



Corpus Christi Catholic Primary School
Relationships and Behaviour Management Policy

*Joyfully, unique in Jesus's family, we learn to use our special gifts
to love, serve and make the world a better place.*

Relationship and Behaviour Management Policy			
Approval		Board of Governors	
Chairperson	Anna Murphy-Sullivan	Headteacher	Simon Lennon
Date of last review	June 2023	Date of review	November 2024
Date of next review	November 2025	Maintenance	SSD Committee

But Jesus called them to him, saying, "Let the children come to me, and do not hinder them, for to such belongs the kingdom of God. Luke 18:16

Purpose:

We recognise that every child in accordance with our beliefs and Mission Statement is unique and part of Jesus' family. At Corpus Christi school we acknowledge that poor behaviour is a form of communication and may be attributed to events in the life of the child and as such the starting point in trying to improve a child's behaviour is to understand the circumstances of their lives inside or outside of school and how this may have affected their behaviours. Any child experiencing changes in their behaviours is supported by Senior Leaders, Pastoral Support Workers and all other adults assigned to support the child.

At our school we actively encourage and promote positive relationships between all stakeholders. All the members of our community are brothers and sisters in Christ and as such we treat each other with dignity and respect at all times.

Introduction:

This has been written in accordance with '[Behaviour in schools; advice for Headteachers and School Staff Feb 2024](#)'. This policy is based on the aims and virtues of our school, where we respect each other and try to be followers of Christian principles which are bound in the faith upon which Corpus Christi school is built. We consider that there should be an atmosphere of trust and respect for all the pupils, staff and property within the school - based on our living faith.

Our aim is to ensure that each adult in the school understands the schools expectations of children's behaviour and their role in positively managing these expectations.

Positive Behaviour Management:

At Corpus Christi School it is our aim that all children should feel valued and that each child should feel cared for and be caring to others. Please refer to our [Equality Diversity and Inclusion Policy](#)

We believe that good behaviour needs to be carefully developed and we see that as guiding, encouraging and instructing children within SMSC provision (including spiritual, moral, social and cultural).

Children have a right to work, play and learn in a friendly, safe and supportive environment, which would enable them to:

- Experience, recognise and promote the well-being of all
- Develop and demonstrate excellent social skills
- Build a sense of self-regulation and self esteem
- Develop an acceptance of responsibility and consequences for their own actions
- Explore and extend each child's repertoire of and access to physical activities
- Enjoy a safe, caring and nourishing learning environment

We expect all children to follow and embrace our school's Mission Statement.

Positive behaviour:

- Behave responsibly to everyone
- Show respect for property – look after our own, our friends and school belongings
- Be honest at all times
- Make every effort to do your best
- Wear school uniform and be neat and tidy
- Leave toilets, sinks and cloakrooms tidy
- Listen to and accept the instructions of all adults who help in school.

All staff have a right to work in a friendly, safe and rewarding school which is supported by the whole school community

Parents have a right to feel welcomed and to know that their children work, play and learn in a safe, friendly and supportive atmosphere.

Children, staff and parents also have responsibilities:

- To listen and to make time for - one another and to recognise that we are all unique and we are all special
- To be honest and kind at all times in our relationships with each other
- To discuss and respect another's opinion or point of view
- To look after each other and to ask for help when we need it
- To be polite and considerate of everyone in all our daily encounters
- To do their best and to encourage others
- To respect their appearance and property and to look after the property of others.

It is our aim to emphasise the positive, to encourage and praise whenever and wherever possible in order to maintain a purposeful and structured environment. To this end we:

- Recognise good behaviour as it occurs and are proactive in positively affirming this
- Ensure that children are praised for behaving well and encouraged to be role models for one another
- Explain and demonstrate the behaviour we wish to see through our interactions with the pupils and with colleagues
- Encourage the children to take responsibility for their own behaviour and its consequences
- Involve parents in acknowledging good work and behaviour
- Reward individuals and groups for doing well through for example house points, headteachers awards, golden apples etc

We achieve these aims by:

- Golden Apples (linked to our school virtues) are presented half termly
- Public praise in front of the class/school through house points, headteachers awards, dojo points or other positive reward systems in place within classrooms
- Children's work is displayed to encourage them to have a sense of pride in their work and to show them that the adults value their hard work
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- School reports are records of achievement where parents/carers are informed of the progress their children have made during the year alongside their emotional and social development
- Opportunities for responsibility - are provided for all pupils e.g. School Pupil Council, Faith in Action Committee, Eco Team, Sports Leaders etc.

How we put our positive behaviour management policy into practice:

- Keeping our class agreements (signed by class including adults at start of year, class charters displayed in classrooms)
- Adults setting a good example at all times
- Making expectations known at the beginning of term especially and then setting those high expectations in all lessons
- Reinforcing rules in assembly time/ PSHE lessons/ and in class discussions
- Teachers and all adults who work in school are consistent in using a positive approach where all are valued
- Parents are advised of the policy and encouraged to work in partnership with staff and pupils.

Consequences for inappropriate behaviour:

All pupils should feel valued and loved in our school and it is important that all adults take the time to get to know all pupils in their care and work to form positive relationships with each person.

Occasionally children may be inconsiderate to others. It is important for the child to be aware that it is the negative behaviours we are trying to change. A consequence should never make a child feel chastised or humiliated; they are designed to help the child understand their behaviour and to ensure - that the learning of other children is not affected. Should a consequence be necessary the child will be made fully aware of the reasons why it has been implemented. This involves explaining to the child what their behaviour was

and the impact it had. The consequence may be agreed in conjunction with a discussion with the child. It is part of our ethos that no child feels humiliated.

