

# Behaviour Management and Discipline and Bullying Policy

Christ the King RC Primary School



*It is the primary aim of Christ the King School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school 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.*

## **Background**

Good behaviour is a necessary condition for optimum teaching and learning to take place. It is also a desired outcome of the educational process and one that society has a right to expect. Schools have a major role to play in influencing children's behaviour. Their task is a difficult one, as they may have to reconcile conflicting values between school and society at large. It is essential therefore that the school has a positive ethos which fosters a communal sense of purpose.

At Christ the King School our mission statement explains that within the Catholic environment children are encouraged to accept moral responsibility for their actions. It is within this spirit that the school's behaviour and discipline policy has been developed.

The governors and staff of Christ the King have a high expectation that good and effective standards of discipline will be maintained throughout the school. The best form of discipline is self-discipline. In order to achieve this, the children are encouraged to obey our rules of behaviour which are fair and reasonable.

Children must understand the rules and the reasons for having them. Standards set by the school must be maintained in all dealings with the children and they must be imposed with firmness, fairness and tact.

We must identify and meet, as far as possible, the needs of disruptive and disturbed pupils. Meeting the needs of the less able child is an essential part of good discipline.

## **Aims**

- To develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions and to realise that their actions affect others around them.
- To ensure that pupils behave in a responsible manner, showing consideration, courtesy and respect for others at all times.
- To create the conditions for an orderly community in which there is mutual respect between all members, concern for each other's property and for the environment and develop a proper regard for authority.

- To develop a pleasant and relaxed atmosphere in which pupils are able to give their best and are encouraged and stimulated to fulfil their potential.

In accordance with the teachings of the gospel, children are always encouraged to use reconciliation and forgiveness as a means of resolving any conflict which may arise.

## **Guidelines**

## **Management**

The Headteacher is responsible for the tone and standard of discipline within and around the school.

The Headteacher must:

- Ensure that management decisions regarding curriculum, organisation and timetabling enhance the morale of all staff and pupils.
- Establish effective communication between all parties.
- Be available to support teachers when disciplinary difficulties arise.
- Help staff to ensure that standards are applied consistently.
- Establish the principle that good relationships are the pre-requisite of good behaviour.
- Encourage all teachers to accept responsibility for maintaining good behaviour in the classroom and elsewhere.

## **All Staff**

Whilst the discipline and behaviour of the class is, primarily, the responsibility of the class teacher, all staff are collectively responsible for ensuring that all pupils learn to be considerate to others and behave appropriately. All staff should lead by example.

Our staff promote good discipline and high standards of behaviour by:

- Their example of dealing with children, other staff, parents and visitors to the school.
- Endeavouring to remark on good behaviour and manners and commend children for their positive actions. If pupils have to be reprimanded regarding inappropriate and anti-social behaviour, this should be done in a constructive manner, condemning the behaviour whilst maintaining the dignity of the child.

## EYFS

- Good behaviour is rewarded by immediate verbal praise and the behaviour is held as an example to the class.
- Stickers are given.
- Marvellous Me feedback for parents to share.
- Star Assembly awards.

## Key Stage 1

- We have a display wall linked to Golden Time (which we have on a Friday to reward good behaviour). The display includes 5, 10, 15, 20 – which are numbers of minutes of Golden Time. If a child continually disrupts a lesson, or is involved in an incident outside, 5 minutes Golden Time will be taken off them. The child is always given the chance to redeem their minutes lost on the following day.
- For good behaviour we reward stickers for sticker charts (which when full are swapped for a prize).
- We give out Star of the Day (Year 2) and Best Sitters Award (Year 1).
- Additional certificates are sometimes rewarded for good behaviour/improved behaviour.
- Golden book – assembly.
- PE awards twice a week.
- Marvellous Me feedback for parents to share.

## Key Stage 2

- All staff use:
  - ✓ 'It's Good to be Green' Charts.
  - ✓ Housepoints system.
  - ✓ Use of citizenship monitors.
  - ✓ Use of one to one mentoring.
- Particular effort and commendable behaviour will also be recognised.

- Systems of organisation applied at the start of the day, during playtime, lunchtime and lining up. (Information to be found in the staff handbook.)
- Trying to establish the reasons for unacceptable behaviour as poor behaviour often stems from personal problems or difficulties.
- Ensuring that correct school uniform is worn. Details are listed on the school website.
- Marvellous Me feedback for parents to share.

Minor breaches of discipline are dealt with by the class teachers at their own discretion, but the Headteacher should be kept informed, where possible, regarding minor breaches of discipline.

### **Curriculum**

The quality and content of the curriculum and teaching and learning methods through which it is delivered, are important influences on pupil behaviour. The provision of a relevant, appropriate and differentiated curriculum to motivate, involve and keep pupils on task is an important contributory factor to a successful policy on school discipline.

### **Environment and Resources**

At Christ the King, we aim to provide an attractive and stimulating environment in which the children are encouraged to take pride of ownership and to respond co-operatively.

### **School Rules**

To promote a sense of order, pattern and meaning the children are made aware of the following rules:

- To show respect and good manners to all people at all times.
- To treat your own and other people's property with care.
- To always follow instructions given by all school staff.
- Always move around the school in an orderly manner.
- Physical and verbal aggression will not be tolerated.

## Breach of Discipline

At Christ the King School, we consider the following to be serious breaches of discipline:

- Bullying (Further Information on Bullying in Appendix One).
- Leaving the school premises without permission.
- Destruction of property.
- Fighting.
- Insolence.
- Bad language.
- Stealing.

