



Christ the King Catholic Voluntary Academy

Behaviour Policy

Approved by Chair of Governors	
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Christ the King Catholic Voluntary Academy

Behaviour Policy 2026-27

1: Our Mission and Values

Our Mission Statement, **“For Christ the King, we Believe and Achieve,”** calls every member of our school community to:

- **C – Care for Each Other**
by showing respect, kindness and compassion, loving one another as Jesus loved us and living out the principles of Catholic Social Teaching.
- **T – Try Our Best**
by using our God-given gifts and talents with courage, resilience and perseverance, and developing the virtues and knowledge that help us to fulfil the special mission God has given each of us.
- **K – Know and Love God**
by growing in faith and friendship with Jesus through prayer, scripture and the sacraments, and following Jesus’ new commandment: **“Love one another as I have loved you.” (John 13:34)**

At Christ the King Catholic Voluntary Academy, Christ is at the heart of all that we do. We believe that every child is uniquely created in the image and likeness of God. Together, we celebrate the richness and diversity of our school community, where every person is welcomed, valued and encouraged to use their God-given gifts to serve others and glorify God.

As a Catholic school, we believe that education is about far more than academic success. It is about forming young people of faith, virtue and character who recognise their God-given dignity, value the dignity of others and seek to live as disciples of Christ through their words, actions and choices.

Our Behaviour Policy supports pupils to live out our Mission Statement through the choices they make each day. Caring for each other, trying our best, and knowing and loving God shape our expectations for behaviour and relationships, helping pupils to develop the virtues, attitudes and habits that enable them to flourish.

The Gospel Values provide the foundation for the way we learn, work and live together as a Catholic school community. They shape our relationships, guide our decisions and inspire us to live as disciples of Christ in our daily lives.

The Gospel Values are explicitly taught at Christ the King and include:

- Love
- Compassion
- Forgiveness
- Gratitude
- Hope
- Service
- Justice

Inspired by the teachings of St Thomas Aquinas, the patron saint of our Trust, we understand that virtues are good habits. Through the consistent practice of doing what is right, children develop the habits that enable them to become the people God calls them to be. The Cardinal and Theological Virtues enable us to live out the Gospel Values through the choices we make and the habits we develop each day. Behaviour, therefore, is not simply about following rules. It is about forming character.

Cardinal Virtues

- Prudence
- Justice
- Fortitude
- Temperance

Theological Virtues

- Faith
- Hope
- Charity

Together, the Gospel Values and the Cardinal and Theological Virtues underpin every aspect of this Behaviour Policy. They shape our relationships, guide our decisions and help us create a respectful, compassionate and inclusive community where every child is encouraged to believe and achieve.

2: Our Aim

For every child at Christ the King to believe and achieve in a safe, respectful and supportive Christian environment.

3: Our Objectives

- To make the Catholic faith the foundation of our school culture.
- To encourage every child to uphold the dignity of others through respectful relationships and positive contributions to our school community.
- To help pupils value and respect the diversity of our school community and wider society.
- To help pupils develop responsibility, self-discipline, personal accountability and a commitment to the common good.
- To implement a consistent behaviour framework that is understood and applied by all members of the Christ the King community.
- To encourage behaviour and attitudes that reflect the Gospel Values and the Cardinal and Theological Virtues.

4: Whole School Rules

We are committed to providing and maintaining a safe, welcoming, supportive and positive school community in which every member is valued and encouraged to flourish.

Our Whole School Rules help pupils to live out our CTK Mission by caring for each other, trying their best, and knowing and loving God. They promote respectful relationships, personal responsibility and a commitment to the common good.

The rules are explicitly taught, consistently modelled and applied by all staff. Through clear expectations, routines and consistent practice, pupils develop the knowledge, understanding and self-discipline needed to make positive choices and recognise the consequences of their actions.

Our whole school rules are based upon the school's mission and Gospel values:

- Always try your best
- Show respect
- Move calmly and quietly around school
- Dress to Impress (Appendix 7)
- Take care of one another and our things

Please see Appendix 1 for further guidance and explanation.

5: Routines and Expectations

Clear routines and high expectations help pupils to feel safe, develop positive habits and fulfil their potential within our school community. Through explicit teaching, consistent modelling and regular practice, pupils learn the routines that enable them to demonstrate our Gospel Values and develop the Cardinal and Theological Virtues in their daily lives.

The first few days of the school year will be devoted to the CTK Boot Camp. The CTK Boot Camp will explicitly teach, model and practise the routines and school rules to all the children so that each routine becomes a habit. These routines will be revisited, practised and reinforced consistently throughout the year by all staff.

5:1 Classroom Expectations

We aim to provide a broad and balanced curriculum through quality teaching and learning experiences. The planning and delivery of high-quality learning experiences, matched to individual needs and abilities, minimise the opportunity for disruptive behaviour. Staff are entrusted to manage inappropriate behaviour promptly and efficiently in accordance with school policy. A combination of praise, rewards, feedback and sanctions are used to encourage good behaviour from our pupils.

Pupils are expected to adhere to a number of classroom expectations, which include:

- Meeting and greeting their teacher politely at the classroom door (on entry to school each morning, after break and after lunch)
- Following instructions given by an adult – first time, every time
- Showing respect to others at all times
- Hanging up their coats and bags carefully in the cloakroom
- Completing the “Do Now” activity on the interactive whiteboard each morning during registration
- Exhibiting good learning behaviours: SLANT – Sit up, Listen, Ask and Answer Questions, Never Interrupt, Track the Teacher/ Carpet Rules for pupils in EYFS
- Raising hands before contributing to class discussions, unless instructed differently
- Speaking audibly in full sentences when making contributions to class discussion
- Relishing challenge and showing resilience
- Looking after our equipment

5:2 Playground Expectations

At Christ the King, we recognise the unique contribution that playground activities make to the wellbeing of our pupils. Our playground provides a safe, supportive and inclusive environment where pupils enjoy play, creativity and friendship, develop positive relationships, learn to resolve disagreements peacefully and contribute to the common good of our school community. We attach great importance to ensuring that breaktimes and lunchtimes support children's social, physical and emotional development, recognising that regular physical activity also promotes health, wellbeing and positive behaviour.

