



CHRIST the KING

Catholic Primary School and Nursery with
The Ark, a Specialist Resource



“Loving Learning Growing together as Christ’s family”

Behaviour Policy

Policy Management

Policy owner	Headteacher
Approval level:	FGB
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Template Based on:	The School
Statutory Guidance	www.gov.uk/government/publications/behaviour-and-discipline-in-schools-guidance-for-governing-bodies

Behaviour Policy

Christ the King Catholic Primary School is a Catholic school. We respect each person as a child of God. Our work and our life is based on Gospel values as summed up in John 13:34 "Love one another as I have loved you."

It is the function of the school community to encourage and develop self-discipline through a system of positive experiences, rules and educational and protective consequences as well as through teaching about relationships.

We have high expectations of all our pupils both in relation to their education as well as behaviour. Staff will support this through positive learning experiences, promoting self-esteem through recognition of potential and effort, development of positive relationships with the pupils and use of positive behaviour management strategies to promote pro-social behaviours.

Our strong Catholic ethos underpins everything we do where we encourage our pupils to be caring, supportive and demonstrate our values at all times. We believe this can be achieved in a safe, enabling environment where pupils feel valued, supported and listened to.

Aims

To enable the children to develop positive relationships with peers and staff.

To ensure there is a culture within Christ the King that values all pupils; allowing them to feel a sense of belonging where pupils are able to seek emotional and wellbeing support from practitioners.

To ensure that every young person at Christ the King is given an equality of opportunity to develop socially, to learn and to make positive gains from life experiences.

To promote an environment where we help our pupils to make pro-social behaviour choices, subsequently learning that they are responsible for their own behaviour.

To encourage consideration for others within and outside of the school community by promoting our school principles of "ready, respectful and safe".

To develop self-belief in their own ability and pride in the school, in work, in effort as well as achievement.

To ensure that valued behaviours are taught, encouraged and recognised.

To use protective and educational consequences to support an understanding of pro-social choices and the consequence of anti-social actions.

To encourage parents/ carers to have a pro-active working relationship with the school to support the needs of their child(ren).

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, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)

- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#) ➤ [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [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 gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online
- DfE (2024) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

Roles and responsibilities

The governing board

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages pro social behaviour
- Ensuring that staff deal effectively with difficult and disruptive behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils

- Ensuring that all staff understand the expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's therapeutic approach to behaviour to understand how best to support all pupils to participate fully
- Offering appropriate training, 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 child protection and safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on our CPOMS system
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and carers

Parents and carers, where possible, should:

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

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils

Pupils will be made aware of the following during their induction into the therapeutic culture:

- The expected standard of behaviour they should be displaying at school ➤

That they have a duty to follow the behaviour policy

The school's 3 main principles: Ready, Respectful, Safe

The pastoral support that is available to them to help them

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

Valued behaviours are any actions which benefit the individual and others around them.

For example:

- Positive relationships and interaction with peers and adults (tone of voice; body language).
- Acknowledgement of own feelings, using positive language to support their needs ('I need help'; 'I'm finding this tricky'; 'I felt cross when I got that wrong').
- Identify, understand and accept mistakes as learning opportunities.
- Identify, reflect and repair detrimental behaviour choices.
- Respects the right of themselves and others to learn and their responsibility to ensure their behaviour choices don't negatively impact upon this.

Shared Language

Paul Dix in his book "When adults change, everything changes" talks about the importance of using a shared language when describing behaviour. At Christ the King we have decided to not describe the child but the behaviour. For example, rather than describing a child as "violent" or he/she was "trashing the classroom" we describe the behaviour, for example "the child was dysregulated and needed support" or "the child was distressed and has pushed chairs and tables on to the floor." We expect all staff to follow this shared language and will challenge each other by saying "do you mean..... rather than....?". We use Paul Dix's principles aligned with our therapeutic approach when managing children who present with challenging behaviour. Staff have a script which is displayed on a lanyard and they receive training in implementing these strategies.

How will children know what to do?

