



Positive Behaviour Policy

Date: **January 2019**

Next Review: **January 2020**

“Walking in Christ’s footsteps, opening hearts and minds”

Behaviour Policy

Introduction

This policy operates in the context of the school's Code of Conduct and reflects the ethos of the school. We are a caring community with a strong Catholic ethos and believe that rewarding good behaviour and providing encouragement promotes a climate of consideration for others and encourages positive behaviour rather than merely deterring unacceptable or anti-social behaviour. Our policy is centred on Jesus' teachings of forgiveness. We encourage children to understand that if they are truly sorry for their actions they will be forgiven and have the chance to make a fresh start.

This policy takes account of the school's legal duties under the Equalities Act 2010, in respect of safeguarding and in respect of Special Educational Needs and Disability.

Aims

- To ensure that every member of the school community feels valued and respected.
- To support the way in which all members of this school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place.
- To promote teaching and learning through the building of good relationships based on mutual respect and consideration for others.
- To help children grow in a safe, happy and secure environment and become positive, responsible and independent members of the community.
- To reward good behaviour and provide encouragement and stimulation to all pupils.
- To treat all children and adults fairly by applying this policy in a consistent way.
- To ensure that children and adults are aware of the School Rules and the Code of Conduct.
- To involve all children in their own classroom rules/code of conduct.
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.

A Positive Approach

An effective behaviour policy is one that seeks to lead children towards high self-esteem and self-discipline. Consequently, good discipline arises from good relationships and from setting expectations of good behaviour, care and consideration for others. It is important that children are familiar with the school ethos and the Code of Conduct. In this context, children will be rewarded for good behaviour. We will use a positive system of rewards, which will include:

- Non-verbal praise (smile, thumbs up etc)
- Verbal praise
- Positive comments in books
- Special Mention in Assembly
- Exhibiting good work in class or in display areas
- Informal referral to Principal, Vice Principal, Assistant Vice Principal or Phase Leaders of FS, KS1 or KS2 for commendation
- Using stars/smiley faces/Dojos on charts, books, stickers etc.
- House points
- Reward tokens for demonstration of: responsibility, respect or resilience

We reinforce good behaviour and strive to help our children feel good about themselves.
Our Code of Conduct is:

- To **Respect** others, ourselves and our environment.
- To **Respond** honestly and politely with a tolerant, hard-working, friendly attitude.
- To be **Responsible** for our actions and words, taking care of the people and the world around us.
- To **Reward** others and ourselves by being thankful and sharing positive actions and words.

School Rules are:

- I will listen to, and follow, instructions straight away.
- I will show respect at all times.
- I will care for everyone and everything.
- I will be the best that I can be.

Sequence of Sanctions

Failure to abide by the principles of our Code of Conduct may result in the following punishments or sanctions being applied:

Remind ~ Reflect ~ Review ~ Record ~ Remove

1. The pupil will be given a visual reminder and verbally told that a specific behaviour needs to stop.
2. If behaviour continues, **remind** child and write their name on board/show this with a visual prompt. Three warnings before removal.
3. After three warnings, child will be given time out for **reflection**. This can be inside class to a table where they are isolated or outside classroom with supervision.
4. A child will be expected to **review** and modify their behaviour and allowed to return to activity/class with clear guidance about expectations.
5. If the behaviour is not modified and other children are having their learning disrupted then a teacher will need to **remove** the child to another class. (Informal arrangement between staff as appropriate on that day). Staff will record this in a class behaviour log/CPOMS and parents will be informed.
6. If behaviour is still disrupting learning, a message will be sent to the Learning Mentors, Inclusion Manager or SEND/identified Teaching Assistant who will remove the child from class. Parents will usually be informed if this level of sanction is necessary. Children will be allowed to return to class after reflecting on/modifying their behaviour appropriately. Sustained challenging behaviour (or situations where these staff cannot be called upon) will be referred to the Principal, Vice Principal or Assistant Vice Principal. On return to the classroom, this sequence of sanctions will begin again. It will be important for staff to settle children back in whilst minimising attention for negative behaviour
7. Withdrawal of privileges will be applied for unacceptable behaviour:
 - Loss of break time.
 - Exclusion from an extra-curricular activity
 - Exclusion from a school organised outing or trip
 - Exclusion from lunchtime

These will be appropriate to the situation and the age of the child. Parents will be informed if deemed necessary. Care will be taken not to jeopardise the delivery of

the curriculum. All staff will be made aware of the sequence of sanctions to ensure consistency.

8. The pupil may be asked to write out some or all of the school rules or to complete an extra piece of work during lunch/break time. Pupils will be supervised by their class teacher, who will record the misdemeanour and the sanction applied. Where there are ongoing issues, a pupil may be asked to sign a behaviour agreement to ensure they understand what is expected of them.
9. Advice and assistance for the school and the pupil may be sought from other professionals e.g. CAMHS/RISE, Social Emotional Mental Health and Learning Service (SEMHL), SEND Early Years Support, Educational Psychologist, Primary Mental Health Service, Complex Communication Team and School Nurse if appropriate. Parents will always be informed if this level of support is needed.
10. There may be specific plans in place for individual children which deviate from policy norms. Any deviation from policy is agreed by all senior staff, the Inclusion Manager and class teacher and a written plan may be created for the individual/s. The School has an 'Internal Exclusion' system for children with complex behaviour needs, where these are presenting significant and ongoing disruption to learning. Parents will always be informed if this has been needed and of the behaviour that has resulted in this action being taken. Three incidents of internal exclusion within a short period may result in a fixed term exclusion from School, which will be discussed with parents.
11. Extremely serious misconduct may result in fixed term or permanent exclusion.

The following are regarded by the Governors as valid reasons for fixed term or permanent exclusion:

- Persistent bullying
- Physical, verbal or racial abuse towards a pupil or member of staff
- Extreme disruptive behaviour in class
- Persistent infringements of school rules
- Significant damage to school, staff or pupils' property, either in or outside school
- Stealing from school, staff or pupils, in or outside school
- A very serious problem may result in the normal procedures being abandoned and a child being taken home straight away

Emphasis in the school is on promoting good behaviour rather than carrying out sanctions and punishments. We feel, however, that in the rare cases of unacceptable behaviour parents should be aware of the procedures used in school to ensure that Corpus Christi Catholic Primary School is a happy and safe place for all children.

The majority of staff have been trained in Team Teach, which advocates de-escalation and positive behaviour management techniques.

The Role of Parents

Parents have a vital role to play in their child's education. It is very important that they support their child's learning and co-operate with the school. We are conscious of the need for having strong links with parents and good communication between home and school.

We will inform parents if we have any concerns about their child's welfare or behaviour and we would appreciate it, if parents have concerns, that they make these known to the Class Teacher or Principal in a calm and polite manner.

If parents are unhappy for any reason, we ask that you set an example to your child and follow our Code of Conduct to deal with situations in a calm and respectful manner.

The Role of Governors

The Governors have endorsed this policy and, with the Principal, will review its effectiveness. They will ensure that the policy is administered fairly and consistently.