



English Martyrs' Catholic Voluntary Academy Behaviour Policy



Date of issue:

Date of review:

English Martyrs' is a caring community, whose values are built on mutual trust and respect for all.

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.

Purpose 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

Who is covered by this Policy

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

At the beginning of the year, parents are asked to sign a home school agreement that outlines the responsibilities of the parent and school with regards to behaviour and attendance. Parents are expected to support the school in encouraging their children to show respect and support the school's approach to behaviour management.

Children are aware of expectations and receive positive guidance whilst learning to play a responsible role both within the school and wider community. They understand that all actions have consequences. They are encouraged to express their opinions showing sensitivity and regard for others.

Each class has a copy of their agreed Class Charter which is on display in the classroom to remind all children of the expectations of behaviour within the classroom and wider school community.

Bullying¹

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

All children know and use the school's STOP bullying policy.

During National Anti-Bullying week members of the School Council present an anti-bullying assembly to the school. All children take part in activities which raise awareness of STOP. This is done through assemblies, competitions and discussions/debates in classrooms.

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:

Traffic light behaviour system:

- All children start each 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 involves signalling 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 red circle. At this point the child will be spoken to by their keystone leader. A record of these incidents are recorded to monitor patterns.
- Dialogue with the child is not entered into at the time if learning is disrupted but explained to the child later if necessary.
- The child's behaviour needs to be monitored during the lesson and at playtime. Positive praise to be given so the child can make it back up the traffic light system.

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 and Assemblies provide opportunities to discuss aspects of personal and social development including positive and negative behaviour

¹ See English Martyrs' Anti-bullying policy

- 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.

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 a lunch time playtime – standing outside the staffroom for supervision purposes. Keystage leaders will keep a record of these incidents
- A pupil placed on the red spot more than once in a week will miss the rest of that week’s playtimes (if incident occurs later in the week it is the discretion of the keystage leader as to how much of the following week’s playtimes are missed). 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 inline with the school’s expectation and policy then the keystage leader will place the pupil on a daily report card and weekly meetings with parents will be held. Headteacher is fully aware of meeting and reasons for report card

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.
- Exclusion from classroom (meeting room under supervision)
- Exclusion from an activity (short term used occasionally)
- 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)

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 restrain them.

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

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.

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

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.

² Refer to English Martyrs' Equality Policy

³ Refer to English Martyrs' Allegations against staff policy

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.

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.

Roles and Responsibilities

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.

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 misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents in line with the school's policy. If misbehaviour continues, the class teacher seeks help and advice from their keystone leader.

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 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)

The Governing Body

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

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. Incidents that occur at break or lunchtimes: are discussed with class teachers or the Headteacher by lunchtime supervisors

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

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.
- 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

Review

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.

Approved by:

Chair of Governors

Headteacher

Date

Appendix 1

Unacceptable Behaviour

(Please note that the following list is not exhaustive. Behaviour considered 'unacceptable' (i.e. showing lack of respect) may be determined by the Governing Body where the Headteacher feels it necessary to bring to their attention any behaviour that does not fit into an already listed category)

- Disobedience to a reasonable instruction.
- Inappropriate dress, extreme hair styles, jewellery, makeup, body piercing
- Throwing, Biting, spitting, hitting and kicking.
- Foul language and swearing.
- Making unkind remarks.
- Damaging property.
- Answering back, rudeness or aggression to adults.
- Stealing.
- Carrying knives, drugs, alcohol or any offensive weapon into school.
- Truancy.
- Racist/Homophobic/Sexist comments or behaviour that causes offence.
- Fighting or encouraging others to fight
- Bullying
- Putting themselves, other children or adults at risk.