When staff make space for pro-social behaviour in education and social learning, then they can illustrate that what pupils are learning will have a direct impact on the world that they live in.

Valued behaviours in a classroom are intimately connected with a purpose towards a greater cause, deepening the learning itself. At Christ the King we teach these valued behaviours through our behaviour curriculum. These are reinforced at the beginning of each term.

At Christ the King we have three simple principles:

Ready Respectful Safe

These principles are displayed throughout the school and are manifested through a variety of valued, pro-social behaviours. Here are some examples:

- We walk around the school.
- We follow instructions given by staff.
- We look after the school property.
- We build positive relationships and interactions with peers and adults (tone of voice; body language)
- We respect each other's personal space.
- If we are asked to line up, we keep our hands to ourselves.
- We learn from our mistakes by reacting in a different way the next time.
- We are able to discuss what happened when things go wrong.
- We listen to each other by waiting our turn.
- We respect our similarities and differences by saying positive things about each other.
- We identify, reflect and repair anti-social behaviour choices

How do we respond to pro-social behaviour?

- Through praising children when they are being pro-social, we are not only reinforcing the valued behaviour, but we are also highlighting to others the behaviour that we want to see. Here are some examples:
 - “Well done for walking to lunch.”
 - “Thank you for sharing that pen with xxxx.”
 - “Thank you for listening to me even when I could see you were feeling angry.”
- Every morning, the pupils are greeted at the door to show that every day is a new start.
- Every Friday we have a celebration worship where staff recognise pupils for either their standard of learning or their behaviour through ‘Star of the Week’ certificate.

- Golden tickets are used to celebrate and promote pro-social behaviour.

Staff must

- Reinforce the positive behaviour regularly throughout the school day with both pupils in and outside of their class.
- Be specific about the valued behaviour that they see so the child and other children know why they are being praised.
- Greet the children in their class and ensure the morning routine and transitions are calm and organised
 - o Use Golden Tickets
 - o Star of the Week certificates
- Ensure any rewards given are fair and accessible for all children.
- Develop positive relationships with the children, particularly those who struggle with valued behaviour.

Staff must not

- Give the child praise and then pick up on any negative response, unless it is unsafe. For example, if a child is angry and has followed the instruction of sitting at their desk but has slammed the pencil down, the staff member must praise the child for following the instruction.
- Jump to conclusions about any child and see each situation as a new one, listening to all involved and responding accordingly.
- Use the Golden tickets and Star of the Week as a bribe or threat. Its purpose is a recognition of pro-social behaviour.

Low level behaviour (this is not an exhaustive list)

- Interrupting learning (e.g. calling out; not listening; not following instructions.
- Being disrespectful towards peers or staff; refusal to complete work.
- Not getting on with/completing learning to the expected standard of the child.
- Lying to a member of staff.
- Provoking peers to get a reaction.
- SEMH needs; difficulty regulating emotions, withdrawal, high anxiety, repeated

distressed behaviour

All staff must follow:

- 1) (Positive noticing is always the first way in if a child is not doing what they should be doing).
Point out other children that are doing what you expect without even mentioning the child that isn't. Hopefully they will then follow. Use the Recognition Board.
- 2) If the child still continues, an adult can then try to distract the child – focussing on work

e.g. can you think of or what do you think the answer is. DO NOT bribe them with rewards.

- 3) If the child continues, a reminder with take up time, then a warning can be given. "I need you to..... because....This is your warning. Allow the child take up time. If they respond, then give positive acknowledgement (a quick thumbs up or a thank you).
- 4) If they continue, ask the child to step out or you could send them on a job to another class if you think they won't go out. BUT if you send a child to go to another class, the teacher will not talk about their behaviour, you must then pick up your own tab and decide the next step. If the child won't respond to either, ignore until the child is calmer. Either try again in a few minutes or another adult to step in or say to the child "I really want to help you so can we have a chat outside and talk about what we can do? Always follow this up.
- 5) If a child is dysregulated in the classroom, ask them to step out and go through the next 6 steps. This will be stuck on your lanyard. You may need to give them time to calm before speaking. Focus of the conversation must be about returning to learning. **Do not** unpick what has just happened. Ignore the physical secondary reactions (smirk, slouch...) Avoid recognising repetition (this is the third time...) Don't label or pass judgement.
- 6) If a child has SEMH needs, implement Individual Education Plan (IEP), involve Senco, external agencies, monitor behavior and triggers, use positive reinforcement, maintain regular communication with parents/carers, adjust curriculum/classroom environment

