Corpus Christi Catholic Primary School

Positive Behaviour and Relationships Policy

2024-25

Date adopted	Sept 2024	**Next review due**	Sept 2025
Review period	Annual	**Status**	Statutory
Review by		**Governor review by**	

Related Policies

- Child Protection policy
- Special Educational Needs policy
- Anti-bullying policy
- Online Safety policy.

Our Aims

At Corpus Christi Catholic Primary School, we believe children should lead safe, happy lives that result in them learning, displaying and taking full responsibility for positive behaviours. Therefore, as a school, we feel it is important to promote a caring and supportive environment that enables all members of our school community, to feel secure and respected and therefore encourage good behaviour in others. To promote good behaviour throughout the school, pupils and staff should have a clear and consistent

understanding of what is expected of them. All children will at some point make poor choices, but it is our intention that through this policy our children will be provided with clear guidelines on our behavioural expectations, as well as confidence in knowing that through their mistakes, they can learn to make better decisions for themselves in the future.

At Corpus Christi Primary School pupils will be encouraged to develop self-discipline and to accept responsibility for their own actions, this is developed through our restorative approaches and the use of our Golden thread of choice. We endeavour to create the conditions for an orderly and calm community, in which effective learning for all can take place; where there is mutual respect for all members of our community and our environment. The school will not accept any behaviour of discriminatory nature, by any member of the school community, whether child or adult.

The development of personal qualities, interpersonal skills and the fostering of socially acceptable behaviour is an integral part of our whole school curriculum and these are continually promoted through our shared school values and our PSHE curriculum.

To enable children to succeed, we believe in a positive approach to behaviour and the development of emotional understanding and the encouragement of emotional regulation.

Children have clear and consistent expectations of behaviour, which will be embedded across the whole curriculum and through our use of the **'Zones of Regulation (Appendix 1)** which helps children to understand and regulate their own behaviour.

The Zones of Regulation

The Zones of Regulation is a whole-school strategy, which enables children to be able to identify their own emotions, whilst supporting them with strategies to self-regulate. These include: use of language / application of colours to feelings / considering their response to these feelings and calming and regulating activities. It is delivered through regular whole-class teaching sessions, as well as through more bespoke interventions - in response to individual need. This approach helps children to:

- understand themselves better
- rationalise their worries and/or concerns
- learn to co-regulate, through adult modelling techniques and strategies and consequently,
- become better able to manage their own emotions independently – self-regulation

Promoting Positive Behaviour

Our emphasis is to reinforce our school values to promote positive, social behaviour. We believe the ideal rewards are the intrinsic rewards offered by: good relationships, a stimulating and engaging curriculum and positive role models. It is important to have a reward system in place which celebrates all forms of social and academic achievement and effort. We wish to ensure that each child has the opportunity to experience success.

How do we consistently promote positive behaviour?

- **Non-verbal praise:** This includes: a smile, thumbs up, applause.
- **Verbal praise:** This is an important factor in creating a positive atmosphere which will promote good behaviour. It can be given to and by everyone.
- **Sharing success:** In recognition of a particular task or behaviour, children may share their success with others: the class; the neighbouring class or teacher; an adult chosen by the child; a member of SLT or the wider community via our newsletter. Daily recognition of pupils demonstrating the school values in class.
- **Catholic Social Teaching/British Values** our focus on preparing children to function as cultural capital citizens
- **Laudate Assemblies** take place every week. Children from each class are identified weekly as a 'super star' who has achieved particular success or demonstrated positive attitudes or behaviour. This is related to our values of: Stewardship, Respect, Curiosity, Forgiveness, Love and Resilience. The children are awarded with a certificate linked to a value.

Discouraging unacceptable behaviour

It is important to remember, before we resort to our consequences, that we ensure a child who has misbehaved, is given the opportunity to make amends. The process should include: understanding what went wrong, the feelings of others, feeling sorry, problem solving to put things right and learning for the future.

At all times, it is important to criticise and target the behaviour and not the child.

