

Christ the King Catholic Primary School



Making a difference by
Inspiring a love of life and learning
We build strong foundations within
God's loving hands

Positive Relationship (behaviour) Policy

Author		Mary Mainwaring	
Date ratified by Full Governing Body	October 2025	Chair of Governors	
Start Date	Sept 2025	Headteacher	Mary Mainwaring
Review Date	Sept 2026		

Author/Person Responsible	Head Teacher – Mary Mainwaring
Date of Ratification	2nd October 2021
Review Group	
Ratification Group	FGB
Monitored By	Safeguarding Governor
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Review Date	September 2024
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Related Policies	Child Protection Policy, Online Safety Policy, Acceptable Use of IT Policy
Chair of Committee Signature	Mary Baskerville and Gill Brooks

Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices:	CTK Positive Relationship	DATE:	September 2024
EIA CARRIED OUT BY	Mary Mainwaring	EIA APPROVED BY	Mary Mainwaring

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		N/A
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		N/A
Gender reassignment (transsexual)		N/A
Marriage and civil partnership		N/A
Pregnancy and maternity		N/A
Racial groups (consider language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		N/A
Sex (male, female)		N/A
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		N/A

CTK Positive Relationships Policy

At Christ the King Catholic Primary School we believe that positive behaviour should be the outcomes of positive, consistent and defined relationships between staff and pupils.

Principles:

1. We, as the adults, always model calm, controlled and caring behaviour.
2. Our attention as adults is focused first on those children who are behaving well.
3. We don't reward the minimum standard (beyond a simple thank you) - we look to highlight children going 'above and beyond' and give them the formal recognition.
4. We define as a school what we will all consistently do: recognition, expectations, and routines.
5. We make our expectations explicit through clear routines.
6. We have 5 simple rules which are referred to in every discussion about conduct.

Our five rules are that every child be:

1. **Be Ready**
2. **Be Respectful**
3. **Be Safe**
4. **Be Kind**
5. **Be the best we can be**

All conversations with children about conduct will refer back to these 5 rules.

Modelling positive behaviours as adults. As adults we will all:

1. Show the children that we have regard for them as individuals and we **will welcome them at our classroom doors** every morning with a smile or their name.
2. Teach children what good conduct looks like by setting **clear routines and expectations**.
3. **Recognise good conduct publicly** and correct **inappropriate conduct privately, where possible**.
4. **Respond consistently** with the same recognition, language and sanctions.
5. Remain **calm and assertive** when managing inappropriate behaviours.

Recognising positive behaviour:

1. **A simple 'thank you':** All staff should look to thank children for positive conduct whenever possible as this highlights to all children the positive conduct which we are looking for.
2. **Recognition boards:** These should be used to highlight children who are going 'above and beyond' in modelling a particular conduct e.g. active participation etc. **children demonstrating behaviours which we expect of all children should not be recognised on the recognition board as this is the minimum expectation – a 'thank you' will suffice.**
3. **Recognition cards in the post:** When a child's conduct has been exceptional – a role-model for all – a card with a message home celebrates this effort. *Again, these should not be given out for conduct which we expect of all children.*
4. **Phone call or card in the post:** A powerful form of recognition used to share success with parents.
5. **Tea with Mrs Mainwaring:** A way to recognise 'above and beyond' conduct of an individual all week.
6. **Star of the week:** Nominating a child who consistently goes 'above and beyond' to model our values, rules and expectations. (one for values, one general work, Tea with Mrs Mainwaring)
7. **Class Reward:** not points based, can be raffle tickets or marbles in a jar, golden time.

Routines:

So that every child knows exactly the expectation for common activities, staff will:

1. Insist that any routine is followed by every child, every time, **defending the high standard so that it becomes a habit**, for example, walking into the school hall with praying hands and no talking.

Managing inappropriate conduct:

- All staff should consistently follow the same steps when managing inappropriate conduct.
- Adults will be calm yet assertive when managing inappropriate conduct, considering body language and the words used carefully.
- Children with specific needs (which impact on their conduct) will require separate, personalised steps which have been agreed with the SENCO.
- Conversations correcting inappropriate conduct should be done as privately as possible.

Cycle of sanctions during learning time (See Appendix 1 for detail):

1. Reminders (as many or few as are appropriate):

- a. Praise another child following the rule first.
- b. Link conduct back to school rules.
- c. Reminds child of when they demonstrated successful conduct.
- d. Doesn't require a long discussion.

2. Caution (only one given):

- a. Praise another child following the rule first.
- b. Assertive expectation '*I expect you to now..*'
- c. Presuppose success '*Thank you for now doing this*'.

