.
- Involves discussion with the teacher before re-integration in the class with the opportunity to develop more appropriate behaviour

This can range from 3- 15 mins depending on the age of the child.

Verbal Aggression

Verbal aggression will be dealt with by taking into consideration the individual needs of the pupil concerned when selecting from the above consequences.

The school does not tolerate verbal aggression, bullying or swearing.

We do not tolerate discrimination or insulting comments based upon another person's:

- Physical appearance
- Race
- Religious beliefs or practices
- Academic attainment
- Sexual orientation

Consequences

C1 Reminder by the teacher

C2 5 minutes off the playground

C3 Time out of classroom

C4 Behaviour Reflection Chart

C5 Headteacher involvement

All pupils start each day with a fresh slate They all start at green in the school's traffic light system – Green, Amber and Red . All pupils should know where their behaviour is reflected along that continuum

Green



Praise , Class rewards (Teacher's own system) , stickers / HOM certificates , visit Mrs Miles

Red



Reminder, 1st warning, 2nd warning, 5 minutes in another space , 5 minutes reflection time during break , notify parents , visit Mrs Miles

Positive Behaviour Plans

In some instances, it may be appropriate to put in place a Positive Behaviour Plan. Small achievable targets are then set, in consultation with the Head Teacher, ALENCo, and parents, that reflect the understanding of the child. Parents are kept informed as partners in the plan. A record of the target sheet will be sent home daily.

This is a **positive** plan used to positively reinforce the targeted behaviours. No other comment about other behaviours must be made on the form. In this way the child's self-esteem and ability to identify and then self-correct behaviours is enhanced.

Outside support

If a child's behaviour is not responding, additional specialist help and advice from the Educational Psychologist or Inclusion Service may be necessary. This possibility should be discussed with the Head teacher, ALNCO and parents.

Fixed-Term Exclusion

Exclusion of a child will be considered if behaviour results in a threat of or actual physical violence towards another person, or seriously undermines the overall discipline of the school. After the period of exclusion, prior to re-entry, the child with his/her parents will meet with the Headteacher in order to establish principles for re-entry and to re-establish a good working relationship.

Monitoring the policy

To help identify the effectiveness of the policy:

- The implementation of the Behaviour Policy will be monitored regularly by the SLT who will report back to the whole staff as appropriate
- Observations, informal discussion and questionnaires to the children will be used
- The policy will be reviewed annually