6 steps – these are displayed on a lanyard for staff to use

- Start with curiosity and a space to speak – I wonder if you might be feeling.....
- Accept where we are – think about your body language and what it is telling the child.
- Signal where we're going
- Reset expectations – remember our rule is... I need you to ... because (Impact on them and others) or when you this meant that.....
- Offer help – what do you need to help you to get back in the classroom?
- Plan to go back in

This then needs to be followed up after the lesson –protective consequence/education consequence and a restorative conversation

PROTECTIVE CONSEQUENCES: These are actions taken by staff to ensure all pupils and adults feel safe in the school environment. These may include, but are not inclusive of:

- An increased staff ratio.
- Limited access to outside spaces.
- Specific staff support given at break and lunchtimes.
- Differentiated teaching space or learning.
- Work requiring completion to be sent home, and supported by parents/carers.
- Adaptation of access to school trip, residential or extra-curricular activity.
- Time with Family Support Worker.
- Time with Pastoral Support Worker
- Calm room/space.

Whilst all measures will be taken to support the child to avoid exclusion, there may be a time when exclusion from an area or school is necessary. (see Exclusions Policy)

EDUCATIONAL CONSEQUENCES: These are consequences put in place by staff to help the child to learn, rehearse or teach about their actions to aid internalisation of pro-social actions to avoid repetition. These may include, but are not inclusive of:

- Third person role play to understand peer/adult feelings.
- Social stories.
- Behaviour related research to understand how and why actions have impacted others.
- Debrief meetings with child and parent/carer.
- Completing or redoing tasks to the expected standard for the child.
- Modelling valued behaviours to younger peers.

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Restorative Conversation

If a child has had reflection time or has demonstrated low level behaviour, it is important to have a restorative conversation to teach the child a more pro- social approach. Here are some examples of questions you could ask

- Tell me what happened?
- What were you thinking? And now?
- How did you feel? How do you feel now?
- Who else has been affected?
- What do you need / need to do to fix this / move on?

Other types of behaviour:

Please see Appendix A for examples and responses to behaviours:

- **Distressed or Dysregulated behaviour**
- **Detrimental, Difficult or Dangerous behaviour**
- **Bullying and Child-on-Child Abuse**
- **Discriminatory Abuse (racist/sexist/homophobic)**
- **Sexist Comments, Sexual Abuse and Harassment**
- **Online Behaviour**
- **Suspected Criminal Behaviour**

All staff and pupils are encouraged to call out and/or report this behaviour. If pupils make these comments, we will:

- Enable them to take responsibility for their comment through an understanding of the impact on who the comment was directed at
- Support and educate them to improve their behaviour
- Monitor their behaviour for any recurrence
- Escalate the consequence to if the pupil refuses to take responsibility for their comment or it is repeated ensuring parents are informed.
- Make a record on CPOMS

Staff must

1. Inform a member of SLT either at the time to assist with unsafe behaviour or later if the behaviour is not unsafe.
2. Try to use the de-escalation script:
 - Child's name
 - I can see something has happened
 - I am here to help
 - Talk and I will listen but if you don't want to that is ok
 - Come with me to the xxxx (child to be encouraged to a safe and calm space)
 - Walk away to allow the child to follow
 - Keep an eye out at a safe distance until the child comes

3. One staff member may need to remove the other children from the classroom/playground if the other children are at risk of harm.
4. Investigate the incident and all involved to be listened to by identified member of staff.
5. Have a discussion about the anti-social behaviour and the subsequent protective and/or educational consequences.
6. Contact Parent/Carers.
7. Record the incident on the CPOMs system including protective/educational consequences and restorative conversation.
8. Complete a risk assessment if the child has demonstrated unsafe behaviour. This must be shared with staff and recorded on CPOMs.

