



English Martyrs'

CATHOLIC VOLUNTARY ACADEMY

English Martyrs' Catholic Voluntary Academy Behaviour Policy



Date of issue: January 2019

Date of review: January 2021

At English Martyrs' we walk with Jesus and

Love one another

Inspire and respect

Grow in friendship

Have faith

Trust in God

English Martyrs' is a caring community, whose values are built on mutual trust and respect for all. The school community adheres to and shares these values and aim to educate learners in the broadest sense, including their development of character and preparing them for life in modern Britain, by setting high expectations of children and insisting on respectful interactions. In the most recent 'Education Inspection Framework 2019', Ofsted emphasised that "Creating a sufficiently disciplined environment is a prerequisite to any learning taking place. If behaviour is not managed effectively and learners are not instilled with positive attitudes to learning, nothing much will be learned." Therefore, At English Martyrs', our behaviour policy is underpinned by staff supporting personal development through an exceptionally high standard of care and guidance for individuals. Good behaviour is encouraged and expected from all pupils in order to achieve an environment which enables emotional development, effective learning, high standards and the smooth functioning of the school community.



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Intent of the Policy:

- Ensure that every member of the school community feels valued and respected
- Promote an environment where respect, courtesy and tolerance are integral in our dealings with each other
- Promote good relationships so that people can work together with the common purpose of helping everyone to learn
- Help children to grow in a safe and secure environment where they develop self-confidence and self-control taking pride in their achievements
- Help children to become positive, responsible and increasingly independent members of the school community
- Help children, staff and parents have a sense of direction and a feeling of common purpose
- To celebrate those with a positive attitude to learning.

Who is responsible for the implementation of this Policy?

A whole school approach of positive reinforcement to the management and improvement of behaviour is followed consistently by all staff.

Children's responsibilities are:

- To work to the best of their abilities and allow others to do the same
- To treat others with respect, showing sensitivity and regard for peers
- To follow the instructions of all adults in the school, including midday supervisors, site managers and anyone who is caring for us.
- To take care of the property and environment in and out of school
- To cooperate with other children and adults, playing a responsible role in the wider community

Staff responsibilities are:

- To be a good role model
- To treat all children fairly and with respect
- To raise children's self-esteem and develop their full potential
- To provide a safe and pleasant environment, physically and emotionally
- To use rewards and sanctions clearly and consistently
- To form good relationships with parents so that children can see that adults share a common aim

Parents' responsibilities:

- To support the school in encouraging children to show respect
- To support the school's approach to behaviour management and the implementation of this policy
- To foster good relationships with the school
- To encourage independence and self-discipline



Implementation of the Policy:

Positive Behaviour Strategies

The following strategies are used to ensure a safe and positive learning environment where children are encouraged and supported to behave appropriately:

Rewards:

- In Ks2, House points are given to those children who produce good work, use good manners, live out the school's Mission Statement, support their peers, help the class teacher, make a positive impact on the school etc, both within the classroom and around the school.
- In Ks1, stickers are given to those children who produce good work, use good manners, live out the school's Mission Statement, support their peers, help the class teacher, make a positive impact on the school etc, both within the classroom and around the school.
- The Headteacher will also reward those pupils who have shown exceptionally good behaviour or work.
- Circle Time, Liturgies, PSHE lessons and Assemblies provide opportunities to discuss aspects of personal and social development including positive and negative behaviour
- Good Work Liturgies - children from each year group [FS– Yr6] are nominated by their class teachers for particular mention in whole school Good Work Liturgies. This may relate to work, attitude, behaviour etc. Each of the winners are presented with a Headteacher sticker.
- School Council, House Meetings, Chaplaincy team meetings and Ambassador meetings, encourage mutual respect between members of the school community, help develop strong values and attitudes and enable all pupils to feel that their views and opinions are important within the context of the whole school.
- Areas of Responsibility - Pupils throughout the school are offered opportunities to take responsibility, to show initiative and to extend their social and cultural experiences. These roles include:
 - Chaplaincy Team
 - House Captains
 - Wet Play Monitors
 - Mini Leaders
 - Peer support
- Attendance awards - children with 100% attendance each term are presented with a special certificate. At the end of the year children who have 100% attendance for the whole year receive a certificate and a prize.
- The Seeing Heart Award is given to children who live out the Mission Statement and live this out through their words and actions every day. They display the qualities of love, kindness and friendship consistently.
- Post cards home are rewarded to those children who produce good work, use good manners, live out the school's Mission Statement, support their peers, help the class teacher, make a positive impact on the school etc, both within the classroom and around the school. The teacher will write a postcard to the child and send it to the child's family home as a surprise



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congratulations that can be shared with their family.