Consequences

For unacceptable behaviour, the following sequence will be used:

The 4 Step Approach		
1	Disruptive behaviour	**1st Warning**: verbal reminder of expectations. The pupil is reminded of choices being made.
2	Disruptive behaviour continues	**2nd Warning**: further verbal reminder of expectations with the pupil reminded of next steps if it continues. Pupil may be moved to work elsewhere in the classroom.
3	Disruptive behaviour continues	**3rd Warning:** sent to partner teacher with work to complete and following this the pupil may complete a Zones of Regulation and Restorative Justice form with the class teacher or TA. Parents will be informed of this. The pupil will also lose 5 minutes of break or lunchtime.
4	Disruptive behaviour continues	**4th Warning**: sent to SLT/Head with work and this will be recorded on SIMs. Parents will also be informed. The pupil will also lose at least 15 minutes (or more) of break or lunchtime.

If the child's behaviour is seriously disrupting the learning of other children, or threatening their safety (e.g. fighting or throwing with the intent of hurting another child or adult) then SLT/Head will be sent for immediately.

In general, most inappropriate behaviour will be dealt with by class teachers. In more extreme cases, senior leaders and the Headteacher will become involved. It may be necessary to refer to the SENDCo and outside agencies may be consulted. Being asked to leave the classroom is not always a punishment but may provide some 'cooling down time'. Children should be sent to an agreed space where they will reflect upon their behaviour and complete unfinished work.

Where children find interaction in the playground too difficult, they may be offered a quiet or safe place to spend time followed by some time with a member of staff to discuss any issues. Procedures are to be followed for children with extreme behavioural difficulties who need to be removed from the classroom or who run from school (see Appendix 2).

The outcome of any case deemed extreme, may be that a child may be suspended or permanently excluded, depending on the severity. Some behaviour/s may be so serious, that a senior member of staff/ parents are immediately involved. For Serious incidents/persistent misbehaviour, referral to the SLT may

bypass all preceding levels and involve ‘Fast Track’ involvement of the SENDCo and other outside agencies.

For behaviours such as:

- bullying
- defiance/ use of bad language
- assaulting another pupil
- damaging school or others’ property
- assaulting a member of staff - verbal or physical
- leaving or attempting to leave the school grounds without permission
- behaviour which causes an accident/ Health and Safety issue
- spitting at an adult or child

Where an incident has not been witnessed by an adult, children are asked to explain what has happened from their own perspective; this sometimes may be through a written account. This enables staff to take appropriate action. At this stage, the parents will be contacted, as a fixed term or permanent exclusion may be necessary. Children may be excluded from planned visits, due to their behaviour. The Headteacher may decide upon an internal exclusion, whereby the child works away from their own class for a day.

Pastoral Support Plan

In certain circumstances pupils may need additional support to ensure behaviour is appropriate. For these pupils, a Pastoral Support Plan (PSP) will be developed. It will be formed in consultation with the class teacher, pupil, SENDCo, Head teacher and the Parent/Guardian of the pupil. A review date will be built in to the plan. When necessary, external agencies e.g. Educational Psychologists, Behavioural Support Staff, may be involved in developing a plan.

Children with Special Educational, Disability or Other Additional Needs

It is expected that all pupils follow our rules, we recognise that there may be times that pupils require additional support with their behaviour. This may be due to a specific identified need, disability or challenging events or circumstances. In these cases, the SENDCo and SLT will work alongside the class teacher to differentiate the system to meet their needs. Children experiencing difficulties with behaviour will be supported by all staff and some may be allocated a trusted adult to support them emotionally whilst at school. This will involve support and help for the child in coping with situations and providing them with strategies to help them manage their own behaviour.

The use of reasonable force to control and restrain pupils

The staff of Corpus Christi Primary School will follow the guidelines set out below. Following the issue of guidance from the DFE on the use of reasonable force to control and restrain pupils.

