



Positive Behaviour Policy

Date: **September 2019**

Previous Review: **January 2019**

Next Review: **September 2020**

"Walking in Christ's footsteps, opening hearts and minds"

Corpus Christi Catholic Primary School

Positive Behaviour Policy

Introduction

This policy sets out the aims, principles and strategies for promoting positive behaviour, underpinned by the Gospel Values, keeping Christ at the centre of all that we do. We are a caring community with a strong Catholic ethos and believe that rewarding positive behaviour and providing encouragement promotes a climate of consideration, mutual respect, kindness and a genuine sense of feeling safe. All members of our community are called, through their vocation, to model Christian values and show children through their example what is expected of them to promote and maintain community cohesion.

Our policy is centred on Jesus' teachings of forgiveness. We encourage children to understand that if they are truly sorry for their actions and willing to change, they will be forgiven and have the chance to make a fresh start. This policy also 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

The aims of the policy are that children will:

- live out the values and virtues of the Catholic faith
- set themselves high expectations
- promote self-discipline and learn to work collaboratively and co-operatively with others
- develop mutual respect and consideration for others

Our school rules



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 following our 'Good to be Green' behaviour scheme. Each class has a Good to be Green Board where each child starts each day in the green and can move up as their behaviour improves gaining a reward or down receiving a sanction. All children start each day afresh.

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, reward postcards etc.
- Individual class reward systems
- House points
- Special half termly rewards for achieving 'Good to be Green'

Lunchtime Supervision

The Lunchtime Supervisors have the same authority as all other school staff with regards to discipline. Each supervisor will report unacceptable behaviour at lunchtime to the class teacher at the end of the lunchtime period. If the lunchtime supervisor considers the behaviour to have been particularly severe, the child will immediately be taken to a senior member of staff. Like all other staff, Lunchtime Supervisors will focus on reinforcing good behaviour through positive praise and encouragement. In addition, they will be able to nominate children for positive behaviour which will be shared during celebration assembly.

Sequence of Sanctions

Failure to abide by the school rules may result in the following sanctions being applied:

1. The child will be given a verbal or non-verbal warning as a reminder for behaviour that is unacceptable, disruptive to learning which will link to one of our school rules.
2. The child will be given a second verbal warning reminding them of the unacceptable behaviour being displayed and a reminder of the school rule that they are not adhering to.
3. If unwanted behaviour persists, the child's name will be changed to Yellow on the Good to be Green chart and recorded. The child can still turn Yellow back to Green throughout the day by showing the expected behaviour.
4. Steps 1-3 will be repeated before the child's name is turned to Red. The child will miss some break times or may be removed from class into internal exclusion at the discretion of SLT. This may also result in the child being prevented from attending extra-curricular events or school trips. Parents will be informed by the school. There may be situations where a child goes straight to red based on the serious nature of the incident.
5. If the child has been on Red three times within a half term, parents will be invited into school for a formal meeting with class teacher and phase leader and placed on a personalised report card. If further red warnings are received whilst on report there will be a further meeting with a member of SLT/Principal.
6. If unacceptable behaviour continues or aggressive/verbally abusive behaviour is displayed, the child will receive a Fixed Term Exclusion (see paragraph below for further clarification).
7. A formal meeting with the principal, parents and a Local Academy representative will be held.

8. A permanent exclusion will be issued.

The following are regarded by the school 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

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. Where persistent challenging behaviour is faced, the school will seek to support both the child and family. This may include direct support from the SENDCo or Learning Mentors who will liaise with outside agencies. As a THRIVE school, all staff support the underlying principles of the THRIVE approach and work closely with the THRIVE Lead to ensure that group and one to one support is provided where needed.

We will always seek to 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 and whenever possible, away from the child.

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 the Local Academy Committee

The Local Academy Committee have endorsed this policy and, with the Principal, will review its effectiveness throughout the year. They will ensure that the policy is administered fairly and consistently.