



# CORPUS CHRISTI CATHOLIC PRIMARY SCHOOL

ONE BODY, MANY PARTS

## Statement of Behaviour Principles

*The Education and Inspections Act 2006 and DfE guidance document for governing bodies (Behaviour and Discipline in Schools, 2015) requires the governing body to make and frequently review a written statement of general behaviour principles to guide the Headteacher in determining measures to promote good behaviour.*



Written	January 2024		
Approved by	Full Governing Body	Meeting Date	25 <sup>th</sup> January 2024
Ratified			
Review cycle	Bi-annually		
Next review	Spring 2026		

## 1. Introduction

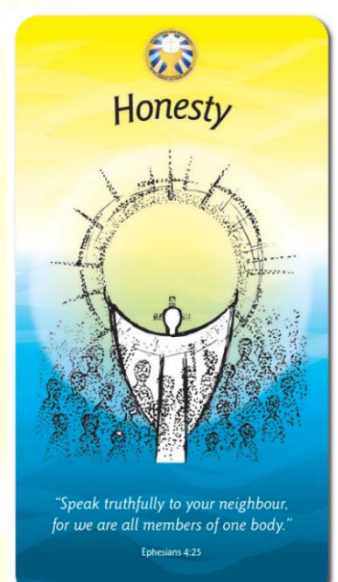
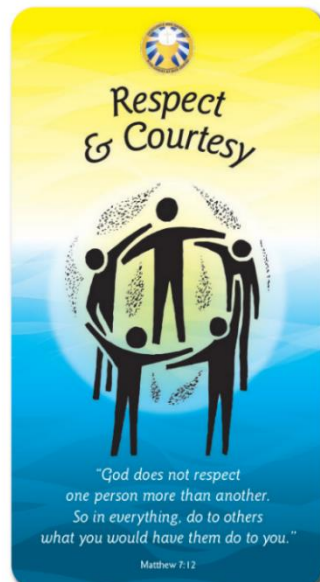
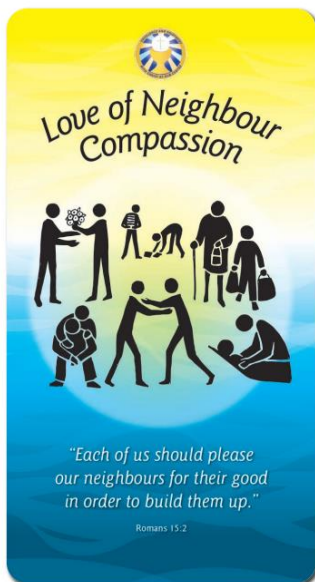
This is a statement of principles not practice.

Practical applications of these principles are the responsibility of the Head Teacher. The Governors at Corpus Christi Catholic Primary School believe that high standards of behaviour lie at the heart of a successful school and enable children to make the best possible progress in all aspects of their school life.

“We consider that the best way to encourage good standards of behaviour in a school is a clear code of conduct backed by a balanced combination of rewards and punishments within a positive community atmosphere.” (Discipline in Schools - Elton Report)

### Catholic Ethos

Our behaviour principles are rooted in Christian virtues such as love and compassion, respect and courtesy, honesty and forgiveness. We teach our children to love each other as a unique gift from God and care for God’s creation following in the example that Jesus taught us, ‘In everything do to others what you would have them do to you’ (Matthew 7:12).



## 2. Purpose

“Good behaviour is a necessary condition for effective teaching and learning to take place and an important outcome of education which society rightly expects.” (Education Observed D.E.S)

The quality of learning, teaching and behaviour in schools are inseparable issues, and it is the responsibility of all staff.

- to maintain levels of good behaviour
- to provide a consistent approach in rewarding good behaviour
- to provide a consistent approach in responding to unacceptable behaviour
- to ensure that behaviour does not inhibit learning or impede potential.

Good behaviour underpins effective learning, and children need good personal and social skills in order to live fulfilling and rewarding lives as adults.

We believe it to be a highly important aspect of children’s education and development that they learn to behave well towards others and towards the community in which they live.

High standards of behaviour are expected from everyone within the school community. Our expectations are designed for the safety of everyone in order to maximise the potential in every child. We strongly believe that a positive approach to discipline is the best one, promoting good behaviour through an ethos of kindness and co-operation.

Behaviour which disrupts learning in any way is unacceptable in our school, and, through the constant promotion of positive behaviour we seek to minimise if not eliminate any such behaviour. Whilst our aim is to promote good behaviour, we do apply agreed sanctions with regard to inappropriate behaviour where necessary.

We endeavour to acknowledge the good behaviour shown by other children to ensure that a child who is behaving inappropriately recognises what the expected behaviour looks like. However, where the behaviour is deemed to be inappropriate, sanctions will be given in accordance with our behaviour policy to help the pupil to take responsibility for their actions. We treat all children fairly and apply our behaviour management approach in a consistent way, regardless of race, gender, age or ability.

