

## CORPUS CHRISTI CATHOLIC PRIMARY SCHOOL

### POLICY STATEMENT FOR BEHAVIOUR



#### Our Mission Statement

**"Let your light shine"**

**Matthew 5:6**

**At Corpus Christi Catholic Primary, we 'let our lights shine brightly'. In God's love and inspired by our faith, we always show kindness and respect to others, whilst working as hard as we can, to be the best that we can be.**

**RATIONALE:** At Corpus Christi Primary positive attitudes and self-discipline are encouraged and praised. Children work best in a happy and secure atmosphere with realistic well defined guidelines. We endeavour to make each day purposeful, positive and happy for both children and staff.

#### **KEY VALUES OF OUR SCHOOL:**

### **Be kind...Show Respect...Work Hard**

These values are addressed directly through lessons and assemblies but also permeate the whole curriculum. They are the basis for the social, intellectual, emotional, spiritual and moral development of the whole child. We encourage children to consider these values, and thereby to develop the knowledge, skills and attitudes that enable them to develop as reflective learners and grow to be stable, educated and civil adults.

These expectations should be displayed prominently in every classroom

#### **CHILDREN'S RESPONSIBILITIES:**

- Know the values and expectations.
- Follow the school values and expectations.
- Accept the consequences of their actions.

#### **PARENT RESPONSIBILITIES:**

- Know the values and expectations.
- Support the child in following the values and expectations.
- Support the school in implementing the school values and expectations.
- Discuss any concerns with teachers and staff. Let us know if they have a problem.

#### **BENEFITS FOR THE CHILDREN:**

The benefits that come when children are expected to be reflective about values and behaviours are:

- Children behaving more calmly and purposely.
- Children able to concentrate and reflect more on their own behaviour.
- Children being more self-aware and self-accepting.
- Children being more considerate to others.
- Children taking a greater responsibility for their own actions.
- The improvement of self-confidence and self-esteem.
- Children knowing themselves better and being able to relate to others more effectively.

## **OVERALL AIMS OF THE POLICY:**

- To create a pleasant, welcoming and purposeful atmosphere to enable children to benefit from a happy but organised learning environment which reflects our Catholic ethos.
- To create a safe, secure environment for children staff and visitors.
- To help increase confidence in relationships, in tackling new learning situations and in social situations.
- To promote and maintain acceptable standards of behaviour.
- To achieve a consistent approach to positive behaviour across the school.
- For staff to have a collective approach to behaviour including challenging and / or extreme behaviour
- So the school has consistent sanctions for challenging and / or extreme behaviour

## **PROMOTING VALUES AND EXCELLENT BEHAVIOUR THROUGH:**

### **1. RECOGNISING CHILDREN'S NEEDS**

In order for the school's purpose to be effective and for the values to be meaningful to the pupils, the staff understand that the basic needs of children are:

- To be loved.
- To feel secure and know clearly what is expected of them.
- To be valued.
- To have a balance of activities – active/passive; quiet/talking; communicating/reflective; taught skills/exploratory work.
- To have help to develop relationships.
- To develop self-awareness and a knowledge of the world outside of themselves.
- To have creative experiences, including external exploration and internal reflection.
- To be fully involved in the process of their education

### **2. QUALITY FIRST TEACHING AND LEARNING**

- The active promotion of a whole school policy that has the support of all the staff and is led and monitored by the Head Teacher.
- School assemblies will continually refer to the school's core values 'Be kind, Show Respect, Work Hard' – detailing how children should treat each other and how they should behave in school. Pupils are encouraged to be actively involved in exploring their understanding of values.
- Direct teaching about values in the classroom. These sessions provide opportunities for personal reflection, moral discourse and appropriate activities which promote understanding.

### **3. TEACHER BEHAVIOUR**

In order to try to meet the needs of children, staff try always to be consistent in their own behaviour and in their expectations of the children. They will:

- Value all the children with spoken language and body language.
- Display great patience and listen carefully to children.
- Focus on and emphasise the positive.
- Face reality and help pupils to come to terms with difficult issues as they arise.
- Only disapprove of poor behaviour, never the child.
- Try to make time for one another.
- Be mutually supportive.
- Speak quietly and avoid shouting.

- Be valued by the governors and the community.

All staff need to use effective classroom management strategies for dealing with behaviour:

- Praise good behaviour
- Positive reminder of expected behaviour
- Move near the child
- Stand up and move around the classroom
- Use tone of voice and facial expressions
- Ask pupils to stop
- Point or remove an object
- Stop and wait for pupil to stop
- Tell the pupil the consequences of their action

#### **4. REWARDS**

- Children will be praised and rewarded for positive behaviour.
- A set of simple rules will be agreed which are acceptable to both staff and children.
- A whole school reward system is in place for the children. Good behaviour or work is rewarded with a DOJO point. These points accrue and when each member of the class reaches a certain amount of points, the class are eligible for an agreed reward. The points are visible and parents have access to them. Children will not receive the reward if they miss their target. The reasons for this must be explained to them and their parents.
- Certificates/Stamps and/or stickers, chosen by individual members of staff, will be given to pupils.
- Good manners and kindness are encouraged at all times and points are rewarded for this as well as excellent work, good behaviour and for trying hard.

#### **5. CELEBRATION ASSEMBLY**

There will be a celebration assembly every week (Friday afternoon). In this, good behaviour will be praised and recognised, as well as academic work. Children will receive 'Star of the Week' Certificates.