Pupils are expected to adhere to several playground expectations, which include:

- Having fun with one another and playing fairly
- Following instructions given by an adult – first time, every time
- Showing respect to others at all times
- Looking after equipment and playing sensibly with it
- Tidying up equipment at the end of breaktimes and lunchtimes
- Putting litter in the bins provided
- Being kind and helpful
- Lining up quickly and quietly
- Demonstrating Fantastic Walking when entering/exiting the playground
- Treat others the way you want to be treated

5:3 Dining Hall Expectations

At Christ the King, we recognise the nutritional, social and emotional benefits of sharing meals together. Lunchtimes provide an opportunity for pupils to show gratitude, practise good manners, build positive relationships and demonstrate respect, dignity and care for one another. By sharing meals as a community, pupils learn the importance of inclusion, responsibility and contributing to the common good.

Pupils are expected to adhere to a number of expectations, whether they are eating lunch in the dining hall or in a classroom, which include:

- Practising good hand hygiene – washing or sanitising hands before and after meals
- Lining up sensibly, talking at a moderate volume
- Following instructions – first time, every time
- Using good manners at all times, always saying please and thank you
- Talking politely and at a moderate volume with the other pupils on their tables
- Using good table manners when eating, including using a knife and fork correctly, chewing with their mouth closed and respecting other pupils' personal space
- Only touching their own food
- Being open-minded and giving new foods a try
- Making a conscious effort to eat their lunch within the time allocated
- Asking an adult before they begin eating their dessert (infant site)
- Tidying up after themselves by scraping plates, taking rubbish home in their lunch box where appropriate and informing an adult of any spillages
- Using Fantastic Walking for transitions between the playground and the dining hall/classroom

5:4 Corridor Expectations

As stated in the Whole School Rules, children are expected to move around the school calmly and quietly using Fantastic Walking. All adults consistently model and reinforce Fantastic Walking, helping pupils to move safely, calmly and respectfully throughout the school. Pupils should be discouraged from touching walls, doors and display boards in communal areas.

Fantastic Walking expectations include:

- Walking in single file
- Walking on the left-hand side of the corridor
- Walking quietly
- Walking with hands at your sides (or behind back)
- Walking with good posture - shoulders back and down
- Walking with your head held high
- Offering a smile or greeting to others

5:5 Celebrations and Celebrations of the Word

Whole-school and site celebrations and Celebrations of the Word are an important part of life at Christ the King. They provide opportunities for our school community to pray, reflect, celebrate achievements, deepen our faith and grow together. These shared experiences encourage respect, gratitude and a sense of belonging within our school community.

Pupils are expected to adhere to the following expectations during celebrations and Celebrations of the Word:

- Walking into the hall silently using Fantastic Walking
- Lining up in the allocated position for their class, leaving space between themselves and the person in front
- Waiting to be instructed to sit down by a member of teaching staff
- Showing good learning behaviour: SLANT – Sit up, Listen, Ask and Answer Questions, Never interrupt, Track the speaker
- Greeting the person leading the celebration

- Sitting still, keeping hands to themselves
- Showing reverence during worship and prayer
- Joining in with songs and hymns
- Celebrating the success of others through applause
- Standing up silently at the end of celebrations when instructed to do so
- Living out the virtue of gratitude by saying thank you at the end of celebration to the person delivering
- Walking silently back to class using Fantastic Walking

5:6 Library Expectations

At Christ the King, our libraries provide a calm, welcoming and inclusive space where pupils can think, create, share ideas and develop a lifelong love of reading.

Pupils are expected to adhere to a number of expectations when using the library, which include:

- Walking to and from the library calmly, using Fantastic Walking
- Being very quiet when using the library
- Returning books to their correct place when choosing a book
- Treating our library books with respect and care
- Returning their library book before borrowing another
- Waiting patiently for an adult to check the book out of the library before taking a book
- Keeping our library neat and tidy
- Reporting books which are damaged to an adult
- Being kind, patient and taking turns when sharing seating and resources

5:7 School Trip/Local Community Expectations

Whenever pupils represent Christ the King beyond the school gates, they are ambassadors for our school. Through their words and actions, they are expected to demonstrate our Gospel Values by showing respect, kindness and responsibility towards others, caring for the environment and contributing positively to the communities they visit.

Pupils are expected to adhere to a number of expectations when they are off-site, these include:

- Showing respect and good manners to members of the public, staff, parent volunteers and peers
- Listening carefully to adults and following instructions – first time, every time
- Respecting the local environment by not littering and taking care of the places we visit
- Using quiet voices to speak with their partner, particularly when walking through residential areas
- Staying safe and keeping close to the children in front when walking in a line
- Using seat belts when travelling in a car, on a bus or a coach
- Staying seated when travelling on a bus or coach
- Taking care of one another by staying with their allocated group or partner
- Following the Whole School Rules
- Telling an adult if they are feeling unwell

6: Roles and responsibilities

The Headteacher, Heads of School and Senior Leadership Team have overall responsibility for ensuring that high standards of behaviour are promoted and maintained. However, at Christ the King, we recognise that living out our Gospel Values, developing the Cardinal and Theological Virtues, and maintaining high standards of behaviour is a shared responsibility of every member of our school community.