- Teachers will also have their own behaviour reward systems for the children in their class, for example sticker charts or class champions, that are built in collaboration with the children and their desires. For example, if they get 20 stickers they may earn the opportunity to help the younger children in Reception for an hour or have a treat at the end of the half term.

Traffic light behaviour system:

Each class should have a displayed "Traffic Light" that records behaviour. All children start a fresh each half of the day. Children are to be given a verbal warning to remind the children of their choices and consequences. The teacher may also ask the child to move but if the child continues to not make the right choice then the traffic light system will be implemented.

- All children start each half of the day on the green circle. When a child does something well within the class they can move their name onto the gold star.
- When a child *misbehaves they move their name down the traffic lights system onto the amber circle. This signals to children in a clear way that their behaviour is not acceptable at an early stage. If a child's behaviour does not improve their name will then be moved down to the red circle. This needs to be logged on MyConcern if it is a safeguarding concern or it is regarded as a physical incident.
- At this point, the child will have to miss 30 minutes of the lunchtime play in the designated "Reflection" classroom. Children who need to attend "Reflection" will need to go straight down for their lunch and will be collected by a teacher at 12.40 from the playground.
- Children in Isolation will be expected to complete a reflection sheet to think about how they could make better choices in the future. A register will be taken of those children to track behaviour and monitor patterns. The child will also be spoken to by the keystone leader.
- Positive praise is to be given to encourage the child to make it back up the traffic light system.

***Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
 - Non-completion of classwork or homework
 - Poor attitude
 - Incorrect uniform
 - Failure to follow instructions
-
- In the instance that a child seriously misbehaves or physically harms another, they will be moved straight to the red, attend Isolation and be spoken to by the Headteacher and parents will be informed. If the incident involves the physical harm of another, the class teacher must log this "red" incident on MyConcern.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying, including cyberbully.



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- Peer on peer abuse
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:

Sanctions

All staff of the school, share the responsibility for managing unacceptable behaviour, both in school, and out (in certain circumstances – e.g. bringing the school's reputation into disrepute or incidents of bullying or harassment that affect children in school).

We expect all children to try their best in all activities. If they do not do so they may be asked to redo the activity.

A clear verbal reminder from a member of staff is expected to be sufficient to correct most inappropriate behaviour. The School Traffic Light Behaviour System will be used to correct most inappropriate behaviour. However, if this fails, then the following actions will be taken:

- A pupil who is placed on the red spot will miss 30 minutes of a lunch time playtime – attending the designated Reflection classroom. A record of these incidences will be kept and the Key Stage leaders and Behaviour lead will monitor this.
- A pupil placed on the red spot more than once in a week will miss a week's playtimes. The Headteacher will be notified of these incidents as well as the parents.
- If the child continues to misbehave a more formal meeting with the parents, class teacher and key stage leader is held, outlining the incidents and the expectation of the school in regards to the child's behaviour.
- If behaviour of child continues to be unacceptable and not in line with the school's expectation and policy then the child will be placed on a short term personalised behaviour plan that will be created in conjunction with the child, parents, teacher and keystone leader. Regular meetings will be held to monitor this process. Headteacher is fully aware of meeting and reasons for the personalised behaviour plan. Teachers may be asked to do a functional needs assessment plan.

Red - 15 minutes lunchtime Reflection

Red for the second time in the week- 15 minutes lunchtime Isolation every day for a week. Parents and Headteacher informed.

Second week of being on the red- Meeting with parents arranged.

Third week of being on the red- Meeting to arranged to discuss personalised behaviour plan.

If the above sanctions do not lead to a modification of behaviour the following actions are considered.

- A formal meeting between parents and Headteacher or Deputy Headteacher.