These are:

- Where a pupil's behaviour is at risk of causing injury to him/herself
- Where a pupil's behaviour is likely to cause injury to others (adults or children)
- Where a pupil's behaviour is likely to cause serious risk of damage to property

If the use of restraint is necessary, it will only be carried out by a member of staff who has attended appropriate training. Parents will be notified as soon as possible after the event. Each incident will be logged on SIMs. Senior members of staff will always check on staff and pupils involved in a restraint incident, to check that they are safe and well, both mentally, emotionally and physically before they continue with their day.

Racist Incidents

Racist incidents will not be tolerated and will be treated on a par with physical assault. This may also require further intervention. Consequences and actions by the school will be proportionate with the perpetrator's age and level of cognitive understanding. Substantiated cases of racism will be reported as is our statutory duty.

Homophobic Incidents

Homophobia will not be tolerated and will be treated on a par with physical assault. Consequences and actions by the school will be proportionate with the perpetrator's age and level of cognitive understanding.

Child on Child Abuse

Our staff recognise that children are capable of abusing their peers. This is generally referred to as child on child abuse and can take many forms. This can include (but is not limited to):

- bullying /cyber bullying *(bullying is intentional and persistent, unkind behaviours towards another)* including: sexual violence/harassment; physical/verbal abuse such as hitting, kicking, shaking, biting, hair pulling, name calling, shaming or otherwise causing psychological harm; sexting and initiating/hazing type violence and rituals.

Abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".
Any peer on peer abuse is unacceptable and will be taken seriously.

Suspensions and Permanent Exclusions

Our arrangements are conducted in full accordance with the Equality Act 2010.

In the most extreme situations this sanction could be a suspension or permanent exclusion. This will follow the statutory guidance for those with legal responsibilities in relation to suspension and permanent exclusion (2017). This document can be found here:
https:/ /www.gov.uk/government/publications/school-exclusion and there will be a copy in the school office.

After a suspension there will always be a re-integration meeting with the child, parent, a member of SLT and wherever possible the class teacher. If applicable an Individual Behaviour Plan and/or a Personal Handling Plan may be drafted and will be presented to the parents / carers, with the aim of preventing further suspension. The meeting is intended to be a positive discussion, with everyone working together to create the best chance of success moving forward.

A decision to exclude a pupil permanently should only be taken:

- 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.

Where a school has concerns about the behaviour, or risk of suspension or permanent exclusion, of a child with additional needs, a pupil with an EHC plan or a looked after child, it should, in partnership with others (including the local authority as necessary), consider what additional support or alternative placement may be required. This should involve assessing the suitability of provision for a pupil's SEN. Where a pupil has an EHC plan, schools should consider requesting an early annual review or interim/emergency review.

The behaviour of a pupil outside school can be considered grounds for a suspension or permanent exclusion.

Anti-Bullying

Bullying is behaviour that is deliberate, repeated and targeted. Bullying behaviour is not tolerated at our school. Our approach for dealing with this behaviour involves an initial discussion with the victim and perpetrator / s and with parents if appropriate. We use a problem-solving approach, where pupils can be involved in finding solutions. Consequences and actions by the school will be proportionate with the perpetrator's age and level of cognitive understanding. Any bullying occurring out of school will also be investigated in accordance with government recommendations.

Roles and Responsibilities of All Stakeholders

Pupils' responsibilities are to:

- Make a positive contribution to class discussions and written work
- To complete homework to the best of their ability
- Respect everyone in our community
- Care for their own and other people' s property and ensure that they have the correct equipment and resources in school ready to learn
- Respect our school learning environment both in and out of the classroom
- Make every effort to attend school regularly, on time and suitably dressed in correct uniform
- Show self-discipline to enable themselves and other pupils to fulfil their potential, at all times
- Refrain from swearing or using any inappropriate language or violence

Parents' responsibilities are to:

- Ensure that their child attends school punctually every day; ensuring that they come to school correctly equipped
- Be aware of our school's expectations and our golden thread
- Support our school in the implementation of this policy
- Respond promptly to all school communications
- Foster their child 's awareness of appropriate behaviour
- Encourage self-discipline
- Participate in school meetings to support our values
- Provide the correct uniform for their children
- Support children with any homework activities