6:1 The Headteacher and Heads of School will:

- Ensure the promotion of the Gospel Values, the school's Mission Statement and the Whole School Rules in and around school

- Ensure the health, safety and welfare of all staff and pupils
- Lead by example in the implementation of the Behaviour Policy, reinforcing the need for consistency throughout the school
- Monitor that the Behaviour Policy is implemented consistently by all staff
- Report to Governors on the effectiveness of the Behaviour Policy and the frequency of Significant Behaviour Incidents
- Be positive role models
- Praise and encourage positive behaviour through celebrations and rewards (Head of School Awards)
- Support staff in dealing with Significant Behaviour Incidents
- Investigate and action Significant Behaviour Incidents, updating Arbor. CPOMS should only be used where there are safeguarding concerns or a pattern of behaviour that may indicate a welfare issue
- Ensure the appropriate and proportionate use of sanctions
- Work closely with parents and carers of pupils displaying challenging behaviour
- Review the Behaviour Policy on a termly basis
- Ensure all teaching staff and Lunchtime Teachers receive high quality CPD to support behaviour management
- Use the CTK Shared Mantras when speaking to pupils about their behaviour (Appendix 8)

6:2 The Assistant Headteachers and Phase Leaders will:

- Support the Headteacher in promoting the Gospel Values, the school's Mission Statement and the Whole School Rules throughout the school
- Assist in monitoring that the Behaviour Policy is implemented consistently by all staff
- Implement the Behaviour Policy, reinforcing the need for consistency throughout the school
- Be positive role models
- Support staff in dealing with challenging behaviour
- Investigate and action Significant Behaviour Incidents where necessary
- Organise termly CTK Trophy Celebrations
- Use the CTK Shared Mantras when speaking to pupils about their behaviour (Appendix 8).

6:3 All teaching staff will:

- Promote the Gospel Values, the school's Mission Statement and the Whole School Rules in and around school
- Explicitly teach the Whole School Rules and routines to pupils
- Ensure they are always present to supervise pupils in the classroom
- Be positive role models, using appropriate tone, language and volume to model positive behaviour
- Prepare equipment and materials before each lesson
- Plan and deliver effective lessons, taking account of pupils' starting points and behavioural needs
- Be proactive and use a range of strategies which minimise opportunities for pupils to lose focus or misbehave (Appendix 6)
- Use praise and positive reinforcement as the primary strategy for encouraging positive behaviour
- Use House Points and other in-class reward systems to reward pupils who go above and beyond expectations (Appendix 2)
- Celebrate pupils' success by selecting a weekly Believe and Achieve Award winner and a weekly Love One Another Award winner
- Use the yellow/red card warning system consistently for *Disruptive* and *Difficult Behaviour*
- Work closely with Lunchtime Teachers to promote positive behaviour during lunchtime
- Work in partnership with the SLT/FIT Team to create Individual Behaviour Plans for pupils who need additional support with behaviour
- Record all Significant Behaviour Incidents on Arbor and inform a member of SLT, bringing the pupil to speak with them where appropriate
- Build strong links with parents, communicating successes as well as concerns about behaviour in a timely manner
- Use the CTK Shared Mantras when speaking to pupils about their behaviour (Appendix 8)

6:4 All Lunchtime Teachers will:

- Promote the Gospel Values, the school's Mission Statement and the Whole School Rules during lunchtime
- Limit risks to ensure the safety of all pupils at lunchtime, particularly by ensuring that the car park and slope are monitored at all times
- Be positive role models
- Be proactive and use a range of strategies which minimise misbehaviour and confrontation
- Meet and greet children as they enter the dining hall or packed lunch hall
- Use children's names when addressing them
- Smile and say something positive to children on a regular basis
- Maintain a positive presence by identifying and celebrating good behaviour
- Narrate the positive by verbally praising children who go above and beyond expectations
- Encourage children to be active and facilitate fun games and activities on the playground, planning new activities for The Zone on a fortnightly basis
- Use pom poms to reward children who go above and beyond playground, dining hall and packed lunch hall expectations
- Meet as a Lunchtime Team on a half termly basis
- Select children on a half termly basis for The Table of Awesomeness
- Ensure children use Fantastic Walking when moving around the school
- Ensure children line up quietly and return to school silently by 1:00 pm each day
- Communicate behavioural successes and any concerns with the child's class teacher
- Speak to children about misbehaviour and, when rules are knowingly broken, ask pupils to reflect on their behaviour for two minutes whilst standing next to the Lunchtime Teacher
- Select a child for a Lunchtime Teacher Award and submit the certificate before 3:00 pm each Thursday
- Use the yellow/red card warning system consistently for *Disruptive* and *Difficult Behaviour*
- Report all Dangerous Behaviour to a member of SLT
- Use the CTK Shared Mantras when speaking to children about their behaviour (Appendix 8)

6:5 Pupils will:

- Live out the Gospel Values and our school's Mission Statement
- Follow the Whole School Rules, routines and expectations
- Accept responsibility for their actions and their impact on others
- Work cooperatively
- Accept sanctions and reflect on their behaviour, with a view to making positive choices in the future
- Take on positions of responsibility, including supporting staff with the supervision of younger pupils, recognising that roles such as School Councillor and House Captain reflect the positive attitudes, leadership and service expected of all pupils

6:6 Parents will:

- Promote the Gospel Values, the school's Mission Statement and the Whole School Rules
- Support the school's Behaviour Policy
- Follow the Parent Code of Conduct
- Work in close partnership with the school, discussing any concerns with their child's class teacher
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Attend Parents' Evenings and other meetings where appropriate
- Discuss the Whole School Rules with their child, emphasising their support for them and assisting with their implementation where possible
- Recognise that teaching and learning cannot take place without high standards of behaviour
- Remember that all staff approach behavioural incidents patiently and positively

6:7 The CMAT/Governing Body will:

- Carry out their statutory duties relating to exclusions and disciplinary matters
- Monitor the frequency of Significant Behaviour Incidents
- Evaluate the effectiveness of the Behaviour Policy with the Headteacher

6:8 Staff Code of Conduct

The Staff Code of Conduct has been shared with all staff working within our school community. It sets out the professional standards of conduct expected of all staff and provides further guidance on their roles and responsibilities. Additional guidance can be found in the CTK Staff Handbook.

7: Classifying Behaviour

Behaviour can be classified into four categories: Desirable, Disruptive, Difficult and Dangerous.