All incidents are recorded on the CPOMS management system.

In the event of serious breaches of discipline, the following procedures are followed:

- EYFS:
  - ✓ Discussion with parents.
- Key Stage 1:
  - ✓ Warning.
  - ✓ Time off Golden Time.
  - ✓ Discussion with parents.
- Key Stage 2:
  - ✓ Stage 1 - A verbal warning from any member of staff.
  - ✓ Stage 2 - Child receives yellow card – sanction of 5 minutes administered.
  - ✓ Stage 3 - Child receives red card – sanction of 10 minutes administered and Class teacher meets with child parents/SMT notified.
  - ✓ Stage 4 - Persistent red cards over a term, SMT meet with parents and Behaviour Plan or Mentoring is put into place.

These procedures will be monitored and reviewed after one full term.

After all efforts have been made, it may be necessary to consider the child's exclusion from class or school for a fixed period. The DFE guidelines will be followed if this situation arises.

## Extra-curricular Activities

At Christ the King we provide a wide range of extra-curricular activities. These can have a positive effect on behaviour by giving children a sense of achievement and increasing self-esteem. They encourage independence, self-reliance and determination.

## **Parental Involvement**

The school discipline policy is on the school website. Close co-operation with parents is essential and every effort is made to encourage their support and understanding.

Through individual invitations to parents to discuss their child, we aim to create good links between home and school. By using this approach we hope that parents' acceptance of a combined responsibility towards good discipline will ensue.

Parents are expected to support the school in encouraging good behaviour by keeping the school rules themselves upholding the school policy.

## **Outside Agencies**

Christ the King has established close relationships with external support and services via the Early Help Service, the Educational Psychologist, Children's Services and the Police, so that the understanding of the needs of the children and provision of the right support can be achieved.

## **APPENDIX 1 – ANTI-BULLYING POLICY**

At our school, everyone has an important part to play in discouraging and preventing bullying from happening. These definitions of bullying have been agreed by our staff, governors, children, parents and carers.

### **Bullying behaviour:**

- Deliberately causes hurt (either physically or emotionally)
- Is repetitive
- Involves an imbalance of power

### **What forms does bullying take?**

- Physically hurting someone
- Hurting someone's feelings
- Shouting at someone
- Name calling
- Teasing
- Spreading rumours
- Lying
- Cyber bullying
- Homophobic bullying
- Radicalisation and Extremism
- Sexist name calling
- Picking on someone because of a disability (including mental health) or because they have special needs

### **The different types of bullying can be:**

- Physical – contact with another child – kicking, hitting, punching, slapping, spitting
- Cyber – internet based bullying – mobile phone, chatrooms, messenger, facebook, sending photos
- Verbal – name calling, teasing, spreading rumours
- Emotional – constantly hurting someone's feelings, ignoring them, tormenting them, leaving them out
- Racist – bullying based on someone's culture, skin colour, religion or ethnicity
- Sexual – inappropriate words or touches
- Homophobic – commenting on sexuality

### **Why is it important to respond to bullying?**

- To make us feel safe at school
- Not a nice thing for anyone to experience
- Can really hurt people

- To stop bullying becoming a larger problem
- Presenting a positive image of the school

### **Objectives of this Policy**

- To ensure that there is a zero tolerance approach to any issues of bullying in school
- To ensure all staff are aware of what discriminatory action looks like
- To ensure all members of school life, including parents and governors, understand what bullying looks like and why it is wrong
- To ensure children know what to do if they feel unsafe
- To ensure bullying is recorded and monitored and steps taken to overcome any issues
- To ensure victims and perpetrators of bullying are supported and helped in school
- That it will be understood that everyone needs to take responsibility for bullying

### **Signs and symptoms of bullying**

We think that children who are being bullied might show some of these signs or symptoms. Adults should be aware of these and should investigate them further:

- Person doesn't look happy
- Is often found crying
- Has physical marks on their body – scratches, cuts, bruises
- Appears depressed
- Gloomy
- Is very quiet
- Doesn't want to talk
- Is very shy
- Starts acting badly/inappropriately
- Is alone a lot
- Doesn't like coming to school
- Not confident

### **What we do at CTK to prevent bullying:**

- Buddy Scheme
- Citizenship monitors
- Playground leaders
- Adult mentors
- Use of Gospel Values
- Charity Work/Visiting Speakers eg Songwriting Charity
- 'It's Good to be Green' Chart
- Star Charts
- Headteacher Awards
- Housepoints
- Prayer Time/Circle Time

- SEAL
- Training for Staff eg Young Carers, Restorative Justice
- BEST team resources
- Children's Champions
- Internet Safety Day
- School/Class Rules
- Inclusion Quality Mark elements
- Anti-bullying posters

**What happens at our school if bullying is discovered?**

- Reported to Senior Leaders
- Appropriate course of action determined eg Behaviour Chart/home-school book/Work with outside agencies
- Parents are notified
- 1:1 support from adult/buddy for victim
- 1:1 support from adult/buddy for bully
- Use of Restorative Justice techniques
- Returns made to Local Authority
- Returns monitored by Senior Leadership team and Governors. The named Governor for Anti-Bullying is Joanne McAllister

**The Policy has links to:**

- Behaviour and Discipline Policy
- Safeguarding Policy
- E-Safety and Acceptable Use Policy
- Young Carers Policy
- PSHCE Policy