Staff responsibilities are to:

- Plan and prepare effective lessons for every pupil

- Create an atmosphere for positive learning
- Be fair to all pupils by recognising that each is an individual with their own specific needs
- Promote self-esteem, confidence and potential
- Provide challenging learning
- Maintain day-to-day discipline and behaviour
- Use rewards and consequences consistently, both within each class and across the school

The School Leadership Team's responsibilities are to:

- Determine the standards of behaviour that are acceptable
- Ensure that the ethos of this policy is shared and communicated with all stakeholders
- Ensure that the policy is consistently applied across the whole school by all stakeholders

The Governing Body will:

- During visits to school, note the implementation of the policy
- Form a Disciplinary Committee to review any appeals regarding suspensions and permanent exclusions
- Provide representatives for any independent appeal committee against suspensions and permanent exclusions
- Monitor, evaluate and review the policy annually

Monitoring and Evaluation

The Headteacher, Senior Leadership Team (SLT) and Governors will keep this policy and our procedures for promoting positive behaviour under review and will amend or change them in light of any feedback, through on-going monitoring and evaluation. Staff will attend training where appropriate in order to support the implementation of this policy.

Conclusion

At Corpus Christi Primary School our priority is to enable all children to achieve and learn, so that they can be the best that they can be. We believe that all children should be able to learn in an atmosphere which is both caring and protective. Parents are informed of this policy when their child/ children join our school. By choosing to send their child / children to this school, parents agree to support us in this policy and commit to our Home/School agreement **(Appendix 3).**

The Behaviour Policy has been written in order that we can manage the behaviour in our school in the best possible way and for the good of all who work at Corpus Christi, whether staff, pupils or volunteers. If it is to be effective, everyone must use it with confidence and consistency. Throughout, it is the principle of always promoting good behaviour that will apply.

Equal opportunities

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this policy without prejudice in a consistent, non-judgmental way.

Appendix 1 Examples of zones conversations

Skills taught during The Zones of Regulation:

- **Identifying your emotions** by categorizing feelings into four zones (more on this below)
- **Self-regulation:** Achieving the preferred state of alertness (zone) for a situation. This is all about regulating your body and emotional regulation.
- **Identifying triggers**: Learning what makes you "tick" and why
- **Coping strategies:** Various techniques and strategies that help achieve emotional regulation and manage strong emotions
- **Size of the problem:** Introduces the idea that the size of your reaction should match the size of your problem, how to identify the size of your problem, and strategies for problem-solving.
- **Expected behaviour vs unexpected behaviour:** This also covers perspective taking and how *your* behaviour affects the thoughts and feelings of the people around you

Behaviour Type	Natural consequence	Conversation/Intervention
Red Zone: Aggression due to anxiety	Social Isolation	Distraction if possible. Ensure basic needs are met. *When you get angry it makes others feel worried that they are in danger.* *We can help you to feel less angry.* (Volcano in my tummy)
Red Zone: Running out of class.	Avoidance of task or situation leading to falling behind in learning.	Distraction if possible. Ensure basic needs are met. *I think you might be in the red zone because you ran out, but I need to make sure you are safe. Let's solve the problem together.* (Safe Space created)
Yellow Zone: Wiggly and giggly during carpet time. Hyper-vigilant. Extra-sensitive.	Reduced learning focus and progress. Reduced resilience to challenge & change. May require coregulation.	Ensure basic needs are met. Ensure movement & sensory needs have been met. *I can see you are finding it difficult to sit on the carpet. It is stopping other children from concentrating. Are you uncomfortable/feeling restless?* (Rest break/wiggle cushion)
Blue Zone: Not focused in class (in own world)	Missed learning opportunities. Lowered self-esteem. Withdrawal from social opportunities.	Ensure basic needs are met. Take to a calm/safe space to talk. *I can see that you are struggling to concentrate. Is there something that I/you/we can do to help?* (Snack or drink/movement break)

