



CORPUS CHRISTI CATHOLIC PRIMARY SCHOOL

ONE BODY, MANY PARTS

Code of Conduct

1.

Tell an
adult in
school.

2.

Respect
all adults.

3.

Work
hard.

4.

Be gentle
and kind.

5.

Look after
resources
and
property.

6.

Always be a
good ambassador
of our school.



How can we follow Corpus Christi's Code of Conduct?

1. **Tell an adult**

We always tell an adult in school if something happens or is worrying you **so any worries can be sorted out straight away.**

ALWAYS

- Tell an adult if we are unhappy or someone is being unkind, or if we are worried about something

NEVER

- Forget to tell an adult in school if something is worrying or upsetting us
- Try to sort it out ourselves

2. **Respect all adults**

We respect all adults by doing as we are told the first time **so that our school is a safe and happy place for everyone.**

ALWAYS

- Show respect to all the adults in our school
- Do as we are told the first time

NEVER

- Be cheeky or rude to any adult
- Ignore an adult
- Have to be asked a second time

3. Always work hard

We are good learners, listen carefully and always do our best so we can learn from each other and can be proud of ourselves and our work.

ALWAYS

- Be a good learner and work hard
- Produce our best work
- Concentrate on our own work
- Listen when someone else is speaking
- Keep trying

NEVER

- Waste our own or others' learning time
- Give in work which is not our best
- Interrupt or talk when someone else is speaking
- Distract others from working
- Give up

4. Be gentle and kind

We always use kind words and actions towards others so our school is a happy and safe place for everyone.

ALWAYS

- Be friendly to others
- Be gentle
- Only say or do kind things

NEVER

- Be unkind to someone else
- Do anything to hurt someone else or their

- Keep our hands, feet, objects, hurtful words and gestures to ourselves
- Be helpful

feelings (such as hitting/name calling)

- Use unkind hands, feet, objects, hurtful words and gestures towards anyone else
- Forget to help others

5. Look after property

We look after our school and its equipment so we have what we need to learn and can work in a pleasant environment.

ALWAYS

- Take care of school equipment
- Put things away in the correct place
- Look after our school environment

NEVER

- Waste or break anything
- Forget to put things away
- Damage our school environment

Then we will always be good ambassadors of our school.

These basic rules are simplified and displayed in all classrooms and corridors and regularly verbalised in Foundation Stage and Key Stage 1.

Behaviour type and colour	<u>Positive</u>	<u>Disruptive</u>	<u>Destructive</u>	<u>Dangerous</u>
	Good behaviour choices generally made.	Occasional minor incidents.	Established pattern of disruptive behaviour. Frequent involvement in minor incidents.	Consistently extreme behaviour. Long term problems. Highly dysfunctional relationships.
<u>Example behaviours</u>	<ul style="list-style-type: none"> • Being a good role model for others • Showing kindness • Using manners • Always trying his/her best with work • Being respectful 	<ul style="list-style-type: none"> • Making noises • Persistent shouting out in class • Failing to complete tasks • Distracting others with conversation 	<ul style="list-style-type: none"> • Refusal to follow adult instruction • Leaving the classroom without permission • Aggressive behaviour • Vandalism-graffiti 	<ul style="list-style-type: none"> • Climbing on furniture • Violent outbursts • Serious verbal threats • Extreme vandalism • Racist incidents • Leaving school without permission
<u>Rewards and Consequences</u>	<ul style="list-style-type: none"> • Smiley rewards • Half termly treat for always green children 	<ul style="list-style-type: none"> • Verbal warnings (give 2 warnings and then on the third the child's name goes on the board before issuing yellow card) • Complete the yellow card at reflection table in class and work there for 10 minutes. File in colour section of folder. • Missed break and report to phase leader • When a child has 3 yellow cards it is time to consider and IBP (share with parents). Discuss with SENCO/behaviour leader and consider an intervention e.g. a behaviour chart 	<ul style="list-style-type: none"> • Receive orange card, complete at reflection table in class. File card in colour section of folder • Missed break and lunch and report to phase AHT • Start an IBP to be shared with parents and reviewed at the end of a half term. • Referral SENCO/behaviour leader and cluster team on a case by case basis • Orange card letter home 	<ul style="list-style-type: none"> • Receive red card • Report to Head Teacher- send the child • Refer to educational psychologist • IBP- inform parents • Report to SENCO/behaviour leader • Alternative provision at PRU • Exclusion- temporary or permanent • Managed move • Red card letter home

- Yellow card letter home