**It is essential that the child knows that it is the behaviour which is unacceptable and not the child as a person. EVERY DAY IS A NEW START.**

## 3. Key principles

- Each member of our school community is a unique creation in the image of God and so deserves to be valued equally and treated fairly.
- Every member of our school community has the right to feel happy, safe and secure.
- The behaviour policy is understood by pupils and staff as well as parents and carers.
- Every pupil understands they have the right to be able to learn free from the disruption of others.
- Pupils, staff and parents are expected to cooperate to maintain an orderly climate for learning.

- Staff and volunteers must always set an excellent example at all times to pupils. There is an expectation of politeness and respect between staff and pupils at all times, to each other and to visitors.
- Respect has to be given in order to be received. Parents and carers, pupils and staff all need to operate in a culture of mutual regard.
- All adults will use a calm approach and use consistent language to promote positive behaviour.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.
- Pupils are helped to take responsibility for their actions.
- Families are involved in the management of behaviour incidents to foster good relationships between the school and pupils' home life.
- Exclusions will only be used as a last resort.
- Violence or threatening behaviour will not be tolerated in any circumstances.

### **Inclusivity and Equality**

Corpus Christi Catholic Primary is an inclusive school. Bullying or harassment of any description is unacceptable and attracts a zero tolerance attitude. All members of the school community should be free from discrimination of any sort and should be protected from extremist views. Measures to protect children are set out in the Behaviour and Equality policies, reflecting the duties of the Equality Act 2010 and include links to guidance on the Prevent Duty. The school's legal duties in order to comply with the Equality Act 2010 are further reinforced through the Behaviour Policy and seek to safeguard vulnerable pupils, particularly those with special educational needs where reasonable adjustments in the Behaviour Policy's application may need to be made.

### **School rules**

- The Governors believe children should be at the heart of the development of school rules in our 'Code of Conduct' and that these should be regularly reviewed with the involvement of pupils and in consultation with staff and parents/carers.
- The school rules are clearly set out in our 'Code of Conduct' and in the Behaviour Policy and explicitly provide clear guidance for pupils, staff and parents/carers on the expected standards of behaviour. The school rules are displayed in each classroom and around school. Governors expect these rules to be consistently applied by all staff.

### **High standards of behaviour**

- High standards of behaviour are expected. The school believes that exemplary behaviour is at the heart of productive and engaged learning so as to enable all pupils to make the best possible progress in all aspects of their school life and that all staff should be able to teach and promote optimum learning without interruption.

### **Rewards, Unacceptable/Poor Behaviour**

- Governors would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around school.
- All staff take responsibility for managing behaviour and will follow up any incidents

witnessed or reported.

- Sanctions for unacceptable/poor behaviour are known and understood by all staff and pupils, consistently applied and regularly monitored to ensure effective impact. Parents/carers will be informed of unacceptable behaviour incidents to foster good communication and relationships between home and school.
- Restorative approaches will be used where possible so children are given opportunities and openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour.
- It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student and the Headteacher is expected to use discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account special educational needs and disability and the needs of vulnerable children.
- It is a shared responsibility to ensure there is a positive climate for learning. We believe behaviour can change and staff can assist children to manage their behaviour more effectively.
- The school will seek advice and support from appropriate outside agencies as necessary for pupils who display continued disruptive behaviour.
- The Governors strongly feel that exclusions, particularly those that are permanent, must only be used as the very last resort.
- The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents/carers towards the school staff will not be tolerated. If a parent/carer does not conduct themselves properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.
- The Governors expect the Headteacher to include guidance and clarification for staff on their powers to search (for banned items), the use of reasonable force (make physical contact with children), and to discipline pupils for misbehaviour outside school (including notifying the police) witnessed by a member of staff or reported to school when:
  - Taking part in any school organised or school related activity
  - Travelling to or from school
  - Wearing school uniform or in some other way identifiable as a pupil.

### **Home/school partnership**

- The support of parents/carers is essential for the maintenance of good behaviour. Good behaviour is not automatically learned but needs to be taught and supported by parents. The Home/School Agreement mirrors the statements made in the Behaviour Policy so that parents/carers are encouraged and helped to support their children's education, just as the pupils should be helped to understand their responsibilities during their time at school, in the wider community and in preparation for their life after school. The responsibilities of children, parents/carers and all school staff with respect to their and their child's behaviour are outlined in the Home School Agreement which children, parents/carers and teachers are asked to sign when a pupil joins the school.

**For further information see the school's Behaviour Policy.**

## References

Behaviour in schools: advice for headteachers and school staff (DfE October 2022)

Behaviour and discipline in schools: guidance for governing bodies (DfE September 2015)

Use of reasonable force in schools: advice for headteachers, staff and governing bodies (DfE July 2013)

Screening, searching and confiscation: advice for headteachers, staff and governing bodies (DfE July 2022)

Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (DfE September 2023)