Examples of Desirable Behaviour:	Staff members responsible for feedback:
Going above and beyond expectations Relishing challenge Demonstrating resilience Working collaboratively Engaging enthusiastically in lessons Listening carefully Following instructions first time Showing kindness, compassion and care for others Helping and serving others Being honest Demonstrating good manners Showing respect for adults and other pupils Caring for our school environment Using Fantastic Walking Taking pride in presentation and learning Wearing the correct school uniform Taking responsibility for their actions	All staff
Examples of Disruptive Behaviour	Staff members responsible for feedback:
Minor misbehaviour in corridors or around school (running, walking on the wrong side, etc.) Dishevelled school uniform (for example, an untucked shirt) Untidy presentation of work Shouting out in class Talking unnecessarily during lessons Swinging on chairs Disengagement during lessons or celebrations Distracting others from their learning Negatively impacting the learning of other pupils Failure to follow instructions Entering the school building unnecessarily during break or lunchtime Not respecting others' personal space Pushing or touching others when lining up Rude or disrespectful behaviour, including using unkind words Excluding others from play or group activities Showing a lack of respect for the school environment, resources or equipment	Class teachers, Teaching Assistants, Learning Support Assistants and Lunchtime Teachers

Examples of Difficult Behaviour:	Staff members responsible for feedback:
Persistent disruptive behaviour (see above) Refusal to complete work set Refusal to follow reasonable instructions Kicking out (not directed at another person) Throwing objects (not directed at another person) Hitting out (not directed at another person) Playfighting Deliberately damaging school property Non-aggressive swearing Being dishonest Leaving the classroom or learning area without permission Persistent refusal to engage with learning	Class teachers, Teaching Assistants, Learning Support Assistants, Lunchtime Teachers and Phase Leaders/Assistant Heads
Examples of Dangerous Behaviour:	Staff members responsible for feedback:
Persistent difficult behaviour (see above) Deliberately misleading an adult investigating an incident Stealing Spitting on the floor or at another person Fighting Targeted hitting, kicking or pinching Throwing objects at another person Leaving the classroom or running away in public places without permission Deliberately damaging or destroying school property Racist, sexist, homophobic or other discriminatory behaviour Aggressive swearing directed at another person Any form of bullying Sexual harassment, including online sexual harassment Sexual violence Possession of a mobile phone that has not been handed into the school office, or unauthorised use of a mobile phone or other electronic device. Possession of any prohibited items, including: • Knives or weapons • Alcohol • Stolen items • Illegal drugs • Tobacco, cigarette papers and e-cigarettes • Fireworks • Pornographic images • Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, cause personal injury or damage to property	Headteacher and Heads of School

8: Rewarding *Desirable Behaviour* and Achievements

Rewarding positive behaviour is the first step in encouraging and reinforcing the behaviours, attitudes and values we seek to develop in our pupils. At Christ the King, we celebrate positive behaviour, effort, achievement and the demonstration of our Gospel Values through:

- Specific and sincere positive feedback to individuals or groups
- Visual prompts to recognise positive behaviour, including stickers, rainbow/sunshine cloud display boards and CTK Superstar sections on classroom behaviour charts
- Letters or phone calls home to parents
- Consistent use of House Points (Appendix 2)
- Sharing work with a subject leader
- In-class reward systems, which may include Class Dojo and cumulative class rewards (for example, marbles, pasta, cubes or table points)
- Teacher rewards or treats for pupils working or behaving exceptionally well
- Believe and Achieve Award (weekly)/CTK Champion
- Love One Another Award (weekly)
- Golden Lunchbox Award (weekly)
- Attendance Trophy (weekly)
- Recognition during Mission Monday Celebration and Believe and Achieve Celebrations
- Nominations for CTK Trophies (termly)
- Golden Time (maximum of 20 minutes)
- Whole class treats
- Hot chocolate with the Headteacher for selected award winners
- Table of Awesomeness Award (half termly)
- House Celebrations based on House Point totals (termly)

9: Sanctions

Consequences will always be proportionate to the behaviour and based on the level of risk posed to the pupil and others. Wherever possible, consequences will seek to restore and repair relationships, encourage reflection and support pupils in making positive choices in the future.

When dealing with behaviour incidents staff adhere to the following principles:

- Feedback should be given as soon as possible after the behaviour, causing the least possible disruption to the learning of others
- Feedback should address the behaviour rather than the pupil
- Feedback should always be delivered calmly and professionally
- Feedback should explain why the behaviour was unacceptable, identify the Whole School Rule that was broken and make clear what the adult expects the pupil to do differently
- Sanctions should always be proportionate to the behaviour

Our tiered sanctions enable teaching staff and Lunchtime Teachers to remind pupils of our high expectations for behaviour, encourage them to take responsibility for their choices and support them in making better choices in the future. For many pupils, a Reminder or Warning is sufficient to bring about positive change. However, where disruptive or difficult behaviour continues, additional sanctions may be necessary.

Adults are proactive and will always seek to prevent situations where pupils lose focus or engage in disruptive behaviour. Before issuing a verbal reminder, staff will use non-verbal strategies such as eye contact, proximity, body language, hand signals or whole-class reminders. If disruptive or difficult behaviour continues, adults will respond calmly using the scripted intervention.

Tiered Sanction	Explanation and Feedback
Reminder	A verbal reminder of the Whole School Rules. Example: "_____, you are shouting out, which is breaking our school rule of being respectful. This is your REMINDER. Please raise your hand in future."
Warning	Explain that the pupil has continued to break the Whole School Rules and is now receiving a WARNING. Make it clear that if the behaviour continues, they will receive a Yellow Card. Example: "_____, you are shouting out, which is breaking our school rule of being respectful. This is your WARNING. If I need to speak to you again, you will receive a Yellow Card. Please raise your hand in future."
Yellow Card	Explain that the pupil has continued to break the Whole School Rules and has therefore received a Yellow Card. They will spend a few minutes of breaktime reflecting on their behaviour with you. Example: "_____, you have continued to shout out, which is breaking our school rule of being respectful. You have now received a YELLOW CARD and will speak to me at breaktime."
Red Card	Explain that the pupil has continued to break the Whole School Rules and has therefore received a Red Card. They will spend breaktime or lunchtime reflecting on their behaviour outside Mrs Carter's office. In cases of Difficult Behaviour, a Phase Leader or Assistant Headteacher will also speak with the pupil. Example: "_____, you have continued to break our school rule of being respectful and have now received a RED CARD. You will now spend your breaktime reflecting on the choices you have made outside Mrs Carter's office."

