



# Behaviour & Anti-Bullying Policy

2024-2025

**To be reviewed:** June 2025

Senior Member of staff responsible: Mrs Connery & Mr Coyle

Designated Member of staff: Mrs Duffy

Governors responsible: Miranda Sawyer

**Mission Statement**

Corpus Christi is here to educate our children to the highest possible standards in a community which has the gospel values, traditions and beliefs of the Catholic Faith at the centre of its ethos.

In all aspects of the school, Christian values will be upheld, with an emphasis on respect, helpfulness, unselfishness and co-operation.

**Rationale**

At Corpus Christi Catholic Primary School we aim for behaviour to be outstanding and for all children and adults to show their respect for each other and behave in a way to support each other's learning.

Corpus Christi School commits itself to providing a secure and happy learning environment and community for its pupils. All children should have access to an appropriate education that affords them the opportunity to achieve their personal potential. At Corpus Christi School we endeavor to provide those opportunities and to create those practices that best support the achievement of personal potential. Corpus Christi School aims to be inclusive in its policies, outlook and practices and has a concern for every individual within its community. The school is keen to respond to the many varied life experiences of all children and offers support appropriately through practical steps and plans of action.

**Aims**

- To deliver a whole school behaviour policy supported and followed by the parents, teachers, children and governors, based on a sense of community and shared values.
- By applying positive policies to create a caring, secure environment in which teaching and learning can take place.
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property).
- To encourage and promote good behaviour through positive discipline by providing a range of rewards and incentives for children of all ages and abilities. To make it clear to the children that sanctions will be put in place for minor and more serious misbehaviour.
- To treat problems when they occur in a fair and balanced way, explaining to the children what mistakes they have made and to make it clear that they will be given a fresh start when they are able to acknowledge their wrongdoing.

## Code of Conduct

- Members of the school community will respect each other at all times
- The children should respect their teachers, other adults and fellow pupils
- All children must respect their own and other people's property and take care of all books and equipment
- Children are asked to be well-behaved, well-mannered and attentive
- Children should walk in silence when moving around school and remember to follow the rules when crossing the road
- If a child has a grievance against another child, it should be reported to a known member of staff
- Physical violence is never acceptable, neither is retaliation. Repeated or serious incidents may lead to exclusion
- Children should use appropriate and respectful language at all times
- Children are expected to be punctual and ready for school each day
- Children should be careful to not bring to school any item which could be dangerous or cause harm. All children should be made aware that they might be subject to screening and searching if suspected of carrying such items
- Children should wear the correct school uniform at all times. This includes remembering appropriate days for PE and swimming kits
- Children are expected to behave appropriately outside of the school gates whilst still wearing their school uniform and should be aware of the power of staff to discipline beyond the school gate

This code of conduct has been formulated in-line with safeguarding procedures, to ensure that children and staff can function efficiently and safely in the school learning environment.

### **An emphasis on rewarding and promoting good behaviour**

A central aim of the school policy is to encourage children to practice good behaviour. It is essential that we focus on recognising, rewarding and promoting good behaviour – Overall our aim is that the children *want* to behave well and do the right thing.

At Corpus Christi the rewards scheme is based on merit awards through which children can be rewarded for academic and non-academic achievements, for effort and for being caring, and for all aspects of good work and behaviour.

The Merit Award scheme is a focal point of Monday assembly. An award is given to 1 child in each class for a special achievement in their work, attitude or behaviour. Award winners are published in the weekly newsletter to parents and displayed in class.

Children may also nominate other children for a Headteacher's Special Award. This is for special acts of kindness to other children.

Children can also be nominated by staff for a Courtesy Award.

The children have been divided up into 4 houses, they remain in these houses throughout their time in school. Children are awarded house points for thoughtfulness, being helpful, good work etc. Each house's points are counted up at the end of the week, and the winning team announced in assembly and a cup awarded. A termly reward is given to the awarded to the overall winning team and their banner displayed in the main hall.

Individual and certificates celebrating achievements will be awarded throughout the year, for example, when a child successfully uses a fountain pen for the first time or achievements in swimming etc. These individual achievements are also shared in the termly house assemblies and on each house's display board.

Incentive stickers are available for everyone. In addition, each class teacher gives verbal or written praise as often as possible.

Most children respond to this positive approach where their efforts are seen to be valued, and make considerable efforts to improve their work, and, where necessary, their behaviour.

### **Sanctions**

There will be times when the children's behaviour is not what we would expect of them. Children need to discover where the bounds of acceptable behaviour lie, as this is an important part of growing up. Our policy is that these boundaries need to be stated firmly and clearly. It is important that the children feel relaxed and secure when they operate within these clear boundaries.

**Staff should always avoid punishing whole groups of children for the misbehaviour of a few. Doing so is unjust and causes resentment amongst the children and their parents.**

Minor breaches of discipline are generally dealt with by the, class teacher in a caring, supportive and fair manner, with some flexibility regarding age of the child, as far as sanctions are concerned.

Each case is treated individually. Generally children are made aware that they are responsible for their own actions and that breaking rules will lead to disapproval from their class teacher and potential sanctions.

Normal sanctions include a verbal reprimand and reminder of expected behaviour, loss of free time such as playtimes, moving to sit alone, letters of apology and loss of responsibility.

Parents will be involved at the earliest possible stage, if problems are persistent or recurring. Children may then be placed on a daily or weekly report system to monitor their behaviour with parents' support.

Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work and disruptive behaviour in class.

All children should be made aware that that reasonable force will be used by a member of staff to restrain a child who could potentially harm themselves or someone else. Please refer to the '**Safe Handling Policy**'.

This type of behaviour is extremely rare and it is the responsibility of the Headteacher or the Assistant Headteacher who will deal with it promptly.