There are occasions where a child's behaviour may be deemed to be of a more serious nature. Where this happens this is the procedure that is followed:

- Reminding children of the class/school agreed acceptable behaviours - this should be done with respect for the dignity of the person involved
- Emphasising kindness to others based on our gospel beliefs
- A clear first verbal warning is given and time is taken to explain the reason for this warning. The child should be able to explain why they have received a warning.
- Should the behaviour not improve a second warning will be given, again explaining the reason and asking the child to verbalise why they have received this warning. A possible consequence will be discussed at this point.
- A third warning will be given on the rare occasion that the first two verbal warnings did not change the behaviour. Should the behaviour continue the child is then moved to another part of the classroom. During all of this time the adult in charge is looking for any positive behaviour that the child shows so that they can focus on this.
- The next step is the withdrawal of part of break or lunchtime play ideally on the same day.
- The 3 warning system begins again after each break.
- There may be a need to send or remove the child to an alternative safe environment for a set period of time e.g. Sensory Room or a class in a year group 2 years below or above the child's current class.
- If a child is removed from a class for any period of time - parents must be informed and the incident logged on MyConcern.
- Should the behaviour continue then a verbal discussion with SLT will be required and an agreement strategy in conjunction with the Inclusion Lead and Pastoral Team will be implemented.
- In some instances there may be a need to refer the pupil to a member of the SLT. SLT will discuss the behaviour with the child or children involved, a full investigation will be conducted as necessary and conclusions recorded.
- Should the behaviour continue then parents are invited in for a meeting to discuss behaviour. Consequences will then become more serious such as withdrawal from break / play with increasing periods as suitable, possibility of a team around the child
- Where the behaviour is seen as extreme and the child has not responded appropriately to all of the above the following is the next course of action:
- A Case study of the child's behaviour may be necessary. The Governors will be informed of this. (inform governors)
- - Discussion of incidents and sanctions with all involved
 - Interview the appropriate children and adults where appropriate
 - Create a full picture of children's behaviour, progress and relationships / well being
 - Agree the behaviour plan and next steps for the child and the teacher
 - Information shared with all appropriate staff
 - Emotional support provided, by the pastoral support workers and assigned adults, for the child to help them to change their behaviour
 - Outcomes shared with parents and teachers
 - Further sanctions agreed should the behaviour continue
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- Internal exclusion
- Fixed term exclusion(s)
- Exclusion

NB: Not every step will necessarily apply to a particular child or situation. There may be an occasion where the steps will need to be escalated.

As an inclusive school, we are aware of the need to identify the underlying causes of inappropriate behaviour (home life, learning ability, factors affecting the child's well-being). Staff are continually made aware of the SEND policy which provides for extra, specific help if needed, and they should voice any concern to the Leader for Inclusion so that appropriate support may be sought.

It is the practice at Corpus Christi to involve Bournemouth ChristchurchPoole Council whenever a concern merits such action. The team includes:

- Educational Psychology Service (EP)
- BOOST
- Navigator

Inappropriate behaviour includes:

Fighting – hitting, kicking, spitting, pinching, jumping on, biting

Bullying – The threat of, or intentional hurting of one person whether as a one-off event or repetitively, by another person or by a group, where the relationship involves a perceived imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace (adapted from Anti-bullying alliance 2013).

Dangerous behaviour – this includes:

- Throwing objects
- Tripping up
- Pulling chairs away
- Running in school
- Riding a bike/scooter on school property
- Leaving school or a school event without permission
- Using resources without care eg: scissors
- Pushing e.g. when lining up

Rudeness or refusal to obey instructions:

- Answering back to a member of staff
- Inappropriate behaviour in set learning times eg: continued talking, leaving class without permission, wandering around the classroom
- Not following a specific instruction from an adult

Verbal provocation to children and adults:

- Calling out
- Making facial/hand signals of displeasure
- Inappropriate temper outbursts
- Sighing or tutting
- Swearing

Stealing:

- From other children
- School property/resources

Misuse of learning time:

- Not focusing on school work to the detriment of learning
- Disturbing others working

Misuse of school premises:

- Not taking care of toilet areas
- Being inside during break/lunchtime/before school without good reason or permission.

Please refer to the school's Child Protection and Safeguarding Policy and Online Safety Policy for further guidance on inappropriate child on child behaviours (including the inappropriate use of technology).

Playground behaviour

Children will be praised for good behaviour in the playground. Our aim is to have a happy, purposeful environment in the school playground.

This is achieved by:

- caring for other people especially those playing in our games
- caring for ourselves through playing in a manner that is safe and kind
- following playground rules and the expectations of all adults on the playground
- caring for school property -using the outdoor equipment respectfully and responsibly
- caring for the school environment through leaving the playground clean and tidy

Children will be encouraged to:

- Play together in a manner that is kind and caring
- Share with one another
- Help each other
- Be kind to each other
- Try to understand other points of view
- Show respect for one another
- Act with courtesy and consideration at all times.

We recognise that our pupils are learning to play and interact socially but may occasionally make poor choices. For minor infringements a 'time out' system will be used in the playground - this may involve sitting out on a bench for 1-3 minutes. For more serious incidents or repeated unacceptable behaviour, the school will record the incident, inform and involve the parents.

Infection Control

During a time of a contagious virus, and other exceptional circumstances, variations to the behaviour management policy will apply.