3. Time out (length flexible 5-15 minutes) and discussion reparation:

- a. Inform the child that they have chosen to keep breaking a school rule and that this has a consequence.
- b. Child sent to a partner class (with work) for 5-15 minutes.
- c. Conversation with the child when appropriate to discuss what happened and how it could be avoided next time.

4. Missed playtime:

- a. If a child returns to the classroom and still is not following school rules then straight to missed playtime. There are no more chances and the child will miss part of their lunchtime play.
- b. If afternoon speak to the child and sent work home or phone their family to inform them of their child's behaviour during the school day.

5. Imposition (for when work has been missed). As appropriate:

- a. Send copy of work to be completed home with the child together with a note explaining that this needs completing as learning time was missed as a result of poor conduct choices.
- b. Do not send exercise or text books home but plain paper and copies.

What to do if a child refuses or their behaviour places themselves or others at immediate risk: If the first 3 steps have been completed and a child is refusing to leave the classroom, or they are disrupting learning.

- c. Remind the child that their choices are disrupting others and that they must now follow instructions.
- d. Walk away and allow 30 seconds – 1 minute 'take up time'.
- e. Ask the child again to follow the instruction, telling them that refusal will result in a member of SLT being called to help them make the right choice.
- f. Send emergency card to office (don't bring the child to the HT office). *Do this immediately if the child is placing themselves or others at immediate risk*

6. Repair conversation:

- a. Takes place at an appropriate time when the child is calm.
- b. Can be short for minor conduct breaches or may be longer when there has been refusals or deregulated behaviour.

- c. Focuses on reflection and restoring relationships (not blame or further punishment):

Cycle of sanctions during break/ lunch times:

- 1. Listen to the problem:** When you haven't seen the alleged incident (which accounts for most incidents at break/ lunchtimes):
 - a. Ask each child to 'tell me what happened'. Ask each child not to interrupt each other. Make sure that everyone involved gets a chance to talk. Ask who else saw what happened and speak to them as well.
 - b. **Make sure that your body language and voice is neutral.**
 - c. Having heard all viewpoints, summarise what happened and ask if everyone agrees with this version of events.
 - d. **Most children just want to be heard, so please invest time in listening.**
 - e. For minor disagreements (arguments over games, miscommunications etc) offer advice about how to move forward. For accidental trips etc suggest an apology might help.
- 2. Reminder: When a child or group has made a poor (although not deliberate) choice:**
 - a. Link back to the school rules.
 - b. Remind the child of when you saw them playing well.
 - c. Delivered privately away from the group.
- 3. Caution/ final warning: When a child or group has repeated a poor choice:**
 - a. Remind the child of the rule broken.
 - b. Explain the 'time out' consequence if the conduct continues.
 - c. Tell the child to think carefully about their next choices.
- 4. Time out (after reminders/ cautions, unless someone has been deliberately hurt):**
 - a. Tell the child that they now need some time to think about their choices.
 - b. Ask them to sit on a bench for 2-5 minutes.
 - c. Talk to them about what happened to lead up to this.
- 5. Repair:**
 - a. Before letting the child leave the bench/chair, have a quick conversation about how they will make successful choices.
 - b. End the conversation positively.

Recording and Missed playtimes:

- All children behaviour conduct, which leads to missed playtimes, must be recorded onto CPOMS.

Severe Behaviour:

- If a child engages in any of the following severe behaviours, the above stages (at learning time or breaktime) can be by-passed and the staff member may choose to immediately send for the SLT.
 - Hate speech.
 - Verbal abuse or swearing at an adult
 - Bullying (as defined in Anti-bullying policy)
 - Extreme behaviour e.g. violence, running away, vandalism, deliberately dangerous activity.
 - Violence towards adults.
- Staff should remain neutral in body language and tone of voice, not arriving at a conclusion about what has happened if this is not clear.
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Persistent poor conduct:

- If a child is repeatedly receiving cautions, warnings and time outs, then this pattern needs to be addressed through closer monitoring, re-focusing the child on the positive outcomes of positive choices.
- For younger children (EYFS & KS1) this will involve the teacher meeting the parent briefly at the end of each day and sharing the successes and areas that need improvement.
- For older (KS2) children, this will involve being placed on a 'a behaviour plan':
 - This will be completed for every session showing good choices and poor choices.
 - At the end of each day the child will bring this to the Headteacher to discuss how the day has been. This will look to celebrate the positives as well as discussing poor choices.
 - At the end of the week this will be sent home to the parent.
 - A parent meeting with members of SLT.

Persistently dangerous or disruptive conduct:

- Where there is ongoing poor conduct which does not improve or where there has been severe behaviours displayed, then the school will apply the Severe Behaviours Policy, alongside this policy.