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- Exclusion from classroom (under supervision)
- Exclusion from an activity
- Exclusion from the right to represent the school
- A requirement for a written apology.
- A regular behaviour report to be given to the Headteacher

Following discussion between parents, class teacher and Headteacher, the following may result:

- Establishment of support programme.
- Exclusion from school (LA guidelines)

Exclusion

The Headteacher (or Deputy Headteacher in the Headteacher's absence) will decide whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. The Headteacher may consider the following questions:

Is the behaviour in breach of the school Behaviour Policy? If so, have any other sanctions described in the policy been used and to what effect? Could any other sanctions be used as an alternative with the parents' agreement?

Has the school previously supported the child (what/when/what level of impact did this have)?

Does the child have any recognised behaviour problems? Have reasonable adjustments already been made or could they now be made? (Evidence could be SEN documentation e.g. Statement, IEP, Risk Assessments) Even if the child does have a recognised behaviour problem the Headteacher has a duty of care to all children. If the risk to others cannot be controlled, then exclusion should be considered.

Would allowing the child to remain in school seriously harm the education or welfare of other children or adults?

Once all other considerations have been made, and the answer to this final question is 'yes' then an exclusion must be applied. In this case, the school will follow the model from Local Authority guidelines.

Playtimes and Lunchtimes

During playtimes and lunchtimes the Traffic Light system still operates in the same way it is conducted throughout the rest of the school day. There will be large, visible gold star and green, amber and red spots on the KS1 and KS2 playgrounds. The dinner supervisors or teacher on duty may ask a child to move their name down for inappropriate behaviour or move their name up for exceptional behaviour. In this instance, they will write their name on the appropriate star or coloured spot. At the end of playtime or lunch, when teachers collect their children off the playground, they



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will note any children in their class who has add their name to the playground spots. This will then be applied to their classroom spots.

Mini leaders will help model appropriate play and reduce the number of incidences during this time.

The Play leader will lead and model games and activities to also reduce the number of incidences during this time.

Additional rules are in place during playtime and lunchtime to ensure children and staff remain safe, happy and respectful at all times. These are:

- Stop and stand still when the first whistle is blown.
- On the second whistle, line up silently and safely. The teacher on duty may as for the children to line up in a different way (for example year group at a time) but they will explain their expectations following the first whistle.
- Stand silently when lining up. KS1 to line up in classes, KS2 to line up in houses.
- Children may be asked to practice lining up silently if they do not respond to the whistles appropriately.
- No playing in the toilets.
- Speak quietly when in the dinner hall.
- Children must not be inside or in the corridors, during play times, under no circumstances unless supervised by an adult for safety reasons.

Some children find unstructured periods of time, such as playtime, extremely challenging. We offer a series of clubs and activities to give children in this position the opportunity to remove themselves from social situations that may cause them to become upset or unable to manage their behaviour. This may be through choice or upon instruction from a teacher.

- o Thursday computer club.
- o Daily LIGHT ROOM activities. All children are invited to attend lunch time sessions in our "Light Room" ran by members of staff. These include "Anti-stigma" discussions, meditation and mindfulness activities as well as spiritual well-being and relaxation, and allow children to talk about their problems and develop strategies to support their own well-being.
- o Tuesday chill out.

Behaviour on the buses

The time spent on the buses is the only time that the children spend away from close adult supervision. It is therefore important that the children understand that parents, drivers and teachers have the same expectations of them and that the code of conduct is there for their own safety.

- Parents have the sole responsibility for the behaviour of their children on the school buses; however it is established in law that the school can discipline the children whose behaviour brings the name of the school into disrepute.
- On the bus, children must remain seated until they reach their stop.



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- The children should only talk to the children around them and not shout in a way that distracts the driver.
- No articles should be thrown around the bus.
- The school will always inform parents if the reports of repeated misbehaviour are received.
- Parents should be aware that in extreme cases the bus company running the service can refuse to transport children who are disruptive or a danger to others

Use of Reasonable Force

All members of school staff have a legal power to use reasonable force to prevent Pupils:

- Committing an offence
- Injuring themselves or others
- Damaging property
- Disturbing good order, discipline and learning in the classroom, eg failure to leave the classroom when requested to do so.

Force is never used as a punishment, but may be used occasionally to bring pupils under control or to keep themselves and others from harm.

Reasonable adjustments will be made for those children with a disability and/or Special Educational Needs.

Bullying¹

The school does not tolerate bullying. All incidents are recorded and this record agreed as fair by all parties.

Refer to the Anti- Bullying for more details.