Green Zone: Focussed and on task. Calm & relaxed.	Learning opportunities maximised. Resilient to challenge and change. Able to self-regulate. Able to articulate thoughts and feelings.	Praise effort, rather than attainment. *I can see that you are really focussed and on task – well done!*

APPENDIX 2

Pupils who run from school

When a child runs from the classroom:

1. When a child leaves the classroom without the permission of the Class Teacher, an adult should go with the child, ensure they are safe and allow them to calm. A conversation will take place with the child about any possible 'trigger' after the calming down process.
2. If the child continues to leave the class without permission, then the child is given a choice of either returning to the classroom or working in a safe place, a phone call will be made to the parent, this will be counted as an internal exclusion.

When a child leaves the school site:

1. A member of staff informs the Headteacher or SLT that a child has definitely left the school site. At least two member of staff will follow the child.
2. A short initial investigation will be made by the Headteacher or SLT as to the whereabouts of the child in the very local vicinity.
3. If contact is made with the child within 10 minutes, then 'choices' are given, as appropriate, and parents are advised of the situation.
4. If no contact can be made with the child within 10 minutes then a telephone call will be made to the Police and Parents, by the School office, informing them of the approximate time and direction that the child left the site and the current situation.
5. If the Police have been informed and the child subsequently returns to School, the School office will contact the relevant Police Office and the appropriate reference number will be given with full details.
6. A full investigation, including a discussion with the child, into the incident will be carried out and parents advised of the outcome. Relevant details of the incident will be recorded in the child's file on My Concerns.

Appendix 3: Our Home/School Agreement

This agreement is intended to outline the principles of a partnership between the school, children and parents.

The school will:

- Provide a safe, secure and caring learning environment
- Teach and encourage the children to do their best and achieve their full potential as a valued member of the school community
- Support each child to develop positive values and a caring attitude towards the school community and the environment
- Provide a broad and balanced curriculum of the highest quality that meets the individual needs of every child
- Set homework that consolidates skills and knowledge taught in school
- Inform the children and parents regarding the learning and topics for each term
- Be welcoming and offer opportunities for parents to become involved in the daily life of the school
- Contact parents as soon as any concerns are raised about their child's work, behaviour, attendance or punctuality
- Have a clear and consistent approach to rewards and sanctions for children as set out in the behaviour policy
- Communicate between home and school through notices, newsletters, website, meetings and parent pay
- Be role models to love, learn and live together with Jesus

Signed on behalf of the School: (Headteacher) Date

As a Parent/Carer we/I will:

- Support the schools Catholic Values and Mission Statement
- See that my child attends school regularly, is punctual, properly equipped and ready to learn
- Inform the school on the first day of absence by 9.30am and then everyday thereafter
- Raise any concerns or problems that might affect my child's ability to learn or behave appropriately
- Support the school to make sure my child maintains good behaviour
- Support my child with homework and other home learning opportunities and listen to my child read at least three times a week;
- Attend parent meetings with the teacher to discuss my child's achievements and progress
- Support all staff in their efforts to create a caring community which values children and their rights
- Support the school in getting any help my child may need
- Read all letters/messages/emails/texts that are sent home
- Inform the school immediately of any changes to parents/carer and emergency contact details
- Provide correct school uniform and PE Kit and follow the school dress code
- Ensure my child understands the school's ICT acceptable use policy

As a child at Corpus Christi School I will do my best to:

- Work hard and listen carefully to instructions
- Come to school regularly and on time
- Follow the school and class rules
- Behave well at all times so that I keep myself and others safe
- Be polite, friendly and helpful to other children and all adults
- Tell somebody if there is something I am not happy about
- Do my homework regularly and return it to school on time
- Bring all the equipment I need every day including my P.E Kit, book bag and reading books
- Take good care of the school environment and living things
- Understand the ICT acceptable use policy
- Demonstrate through my actions and words how we love, learn and live together with Jesus

Signature of Parent/Carer: ……..... Date: ……..

Signature of Child : ……..... Date: …..……..