Appendix 1: Sanction cycle – language scripts:

Step	Application	Useful language
Reminder	<ul style="list-style-type: none"> No set number of reminders. Links back to the 3 school rules or the routine which isn't being followed. Make a point of congratulating a pupil who is completing the action/request correctly first and putting the focus on this correct behaviour. Delivered as privately as possible (don't make the poor behaviour the focus). Distraction can work well for refusal behaviours at this point. 	<p>"I'm very impressed by how well (another child) is doing with X. Thank you so much."</p> <p>"[NAME], are you okay...?"</p> <p>"I can see you are struggling with X, how can I help?"</p> <p>"Do you remember that one of our rules is X? Thank you for now doing Y."</p> <p>Walk away.</p>
Caution	<ul style="list-style-type: none"> Only 1 caution given, as privately as possible. Again, draw attention to another child following the rule first and thank them (but don't make comparisons). Firmer, more assertive tone than the reminder (but not aggressive – nor overly passive). Remind child of the rule or routine which is not being followed. Explain the sanction which will be imposed if the routine, rule or instruction isn't now followed. Walk away so as not to get into a back and forth negotiation. 	<p>10 second 'drive by':</p> <ol style="list-style-type: none"> [NAME] you know X is one of our rules. Doing Y is breaking our rule because... I expect you to ... If you make this [positive] choice then [explain positive outcome], if you continue with Y then [explain consequence]. I know you'll make the right choice. <p>Walk away.</p>
Last Chance	<ul style="list-style-type: none"> Only 1 last chance given. Uses the 30 second scripted intervention (see language). Child needs to spend 2 minutes discussing the behaviours that led to this with you at the end of the lesson/ session (even if the behaviours improve after this – it cannot be earned back). Finish by reminding the child of when they did succeed in following this rule – try to be specific. Walk away so as not to get into a back and forth negotiation. 	<p>30 second scripted intervention:</p> <ol style="list-style-type: none"> "[NAME], I notice that you are... [Specify unwanted behaviour]." "It was the rule about being [Ready/ Respectful/ Safe] that you broke." "If it continues then you have chosen to [explain sanction e.g. go to another class, talk to teacher at break, sit on bench for X mins]." "Do you remember last week when you [highlight example of the child succeeding in following the rule]?" "That is who I need to see now [NAME]." "I know you can succeed." "We will talk about this at the end of the session." <p>Then walk away to give 'take up time' and to avoid getting into a negotiation or shifting of blame.</p>
Time Out & Discussion.	<ul style="list-style-type: none"> Sent to another place in the class/ parallel classroom as appropriate for a specified time (X Minutes) – with work. If a child is deregulated it might be a walk with another adult or (older children) a trip to the water fountain to give some 'time out'. If it is playtime or PE then X minutes on a bench to allow thinking time. 5+ minute discussion at the next break about what happened and how it can be avoided in future. 	<p>Deliver request to move calmly and assertively:</p> <ol style="list-style-type: none"> "[NAME] you have chosen to keep [name rule broken]." "You now need to go to ... for ... minutes." "We will discuss this at the end of the session." <p>Remember to send work.</p>
Imposition	<ul style="list-style-type: none"> For when work needs completing that has been missed (and where appropriate): Send work home with the child (on paper not book). Make sure it's something that can be completed without adult help. Explain to the parent that it needs completing as it wasn't completed in school (either – ideally – in person, or a standard note) attached to the work. Ask that a parent sign it to say it's been completed. 	<ol style="list-style-type: none"> "As you missed learning time earlier, I need you to catch up." "Please complete this at home so you haven't missed anything."
Repair	<ul style="list-style-type: none"> Most important part of the process: Can either be an informal chat at breaktime walking in the playground (walk and talk); or a more formal restorative meeting (more info to follow on these). 	<p>Repair – 5 questions:</p> <ol style="list-style-type: none"> What happened? What were you thinking/ feeling at the time? What have you thought since? How did this make other people feel? Who has been affected? How? How could we do things differently next time?

When the child returns for the next session or from the time-out, they return to the 'reminder' stage (DON'T jump back to the 'Time Out' should the behaviours continue).

For dangerous or severe behaviour (which you don't feel can be handled at a class teacher level):

Calling for SLT	<ul style="list-style-type: none"> Dangerous & persistent behaviour may need the support of SLT: <ul style="list-style-type: none"> Fighting 2nd Time out in the same session etc. Throwing furniture/ Breaking equipment Bullying Hate language Disruption which prevents the class from learning. Most children demonstrating these behaviours will have an individual behaviour plan so please follow this in the first instance. 	<p>Where a member of the SLT is called:</p> <ul style="list-style-type: none"> Ask SLT member to come to the class (avoid the 'walk of shame' to the HT office). Speak to the child with the SLT member present to show that you still have authority. Remain calm and assertive. Do not allow your emotional feelings to cloud the conversation.
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