### **CONSEQUENCES AND SANCTIONS**

Consequences need to be:

- Consistent
- Predictable
- Hierarchal
- Enforced
- Explained

### **BEHAVIOUR MANAGEMENT PROCEDURE:**

#### **1. LOW LEVEL BEHAVIOUR**

All teachers follow classroom management or other age appropriate system (Green, Amber, Red). This is displayed in all classes.

- Good behaviour – children stay on Green (all children begin day on Green)
- Low level behaviour – Staff give child polite but firm warning.
- Behaviour improves – Child remains on Green
- Behaviour does not improve – Child moves to amber. Give child clear final warning.
- Behaviour improves – Child remains on amber.

- Child persists: move to red. Do not move back to amber. Child is given sanction of missing next play time (15 mins).
- Child continues to misbehave – move to ‘time out’ space where child can be supervised. Older children will complete a ‘Reflection Log’ designed to guide them in reflecting on the incident, consider ways to apologise and how they can prevent a repeat of this incident moving forward.

## **2. MID LEVEL BEHAVIOUR**

If child’s behaviour improves – return to class. Discuss behaviour with child and reason for consequence. Child returns to green.

After time out – child’s behaviour still does not improve: Child goes to alternate class led by senior manager or other appropriate teacher / adult. (Up to 15 mins Ks1. Up to 30 mins Ks2) Teacher to inform parents at this stage.

### **PERSISTENT MID LEVEL BEHAVIOUR CAUSING DISRUPTION:**

#### **STEP ONE: REPORT**

Teacher requests child to go on to Report. **Parents must be informed.** Report lasts for two weeks. In that time, child can not attend after school clubs or go on school trips. Child reports to Head/Deputy Head Teacher every day to check on behaviour. Child will be kept off the playground during this period.

If child’s behaviour significantly improves, child is taken off Report.

If child’s behaviour does not significantly improve – report can be extended on a week by week basis.

If there is no improvement in behaviour over a period of time or behaviour worsens, a Behaviour Contract may be considered.

#### **STEP TWO: BEHAVIOUR CONTRACT**

A member of the SMT will place child on a behaviour contract. Parents will attend meeting where contract details and expectations are clearly outlined on one side of A4. **During the meeting, it must be explained to parents that the behaviour contract is the final step before exclusions will be considered for persistent breaches of the school’s behaviour policy.**

The contract will reflect the basic principles behind the school’s behaviour contract and set out realistic expectations for the child to meet. A report will go home to parents each night. The behaviour contract will last for a minimum of two weeks.

If child’s behaviour significantly improves, child signs off behaviour contract.

If child’s behaviour does not significantly improve – contract can be extended on a week by week basis.

If there is no improvement in behaviour over a period of time or behaviour worsens, exclusions will be considered.

## **3. EXTREME BEHAVIOUR**

The school defines extreme behaviour as violent, abusive or unsafe in its nature and is physically or emotionally harmful to the perpetrator or those around them trying to keep them safe. Such behaviour can result in exclusions in their own right.

If violent or extreme behaviour occurs, the child will be removed from classroom to safe space OR other children will be removed (whichever is safer) from area to school yard / library or dining hall.

This type of behaviour must always be reported to parents by Head Teacher or appropriate member of the SMT. It is highly likely that this behaviour will result in a form of exclusion which the Head Teacher must report to parents as immediately as possible.

### **EXCLUSION FOR SERIOUS INCIDENTS**

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The school reserves the right to fixed term exclude any pupil without using the above consequence process. This will be a matter of judgment for the Head Teacher in accordance with the DFE Exclusions from Maintained Schools guidance document 2017. Initially, exclusions will be for a fixed period (a period of up to 5 days) and if necessary permanent exclusion will be considered (in consultation with the school's Governing Body).

**All incidents will be considered in context. Violent behaviour against staff, behaviour that endangers the child, other children and adults and persistent disregard for school rules can and will be considered grounds for exclusion and permanent exclusion. In all cases this decision will rest with the Head Teacher after full consultation with all appropriate persons and regard to Local Authority guidelines. The Governing Body will act as an appeals body to ensure that the Head Teacher has acted lawfully, in line with this policy and proportionately.**

Serious incidents of extreme behavior happen rarely in our school. Our children behave very well both in the classrooms and around the school building. We are very proud of them and appreciate the support we get from parents whenever we ask for it.

#### **4. DEALING WITH MALICIOUS ALLEGATIONS AGAINST STAFF**

It is extremely important that any allegations of abuse against a teacher or any other member of staff in our school is dealt with thoroughly and efficiently, maintaining the highest level of protection for the child whilst also giving support to the person who is the subject of the allegation.

If an allegation is proved to be false and malicious, the Head Teacher and Chair of Governors may refer to social services to determine whether the child is in need of support or has been abused by someone else. The Head teacher will decide upon the sanction for the pupil who made the false allegation. The Head Teacher may wish to include the school governors when considering what action to take. The school has the power to suspend or permanently exclude pupils who make false claims, or refer the case to the police if the school thinks a criminal offence has been committed.

### **PUPILS WITH SPECIAL EDUCATIONAL NEEDS**

Sometimes behavioural difficulties in school are an indicator that a child has a Special Educational Need. When concerns are significant we may ask our Special Educational Needs Coordinator to evaluate the case and seek additional support for a child, when appropriate. These pupils may require specific behaviour strategies and input or an Individual Behaviour Plan, shared with parents. Advice from external agencies will be sought where appropriate and the needs of the child, the other pupils in the class and the staff will be taken into consideration (Please also refer to SEND and Inclusion Policy).

**Policy approval date: April 2021**

**Policy due for Renewal: April 2022**