All behaviour incidents must be logged on Arbor. CPOMS should only be used where there may be a safeguarding concern

9.1 Serious Sanctions

In response to serious or persistent breaches of this policy, the school may remove a pupil from the classroom for a limited period. During this time, pupils will continue to receive meaningful education under the supervision of a member of staff, although this may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Wherever possible, other behaviour strategies will be used first unless the behaviour is so serious that immediate removal is necessary.

Removal may be used to:

- Restore order where a pupil is being unreasonably disruptive
- Maintain the safety of pupils and staff
- Enable the pupil to continue learning in a managed environment
- Allow the pupil to regain calm in a safe space

Pupils who are removed from the classroom will be supervised by a senior leader. They will not be removed for prolonged periods without the explicit agreement of the Headteacher.

Pupils will be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider any support required to enable the pupil to meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

Where pupils are removed from the classroom on a regular basis, the school will consider additional support, which may include:

- Support from the Learning Mentor
- An Individual Behaviour Plan (Appendix 4)
- A Personalised Behaviour Chart (Appendix 5)
- Advice and support from external agencies, including specialist teachers and the CMAT Educational Psychologist

All incidents involving removal from the classroom will be recorded on Arbor as Isolation (Level 3 Negative).

9:2 Suspension and Permanent Exclusion

The school may use suspension or permanent exclusion in response to a serious incident or persistent disruptive, difficult or dangerous behaviour where in-school sanctions and interventions have not been successful.

The decision to suspend or permanently exclude a pupil will be made by the Headteacher and only as a last resort. Please refer to the school's Exclusions Policy for further information.

9:3 Restorative Conversations

Once a pupil has received a Yellow Card or Red Card, the conversation that follows should be based on restorative principles. Staff should help pupils understand the impact of their behaviour, take responsibility for their actions and identify how they can repair relationships and make positive choices in the future. In doing so, staff promote reconciliation, forgiveness and personal responsibility, supporting pupils' social, emotional and moral development.

Restorative conversations should include the following questions:

- What happened? Which Whole School Rule was broken?
- What were you thinking or feeling at the time?
- What are you thinking and feeling now?
- Who has been affected by your behaviour?
- What needs to happen to put things right?
- What will you do differently next time?

Where appropriate, staff may use the Behaviour Reflection sheet (Appendix 3) to support restorative conversations and help pupils reflect on their behaviour.

10: Additional Support for Persistent Challenging Behaviour

The school recognises its duties under the Equality Act 2010 and will make reasonable adjustments where appropriate to ensure that pupils with protected characteristics are not placed at a substantial disadvantage. Consequently, our approach to supporting pupils with persistent challenging behaviour may be adapted to meet individual needs.

When supporting pupils with persistent challenging behaviour, staff should remember that some children experience behavioural difficulties in the same way that others experience difficulties with learning. Just as learning is broken down into manageable steps, behaviour should also be taught, modelled, practised and reinforced through consistent support, encouragement and appropriate differentiation.

The FIT Team (Family Inclusion Team) will work alongside the class teacher and parents or carers to assess pupils whose challenging behaviour persists and identify any underlying needs. Where appropriate, an Individual Behaviour Plan (Appendix 4) and/or a Personalised Behaviour Chart (Appendix 5) will be implemented to provide targeted support, monitor progress and celebrate success.

The Process

- Identify the specific behaviour that needs to change
- Identify when and how often the behaviour occurs
- Identify what happens immediately before and after the behaviour
- Talk with the pupil to understand what happened and why
- Focus on improving one or two behaviours at a time
- Develop an Individual Behaviour Plan or Personalised Behaviour Chart with clear short term targets
- Clearly define the behaviour being rewarded and assess only that behaviour when awarding rewards
- Allow opportunities for mistakes without removing all rewards, recognising and celebrating progress
- Ensure targets are progressive and reviewed regularly as improvements are made
- Share the plan with relevant staff and, where appropriate, classmates who can positively support the pupil

Where appropriate, advice and support will also be sought from specialist teachers, educational psychologists, medical practitioners and other external agencies to identify and meet pupils' needs.

When significant needs are identified, the school will work in partnership with parents or carers and relevant external agencies to plan, implement and regularly review appropriate support.

Where the school has concerns about the behaviour of a pupil with an Education, Health and Care Plan (EHCP), it will liaise with the Local Authority. Where appropriate, the school may request an emergency review of the EHCP.

11: Bullying

At Christ the King, bullying is taken seriously and will not be tolerated.

Bullying is defined as the repeated, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. At Christ the King, we help pupils recognise bullying using the acronym STOP: Several Times On Purpose.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding others or deliberately tormenting another person
Physical	Hitting, kicking, pushing, taking another person's belongings or any use of physical violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse directed at someone because of a protected or personal characteristic
Sexual	Unwanted sexual comments, jokes, gestures, physical contact or the sharing or display of sexual material
Verbal (direct or indirect)	Name-calling, sarcasm, teasing or spreading rumours
Cyber-bullying	Bullying through mobile phones, messaging apps, social media, online gaming or other digital platforms

Details of the school's approach to preventing, reporting, investigating and responding to bullying are set out in the Anti-Bullying Policy.

12. Malicious allegations

Where an allegation made by a pupil against a member of staff is found to be false and malicious, the Headteacher will respond in accordance with this Behaviour Policy.

Please refer to the school's Safeguarding and Child Protection Policy for further information on responding to allegations made against staff.

The Headteacher will also consider the pastoral wellbeing and support needs of any member of staff who has been the subject of a false and malicious allegation.