The standard procedure for this sort of problem follows a set pattern. Failure to improve leads automatically to the next stage, each stage is recorded.

#### **Procedures for Dealing with Major Breaches of Discipline**

- A verbal warning by the Headteacher or Assistant Headteacher as to future conduct
- Withdrawal from the classroom for the rest of the day (or longer)
- A letter to parents informing them of the problem
- A meeting with parents, and either a warning given about the next stage unless there is an improvement in the child's behaviour
- If the problem is severe or recurring then exclusion procedures may be implemented
- A case conference involving parents and multi-agency assessments may be considered for pupils who display continuous disruptive behaviour
- Permanent exclusion after consultation with the Governing Body
- Parents have the right of appeal to the Governing Body against any decision to exclude

NB A very serious problem may result in the normal procedure being abandoned and a child being taken home straight away.

#### **Bullying**

The school takes the issue of bullying very seriously and as such has a dedicated anti bullying policy. If we suspect that Bullying is occurring the applicable action is laid out in our anti – bullying policy

The rationale of that policy is laid out below.

Bullying of any kind is unacceptable and will not be tolerated in our school. We take all incidents of bullying seriously. Bullying hurts. No-one deserves to be a victim of bullying. Everybody has the right to be treated with respect and pupils who are bullying others need to learn different ways of behaving. At Corpus Christi School, we acknowledge that bullying does happen from time to time. When bullying does occur, everyone should be able to tell and know that incidents will be dealt with promptly and effectively in accordance with our anti-bullying policy. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff.

### ***Misuse of the internet or cyber-bullying.***

Many of the risks associated with the 'on-line' world also reflect situations in the 'off-line' world. As such, the school's e-safety policy is used in conjunction with this behaviour policy as well as the anti-bullying and child protection policies.

All children have signed an acceptable use policy for the internet and have discussed this with staff and had the opportunity to discuss this with parents or carers.

Any minor breaches of the acceptable use policy will be dealt with by the class teacher in a supportive and fair manner.

Major breaches of the acceptable use policy such as: accessing inappropriate websites that should not be used in school; trying to access blogs or chat rooms in school; using the internet without an adult present will be dealt with in the same way as major breaches of discipline in the classroom setting.

If we suspect or have knowledge of cyber-bullying occurring the applicable action is laid out in our anti-bullying policy.

The school takes the issue of cyber bullying very seriously and all school staff are aware that this often happens outside of school hours. When cyber bullying involves pupils from the school, children should be aware of the power of staff to discipline children beyond the school gates.

Where there are incidences of breaching school policy outside of school, children will be dealt with by the school in conjunction with their families.

We understand that children may need support with their wellbeing and as such follow Public Health England (together with the Children and Young People's Mental Health Coalition) guidance entitled: 'Promoting Children and Young People's Mental Health and Wellbeing'. It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning, in addition to their basic physical and mental wellbeing in adulthood, as well as their social health. We use their model below to support all children with their wellbeing and mental health.

**1. Prevention:** creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping pupils and students to be resilient so that they can manage the normal stress of life effectively. This will include teaching pupils and students about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos.

**2. Identification:** recognising emerging issues as early and accurately as possible.

3. *Early support*: helping pupils and students to access evidence informed early support and interventions.

4. *Access to specialist support*: working effectively with external agencies to provide swift access or referrals to specialist support and treatment.

### **Lunchtime Supervision**

At lunchtime, supervision is carried out by the team of Lunchtime Supervisors. The Senior Supervisors can refer incidences to the Headteacher or the Assistant Headteachers or Class Teachers if necessary. The supervisors are expected to maintain order. Usually this consists of reminding children of the standard of behaviour expected. Repeated minor problems may result in the child being asked to sit in a restricted area of the playground (e.g. bench, patio area). This usually takes the heat out of the situation. The supervisors keep note of children who continually misbehave.

The Supervisors must be treated with the respect expected by all adults at Corpus Christi School.

Persistent or serious misbehaviour at lunchtime is brought to the attention of the Headteacher or the Assistant Headteachers. This results in loss of privileges and playtimes. Parents will be informed if there is no improvement in behaviour and the child may be excluded from the playground at lunchtime for a fixed time.

### **Accident/Incident Book**

This is used to record:

- Any incidents involving a child, or anyone employed in school which results in personal injury or damage to property
- Loss, theft, or damage to property
- Any other incidents or matters of a serious nature

These incidents are ones which may give rise to disciplinary or legal action or become a matter of public interest (for example confrontational incidents, absconding etc).

### **Parents**

Parents can help:

- By recognising that an effective school behaviour policy requires close partnership between parents, teachers and children
- By discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement

- By attending Parents' Evenings, parents' functions and by developing informal contacts with school
- By knowing that learning and teaching cannot take place without sound discipline
- By remembering that staff deal with behaviour problems patiently and positively

### **Care and Control of Children**

At all times staff should encourage good behaviour through praise and rewards. No member of staff must in any way physically chastise a child.

If there is a need for sanctions then the following may be used, depending on each child's needs:

- Redirect to another activity
- Talk to the child – discuss what has happened
- Discussion in groups or whole class (circle time)
- Move the child from the group to work on his/her own
- Miss playtime (but must be supervised outside)
- Behaviour modification programme – setting targets
- Remove child from the class – place with another class
- Parental involvement
- Daily report back to child and parent(s)
- Sanctions as set out above

### **Pastoral Care for School Staff (DfE Statutory Guidance)**



Employers should not automatically suspend a member of staff who has been accused of misconduct, pending an investigation. The governing body should instruct the head teacher to refer to the **“Whistleblowing Policy”** guidance when setting out the pastoral support staff can expect to receive if they are accused of misusing their powers.