Staff must not

- Stand over a child and wait for them to follow.
- Give a list of consequences if they do not de-escalate their behaviour.
- Use a raised voice
- Avoid the need for restrictive physical intervention (refer to Positive Handling Policy)

Mobile phones and Smart Watches

Pupils are not allowed to use any Smart Technology including but not limited to: mobile phones or Smart Watches. In Years 5 and 6, if they walk home alone, they are allowed a mobile which will be handed in to their class teacher at the beginning of each day. The school will not accept any liability in any case of loss or damage.

If a pupil does not hand in their phone or are misusing their Smart Watch, staff will follow the consequences as laid out in this policy.

Confiscation and searches - We will always try other strategies to retrieve items that may cause harm to themselves or others but in very rare cases, we may have to search the pupil or their possessions if we feel that they could cause harm.

Items that may cause harm:

- 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)

Confiscation

Any items that may cause harm to themselves or others 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 others. 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 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 educational or protective consequence.

If they still refuse to co-operate, the member of staff will contact the DSL or Headteacher to 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 in the items that may cause harm section,

An authorised member of staff may search a pupil’s outer clothing, pockets, bags.

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

The authorised member of staff’s power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Searching pupils’ possessions

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

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 in section 3) 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 in section 3

If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). 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

Searching and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

When pupils are off site

Protective and educational consequences may be applied where a pupil has exhibited detrimental, difficult or dangerous behaviour whilst off-site when representing the school. This means 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

Protective and educational consequences may also be applied where a pupil has exhibited certain behaviours off-site, at any time, whether or not the conditions above apply, if the behaviour:

- Poses a threat to another pupil

- Could adversely affect the reputation of the school

Consequences 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).

Differentiated Response

We recognise that there are times when a differentiated response is needed. If pupils find it hard to demonstrate pro-social behaviour we have a flexible approach depending on individual circumstances. We recognise that detrimental or dangerous behaviour patterns may arise because of poor self-image, possibly because the child is not succeeding socially or academically.

To predict and prevent escalation of difficult or unsafe behaviour we undertake a range of therapeutic behaviour strategies to help support the individual child to display pro-social behaviours. It may be necessary to seek guidance from specialised educational agencies to formalise strategies that differentiate from policy, these may include a Therapeutic Plan, risk assessment or a reduced timetable. External agencies might include:

Reading Borough Council
Behaviour Policy

Diocese of Portsmouth
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- Alternative Provision providers
- Primary Mental Health Worker.
- SEND team.
- A member of the Child and Adult Mental Health Team (CAMHS).
- Reading Inclusion Support in Education (RISE)
- Educational Psychologist (EP)

It may be deemed necessary for a child to either attend an alternative provision or attend school on a part time basis. This will be in agreement with parents and documented on their CPOMS records with regular reviews. The LA must be notified if any child is on a part timetable or attending Alternative Provision (AP). See Attendance Policy.

Therapeutic Plans

Where a child is at risk of exclusion, a Therapeutic Plan outlining behaviours (prosocial, difficult and dangerous) and specific responses will be put in place. This may include responses in addition to or differentiated from this policy in order to support the specific needs of the child. Behaviour analysis tools will be used to inform the risk reduction plan (e.g. Conscious and subconscious behaviours checklist, Therapeutic Tree, anxiety mapping – see appendices).

These plans are devised by all key staff involved with the child and are regularly updated.

Exclusions

The Headteacher may decide whether to exclude a child internally, externally for a fixed term or permanently in line with the school's Behaviour Policy taking into account all the circumstances, the evidence available and the need to balance the interest of the pupil against those of the whole school community. Procedures for exclusions are outlined in our Exclusion Policy.