13: Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. In exceptional circumstances, appropriately trained staff may use reasonable force to prevent a pupil from:

- Hurting themselves or others
- Damaging property
- Causing serious disruption
- Committing a criminal offence

Incidents involving reasonable force must:

- Only be used as a last resort after appropriate strategies, including diversion, de-escalation and negotiation, have been attempted where it is safe and appropriate to do so
- Use the minimum force necessary for the shortest time possible
- Be carried out in a way that maintains the safety and dignity of everyone involved
- Never be used as a form of punishment
- Be recorded on CPOMS by the member of staff involved
- Be reported to parents or carers as soon as reasonably practicable
- Be recorded using the STACMAT Positive Handling Online Form
- Be shared with the Local Authority in accordance with local procedures
- Be monitored by the DSL and Deputy DSLs and reviewed regularly through DSL meetings and half termly behaviour analysis
- Be followed by opportunities for staff involved to reflect on the incident, identify any learning and consider the ongoing needs of the pupil
- Be supported through appropriate training in positive handling and physical intervention, with staff encouraged to access refresher training as required

14. Confiscation

Staff have the statutory power to confiscate, retain or dispose of items that are prohibited or are considered harmful to the safety, wellbeing or good order of the school.

Any item that is inappropriate or unnecessary in a school environment may be confiscated. Such items will normally be returned to the pupil or parent or carer where appropriate.

Items that are prohibited by law, or that are harmful or detrimental to school discipline, will be dealt with in accordance with statutory guidance and may not be returned.

Prohibited items include:

- Knives or weapons
- Alcohol
- Illegal drugs

- Stolen items
- Tobacco, cigarette papers and e-cigarettes
- 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 cause personal injury to, or damage to the property of, any person (including the pupil)

15. Searching Pupils and their Possessions

The school has a statutory power to search pupils or their possessions where there are reasonable grounds to suspect that a pupil is in possession of a prohibited item, or any item identified in the school rules for which a search may be carried out.

An authorised member of staff may search a pupil or their possessions where:

- The pupil has given their consent
- There are reasonable grounds to suspect the pupil is in possession of a prohibited item
- There are reasonable grounds to suspect the pupil is in possession of an item identified in the school's rules for which a search may be carried out

Searches will be conducted in accordance with current statutory guidance and will always be carried out lawfully, respectfully and with due regard for the pupil's dignity, privacy and welfare.

Where a search of a pupil's person is carried out, the school will, wherever reasonably practicable:

- Ensure the search is undertaken by an authorised member of staff
- Ensure the member of staff is the same sex as the pupil
- Ensure another member of staff is present as a witness

Where there is an immediate risk of serious harm, a search may be carried out by an authorised member of staff of a different sex or without a witness, where permitted by law.

Staff may search:

- A pupil's outer clothing
- Bags and other possessions
- Desk, trays or lockers assigned to the pupil

Reasonable force may only be used to carry out a search where this is permitted by law and where it is necessary and proportionate.

Parents or carers will be informed where a search for a prohibited item has taken place. All searches involving prohibited items, or where there are safeguarding concerns, will be recorded in accordance with the school's safeguarding procedures.

Strip searches will never be carried out by school staff. Any strip search on school premises may only be undertaken by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE). Throughout the process, the school will prioritise the safety, dignity and wellbeing of the pupil and follow current statutory guidance.

16: Mobile Phones and Electronic Devices

Pupils are permitted to bring a mobile phone to school where parents or carers consider this necessary, for example where a pupil travels to or from school independently. The school does not encourage pupils to bring mobile phones or other electronic devices onto the school site unnecessarily.

Any mobile phone brought into school must be switched off immediately upon arrival and handed to the school office for secure storage throughout the school day. Pupils must not have access to or use mobile phones during the school day, including during lessons, transitions, breaktimes and lunchtimes.

The same expectations apply to smart watches and other personal electronic devices capable of communication, messaging, internet access or capturing images, audio or video. Exceptions may be agreed by the Headteacher or Heads of School where appropriate, including where a reasonable adjustment is required for an individual pupil.

Mobile phones and other devices will normally be returned when pupils leave the school site at the end of the day. Pupils attending after-school activities must not access their device between the end of the school day and the beginning of the activity.

The school accepts no responsibility for the loss of or damage to personal electronic devices brought onto the school premises.

Any mobile phone or unauthorised electronic device found in a pupil's possession during the school day will be confiscated and returned in accordance with the school's procedures. Parents or carers will be informed where appropriate.

Pupils must not use personal devices to photograph, record or communicate with others whilst on the school premises.

Where there are reasonable grounds to suspect that a pupil is in possession of a mobile phone or other unauthorised electronic device in breach of the school's rules, an authorised member of staff may carry out a search in accordance with Section 15 of this policy.

Where a mobile phone or electronic device is suspected to contain evidence of criminal activity, inappropriate images or material that may place a pupil at risk of harm, the device will be secured and dealt with in accordance with the school's Safeguarding and Child Protection Policy. Staff will not examine or search the digital contents of a device unless permitted to do so by law.

Parents or carers who need to contact their child during the school day, or pupils who need to contact home, should do so through the school office.

17. Transition

The school recognises that periods of transition can be both exciting and challenging for pupils. We are committed to ensuring that all pupils are supported to make positive and successful transitions throughout their time at Christ the King. New pupils will be supported through an induction process that helps them become familiar with the school's behaviour expectations, routines and values.

To support a smooth transition between year groups, pupils will take part in transition activities with their new teacher(s). Staff will also meet to share information that supports pupils' academic, pastoral and behavioural needs.

Where appropriate, information relating to a pupil's behaviour, strategies, support plans and successful approaches will be shared with relevant staff to ensure continuity of support and a positive start to the new term or academic year.

18. Links with other policies

This Behaviour Policy should be read alongside the following policies:

- Anti-Bullying Policy
- Exclusions Policy
- Positive Handling Policy
- Safeguarding Allegations Policy
- Safeguarding and Child Protection Policy

- Staff Code of Conduct Policy

The Behaviour Policy should also be read alongside the Attendance Policy, which explains the school's expectations regarding attendance and punctuality. Whilst attendance is not treated as a behaviour issue at Christ the King, attendance, punctuality and behaviour are monitored together to ensure that all pupils are supported to believe and achieve.