Racist, Homophobic or Sexist comments or behaviour²

Any words or actions that cause offence to another person and are considered racist, homophobic or sexist by the offended person are deemed to be offensive remarks.

In this event;

The pupil is reprimanded, the Headteacher informed and a record of the incident kept on MyConcern.

The governors and parents are informed. In persistent cases, parents may be asked to discuss the matter with the Headteacher and a referral made to police in line with the school Equality Policy.

Allegations of Abuse against Staff³

¹ Refer to English Martyrs' Anti- Bullying Policy

² Refer to English Martyrs' Equality Policy

³ Refer to English Martyrs' Safer Working Practice Policy



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All allegations of abuse will be taken seriously; the Chair of the Governing Body will be informed and the allegation will be fully investigated as soon as possible in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. The suspension of the member of staff involved must not be used as an automatic response when the allegation has been reported. The school and Academy disciplinary measures will be followed where the allegation is found by the Governing Body to be true.

Where the allegation made by a child or parents is found to be false, the Chair of the Governing Body will:

- Write to the parent/parent of child to explain the outcome of the investigation and to make clear the seriousness of the false allegation. The parent will be informed that the incident will be formally recorded and subject to data protection and that it may be shared with other appropriate parties.
- Meet with the parent/ parent and child to discuss the matter and possible consequences; in the case of a child, the parent will be asked to support the school with an appropriate sanction being applied. In the case of a parent, the governing body will seek a written apology in the first instance.

In more serious cases, or where a member of staff feels aggrieved, it is their right to contact their union for further support and advice.

Additional Roles and Responsibilities

All Staff

All staff of the school share the responsibility for managing behaviour.

Class Teachers

The class teacher discusses the school code of behaviour with each class. In addition to this, each class also has its own class charter, which is agreed by the children and displayed on the wall of each classroom.

In this way, every child in the school knows the standard of behaviour that is expected in our school.

Incidents of unacceptable behaviour are discussed with the whole class/ phase or Kay stage.

It is the responsibility of the class teacher to ensure that class behaves in a responsible manner during lesson time.

Teachers have high expectations of the children in terms of behaviour, and strive to ensure that all children work to the best of their ability.

Teachers treat each child fairly and with respect and understanding.

If a child threatens, hurts or bullies another pupil, the keystage leader is informed and the school's Anti-bullying policy and procedures may be applied. If a child repeatedly acts in a way that disrupts or



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upsets others, the school contacts the child's parents to discuss the situation.

The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

In some cases of behavioural problems the class teacher may liaise with external agencies.

The Headteacher

It is the responsibility of the Headteacher to implement the school behaviour policy, and to report to governors, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for fixed-term exclusions. For repeated or very serious incidents the Headteacher may permanently exclude a child.

Both these actions are only taken after the school governors have been notified.

Parents

Parents are expected to support their child's learning, and to work in effective partnership with the school. They are asked to sign a home-school agreement that outlines the responsibilities of both the parent and the school; including those around behaviour and attendance.

Parents are encouraged to share any concerns which may affect their child's behaviour with the class teacher or the Headteacher. Teachers are always available to discuss concerns. Appointments are made through the school office.

Parents are informed if the school has concerns about their child's welfare or behaviour.

Aggressive, threatening and abusive behaviour can present a risk to staff and children and is not tolerated in school. Such behaviour extends remarks made on social networking sites e.g. Facebook. It may lead to individuals being banned from school premises. (in accordance with section 547 of the Education Act 1997)

Monitoring

The Headteacher monitors the effectiveness of this policy and reports to the governing body on its effectiveness, if necessary, making recommendations for further improvements.

The school keeps a record of serious incidents of misbehaviour.

The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is



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permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

The governing body has responsibility for this behaviour policy and for reviewing its effectiveness.

The governing body reviews this policy every two years. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Our Impact of the Behaviour policy

The impact of our behaviour policy is reflected in the consistently exemplary behaviour shown of our pupils. They see the importance and relevance of our Mission Statement and like the use of the traffic light system. Children think our behaviour is good and most children respond positively to praise and rewards but they also recognise that some children need more support in making the right choices. Parent questionnaires revealed that 99% of children felt safe and happy and 99% of parents felt the school supported their child's wider personal development. 100% of parents would recommend our school to others with 99.5% of parents believing that our school makes sure the pupils are well behaved.

Approved by:

Chair of Governors

Headteacher

Date



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