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 behaviour 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, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

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

Positive Physical Intervention

Staff may:

- Use open hands to guide a pupil to a safe area.
- Give recognition, praise and re-focus to pupils such as: a high five, a tap on the shoulder.
- Reassure a child if they are upset e.g. sitting close next to the child. (see Safe Touch policy)
- Hand over hand activities, which allows staff to model and support a pupil using a range of resources and equipment e.g.... scissors, PE equipment.
- Moving, handling and self-care e.g. nappy changing (see Intimate Care policy)
- OT and physio programmes/interventions
- Massage

RESTRICTIVE PHYSICAL INTERVENTION

Members of staff take steps in advance to avoid the need for restrictive physical intervention. The use of restrictive physical interventions is only appropriate in the following circumstances:

- to prevent a child from injuring self or others
- to prevent or stop a child from causing serious damage to property.
- to prevent a child from committing a criminal offence

Please refer to the Positive Handling Policy for further information.

Parents/Carers

Teachers will communicate to parents about low level behaviour. All detrimental, difficult or unsafe behaviour will be reported to parents of all the children involved if children have been harmed. Debrief meetings may be called in order to discuss the incident, consequences and potential strategies to support their child to become more pro-social. All meetings with Parents/Carers must be recorded on CPOMs. We also have a family support worker and Pastoral Support Worker who works with children and families in a variety of ways both at school and at home.

The school expects the full support of parents in administering the Behaviour Policy. Should parents feel unable to offer us their support in this, Christ the King may not be the most appropriate place for their children.

This policy was updated in September 2025

Linked policies/guidance to read:

Positive Handling policy
Suspensions and Exclusions policy
Anti- bullying policy
Intimate Care policy
Safe Touch policy
Safeguarding policy
Attendance policy
Governors Statement of behaviour principles

Linked Literature to read:

“When adults change, everything changes” by Paul Dix

Appendix A – Examples and responses to behaviours

Behaviour Category	Examples	School Response
Distressed or Dysregulated Behaviour	Emotional outbursts, refusal to move, crying, shouting, withdrawal	Calm, non-confrontational approach; allow time/space to regulate; use de-escalation strategies; engage pastoral team/ELSA; document incidents; avoid punitive responses that escalate distress
Detrimental, Difficult, or Dangerous Behaviour	Defiance, unsafe behaviour, leaving site without permission, escalating confrontations	Immediate intervention to ensure safety; apply clear, consistent consequences; involve senior staff; parental communication for serious incidents; risk assessment if repeated or high-risk behaviour
Bullying and Child-on-Child Abuse	Name-calling, intimidation, cyberbullying, peer harassment	Investigate and record all incidents; implement restorative approaches and mediation; apply sanctions according to policy; support victims; inform parents/guardians; monitor ongoing situations
Discriminatory Abuse	Racist, sexist, homophobic, or ableist language/behaviour	Challenge behaviour immediately; apply sanctions; record incident and report to DSL; support affected students; deliver diversity and inclusion education
Sexist Comments, Sexual Abuse, and Harassment	Sexualised language or behaviour, unwanted touching, sharing explicit images	Immediate safeguarding referral to DSL; isolate and ensure safety; inform parents/guardians; document incident; engage external agencies if criminal behaviour; support victim(s) and perpetrator intervention plans
Online Behaviour	Cyberbullying, sexting, inappropriate content, misuse of devices	Secure evidence; follow safeguarding procedures and inform DSL; apply sanctions consistent with ICT policy; educate students on online safety; engage parents/guardians; report to external authorities if serious
Suspected Criminal Behaviour	Possession of drugs/weapons, theft, assault, hate crimes	Ensure immediate safety; contact DSL and senior leadership; notify parents/guardians unless unsafe; preserve

		evidence; contact police/statutory agencies if required; apply internal sanctions where safe	
SEMH Needs	Persistent difficulty regulating emotions, withdrawal, high anxiety, repeated distressed behaviour	IEP's, involve SENDCo/external specialists; monitor behaviour and triggers; use positive reinforcement; maintain regular communication with parents/guardians; adjust curriculum/classroom environment	