19. Sources used in the formulation of the Behaviour Policy:

- Christ at the Centre: Why the Church Provides Catholic Schools, Bishop Marcus Stock (2005)
- Behaviour in Schools: Advice for Headteachers and School Staff, Department for Education
- Creating a Culture: How School Leaders Can Optimise Behaviour, Tom Bennett (2017)
- Improving Behaviour in Schools, Education Endowment Foundation (2019)
- Running the Room, Tom Bennett (2020)
- Teach Like a Champion, Doug Lemov (2015)
- The Catholic School on the Threshold of the Third Millennium, Congregation for Catholic Education (1997)

20. Monitoring Arrangements

All staff are responsible for recording behaviour incidents on Arbor, including Yellow Cards, Red Cards and removals from class. The Senior Leadership Team will review these incidents, take appropriate action and inform parents or carers where necessary.

Behaviour data is analysed half termly by the Heads of School and termly by the Headteacher. Trends, patterns and the effectiveness of the school's behaviour systems are reported to the Local Governing Body.

The Headteacher maintains records of all suspensions and permanent exclusions in accordance with statutory requirements.

This Behaviour Policy will be reviewed by the Headteacher and the Local Governing Body at least annually, or sooner if required, in response to changes in legislation, statutory guidance or findings from the ongoing analysis of behaviour data.

Whole School Rules Breakdown

Whole School Rule	Gospel Values	Virtues	CST Principles	Explanation
Always try your best	Service Compassion Gratitude	Prudence Fortitude Hope	Human Dignity	This rule is not about “winning” or “being the best” but rather about giving your best. Teaching staff encourage children to take pride in their attitude towards the process of engaging with an activity, rather than the end result. This skill can be evident in a range of situations where children are visibly working hard and exhibiting good learning behaviour.
Show respect	Love Compassion Forgiveness	Charity Justice Faith	Human Dignity, Solidarity	Within our school and wider community, all pupils and adults are encouraged to demonstrate courtesy, manners, honesty and respect for everyone. • Respect for God • Respect for all people • Respect for other people’s property and belongings • Respect for oneself
Move calmly and quietly around school	Love Service Compassion Gratitude	Charity Temperance Prudence	The Common Good	Children are expected to use Fantastic Walking as they move around the school. • Walking in single file • Walking on the left-hand side of the corridor • Walking quietly • Walking with hands at your sides (or behind back) • Walking with good posture - shoulders back and down • Walking with your head held high • Offering a smile or greeting to others
Dress to Impress	Service Gratitude	Charity Prudence	Human Dignity	The wearing of correct uniform is considered to be an important element in establishing a sense of community and expectations in school. Children are encouraged to take pride in wearing appropriate uniform, including PE kit (see Appendix 7 for full uniform list). All staff are responsible for ensuring children are wearing the correct uniform and look smart at all times. Pupils should wear their uniform correctly and take pride in their appearance. Reminder letters should be sent to the parent/carer if a child consistently comes to school in incorrect uniform.
Take care of one another and our things	Love Compassion Forgiveness Gratitude Hope Service Justice	Charity Justice Fortitude	The Common Good, Care for Creation	This rule is split into two parts: “Taking care of one another” means to show kindness. Kind people think about another person’s feelings and not just their own, they help someone who is in need, and they are kind even when others are not. Kind people never expect anything in return. They treat other people kindly because they want to help make someone’s life better. Kindness makes the world a nicer place because it makes people happier. “Taking care of our things” refers to the school environment. Children are expected to do their part to keep the school environment clean, tidy and undamaged. This rule also refers to children’s own personal possessions. Children should be careful to keep their own belongings safe and be mindful not to touch other people’s possessions.

House Point Award Guide

At Christ the King, praise is the primary means of recognising and reinforcing desirable behaviour. House Points are awarded to celebrate pupils who consistently meet or exceed expectations through their behaviour, effort, attitude and contribution to school life.

The table below provides guidance on the typical award of House Points. Professional judgement should always be used, and awards may vary according to the context and individual circumstances.

House Points Awarded	Desirable Behaviours:
Expected daily behaviours	• Following instructions first time • Entering the classroom calmly and quietly • Beginning the Do Now activity promptly • Being equipped for learning • Wearing the correct uniform • Sustaining effort and focus • Demonstrating a positive attitude to learning • Looking after belongings and school property • Using Fantastic Walking
1	• Exhibiting the expected desirable behaviours above when others are not • Demonstrating kindness without being prompted • Holding doors for peers and staff members • Assisting members of staff • Being enthusiastic in lessons • Improved effort with written work/class work/homework • Making meaningful contributions to class discussions consistently throughout a lesson • Getting changed for PE/swimming quickly • Being an exemplary talk partner • Being a good friend to everyone
2	• Showing high levels of resilience when they find something challenging • Being a role model of excellent behaviour – going <i>above and beyond</i> expectations • Thoughtful contributions during Mission Monday Celebrations, Believe and Achieve Celebrations and Celebrations of the Word. • Asking thoughtful questions • Supporting their peers with their learning effectively • Working hard in subjects they typically find challenging • Good effort with written work/class work/homework • Reading more than is stipulated in the Homework Policy (5+)
5	• Acts of kindness • Completing additional work outside of school • Performing in Poetry Recitals or Celebrations of the Word to a high standard • Being an excellent ambassador for our school at inter-school events/on trips • Excellent effort with classwork/written work/homework • Believe and Achieve Award/CTK Champion • Lunchtime Award • Love One Another Award • Head of School Award
10	• Exceptional service to the school or wider community • Living out the Gospel Values in an outstanding way • Raising money or awareness for charity • An exceptional achievement bringing credit to the school



Behaviour Reflection

What happened/which school rule was broken?

What were you feeling at the time?

How do you feel now?

Who else did my behaviour affect?

What is needed to put things right?

Today I would rate my behaviour /10

But I know my behaviour can be 10/10!

To be 10/10 I will:

When I am 10/10 I will feel:

My teacher/peers will feel:



Individual Behaviour Plan

Child's name	Date of plan:	Review date:
Behaviour to reduce:	Possible triggers for behaviour:	
Prevention Staff will:	If an incident occurs Staff will:	
If an incident occurs The child will:	Parents views/comments:	

Signature of class teacher: _____ Signature of parent/carer: _____

Date of plan agreed: _____ Date of review: _____



School Day Reward Chart

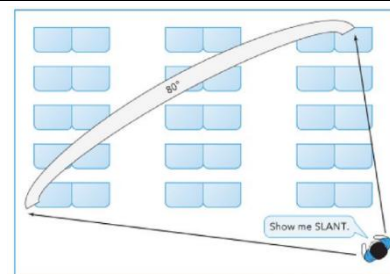


Example of an Individual Reward Chart

★ My stars ★						
Day	Morning 1	Break	Morning 2	Lunch time	Afternoon	After school
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

Behaviour Management Strategies

Strategy	Explanation
Meet and Greet	Teachers Meet and Greet the pupils at the classroom door at the start of the day, after morning breaktime and after lunch.
"Do Now!" activity	Use a short warm-up activity at the start of each day which children can complete without instruction or direction. This enables the learning to start before teaching begins.
Narrate the Positive	Narrate and praise pupils who are meeting expectations, to create a ripple effect. Example: "I can see James is tracking the speaker beautifully. Well done."
SLANT	Teach the pupils key baseline behaviours which help them to concentrate, focus and learn by using acronym SLANT: • Sit up • Listen carefully • Ask and Answer Questions • Never Interrupt • Track the speaker
Pastore's Perch	Prevent non-productive behaviour by developing the ability to see it when it happens and subtly reminding students that you are looking. Position yourself in the corner of the classroom so that you are now able to see all learners simultaneously
Be Seen Looking	Show that you are monitoring the class closely by tilting your head, scanning the room from left to right. Take a couple of minutes at the start of each lesson, once the children begin an activity, to show the students you are looking at them and that you care that they do what you have asked.
Least Invasive Intervention	Maximise teaching time and minimise confrontation by using the subtlest and least invasive tactic possible to correct off-task pupils. All teachers pre-empt any off-task behaviour in lessons, so that 100% of pupils are on task for every task in every lesson. Teachers insist on one voice in the classroom for instructions, explanations and discussions. Teachers swiftly use the pre-emptive reminders to correct off-task behaviours: 1. Silent non-verbal: hand signal, eye contact, facial expression, shake head, sharp pause or clicking. 2. Unnamed: 'We're tracking. Just waiting for 100%. We need one person ... and 100%.' 3. Verbal named reminder: "I notice that you are shouting out, _____. You are breaking our school rule of being respectful. Please raise your hand and wait to be chosen, as this is being respectful. Thank you."
Cold Calling	Call on students to give verbal responses regardless of whether they have raised their hands. This ensures a high participation ratio, causing all pupils to be engaged and ready to answer. It also enables the teacher to assess all pupils and not just those who have raised their hand. Embed this technique in advance to ensure pupils know that your classroom has a culture of engaged accountability and that the Cold Call is always a possibility. Keep all Cold Call's positive.
Countdown	Use a calm countdown (e.g. "30 seconds left to finish your sentence ... 3 ... 2 ... 1 ... SLANT") to gain attention without raising voice. Or for an instruction: "When I say go — and not before — I want you to write the date and the title at the top of your page. 3 ... 2 ... 1 ... Go."
100% Rule	Insist on full attention and compliance before moving on — ensuring all pupils are ready before teaching continues.



School Uniform List 2026-2027

Our approved uniform suppliers are:

- Schoolwear Solutions in Leicester: [Home](#) | [Schoolwear Solutions](#) | [School and Sportswear](#)
- Uniform direct: [Uniform Direct](#)® - Christ The King Catholic Primary School Uniform (uniform-direct.com)

We have two seasonal uniforms:

Summer uniform – up to October Half Term and from after Easter to the end of the school year:

- Navy v neck jumper or cardigan with the school badge
- White short-sleeved polo shirt
- Grey/ black or white socks
- Grey shorts or trousers or dark blue gingham dress
- Sensible black flat shoes (No boots or trainers)

Winter uniform – from after October half term until Easter

- Navy knee length skirt or pinafore or mid-grey trousers
- Navy v neck jumper or cardigan with the school badge
- Navy tights or grey, black or white socks
- White shirt with standard collar and school tie (navy and gold stripe)
- Sensible black flat shoes (No boots or trainers)

P.E. Kit:

Children can come into school wearing their P.E kit on the days they have P.E. All pupils need the following:

- Trainers
- White t-shirt (with or without the school badge)
- Navy shorts
- White socks
- Plain navy sweatshirt
- Plain navy jogging bottoms
- Plimsolls (optional for indoor PE)

Jewellery:

- In the interest of personal safety and security jewellery should not be worn in school.
- If the child's ears are pierced, **plain** gold or silver studs may be worn but must be removed for P.E. classes. Children will not be permitted to wear other studs e.g. Nose studs.
- For safety reasons, children wearing inappropriate jewellery may be asked to remove it.

Hair styles:

Hair styles should be sensible. We do not permit extremes, e.g. closely shaven styles / patterns or coloured hair as these are not appropriate for primary aged children and can often have an effect upon attitudes and behaviour. For health and safety reasons, we ask that all children with long hair have it tied up. Hair accessories should be in a sensible colour and be plain and without embellishment.

CTK Shared Mantras

All staff at Christ the King aim to be as consistent as possible when implementing our school Behaviour Policy.

In addition to the scripted tiered sanctions section of the policy, we also aim to use a common language when talking to children about their behaviour.

Our shared mantras include:

- First time, every time
- Dress to Impress
- Presenting with Pride
- If there's no struggle, there's no progress
- What would Jesus do?
- It's great to be grateful!
- We have an attitude of gratitude
- Review it, or lose it
- Every second counts
- Loud and Proud
- Meet and Greet
- Fantastic Walking
- Praying Just Feels Terrific! (KS2 Acronym for Cardinal Virtues)
- Check your SLANT/3, 2, 1 SLANT – Sit up, Listen, Ask and Answer Questions, Never interrupt, Track the speaker/ Carpet Rules for pupils in EYFS
- SHAPE: sentences, hands away from face, articulate, projection, eye contact