



ENGLISH MARTYRS CATHOLIC SCHOOL
Diocese of Westminster

Behaviour Policy 2021

Mission Statement: 'We are special people on a journey, growing and learning together, in search of excellence, as we follow in the footsteps of Jesus.'

Community Prayer: "Let us pray for one another, no matter what our culture, nationality, disability or gender, let us all be one in His name."

Values: Love Respect Honesty

We aim to provide our children with the best possible learning experience so that they develop into responsible and thoughtful citizens.

All children, parents, carers, staff, governors and members of the wider school community work together to 'be the best that we can be' by:

- Celebrating and living out our Gospel values
- Embracing challenging and exciting experiences
- Encouraging and supporting each other
- Respecting and caring for each other and our world
- Fostering an appreciation of beauty for the world around us
- Developing independence
- Being confident lifelong learners together
- Working hard and having fun

Introduction

The school has high expectations regarding behaviour. This Behaviour Policy takes a very positive approach, with the emphasis being on recognition, praise and reward.

It aims to be clear and concise, yet flexible to take into consideration the needs of different age groups and any pupils with specific SEND needs.

We aim to spend the vast majority of our time praising and rewarding good behaviour, but it is also important to set out our policy on challenging behaviour so that everyone has a clear understanding of the school's procedures.

As a Catholic school we identify Gospel values that underpin the whole of our community. These values inform our school's vision, aims and ethos, the vision and design of our curriculum, all policies, planning and the school's management and governance.

English Martyrs School strives to ensure that the culture and ethos are such that whatever the gender, religion, nationality, age, ability or disability and needs of members of the school community, everyone is equally valued and treated with respect.

We believe that the best way to teach and encourage positive behaviour is through exemplary role modelling, encouragement, praise and reward.

We encourage children to develop behaviour and relationships based on Christian and British values in the hope that they develop moral values based on the life and teaching of Christ and have the desire and the will to love, forgive and serve others.

When dealing with behaviour incidents staff will take great care to deal fairly with all participants, to listen carefully to differing opinions and to encourage the pupils to think about the impact of their attitudes and behaviour on others.

Pupils are encouraged to extend and receive forgiveness.

Agreed and consistently applied rules

Everyone in our school is expected to use the reward and sanction procedures and children will at all times be expected to follow a direct instruction given by an adult.

The expectations of the school are clearly set out as part of our Home School Agreement signed by pupils and parents at the beginning of each school year. During the first week of each term staff set aside time to familiarise children with classroom procedures and school expectations.

The Golden Rules

The school rules are kept as simple as possible.

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We look after property

The Golden Rules form the basis of our behaviour management. They are displayed in strategic positions around the school and in every classroom and are consistently applied. The children are expected to follow them and will be rewarded with classroom Golden Time. Each week teachers will allocate part of their timetable to teach RHSE including issues with regard to the Golden Rules.

Good Practice

- The behaviour policy must be followed consistently by all staff.
- Class teachers have the day-to-day responsibility for their classroom organisation and behaviour management. All are encouraged to identify roles and responsibilities to encourage and promote positive relationships and respect for school environment. These children act as positive role models for their peers.
- Teachers establish routines for developing positive behaviour in their classroom and are consistent when issuing reprimands, sanctions and rewards.
- Positive behaviour management strategies are used (avoid using 'don't' eg 'Good walking - thank you', rather than Don't run!)
- Public and private praise are an integral part of effective behaviour management.
- All staff actively establish positive relationships with pupils, parents, carers and colleagues.
- All staff show respect and good manners at all times towards pupils, parents, carers and colleagues.
- All staff praise and reward pupils' positive behaviour.
- A Learning Mentor and trained TAs are available in the afternoon to help resolve issues and work with individual pupils.

Rewards

- Plenty of verbal praise and encouragement in the classroom, around the school e.g. Thank-you for working so hard/quietly/well. Thank you for holding the door open for me. Well done, I like the way you sat quietly etc.
- Positive written comments and stickers/stamps in children's books.
- 'Growth Notes' to identify and praise growth mindset
- The Headteacher/Assistant Headteachers welcome the opportunity to praise individuals for good behaviour or work.

- A child from each class will be awarded Pupil of the Week. They receive a certificate, a place on the website and their name in the Pupil of the Week Book which is displayed for all members of the school community.
- Stickers may be given to those children who have been particularly hard working, caring, successful, helpful etc.
- Golden Time will be awarded in each class each week for all pupils who have followed the Golden Rules – a special time where children can participate in fun activities

When behaviour is not acceptable

- Staff must try to discover any extenuating reasons for the behaviour including discussing what emotions the child is feeling.
- Staff must try to enforce good behaviour through praise
- Class teachers should consult colleagues, Learning Mentor, Deputy Headteacher or the Headteacher for any relevant information about the child

When dealing with unacceptable behaviour, we are always conscious to maintain a child's self-esteem, and to show that it is the behaviour that is unacceptable, not the child. We do this by making explicit reference to what the child has done, rather than commenting on his or her personality

In discussion with the child we:

- Establish whether the child knows the behaviour is unacceptable by referring to the Golden Rules
- Explain and discuss the effect that such behaviour has on others
- Examine strategies for avoiding same situation
- Encourage child to think of or offer some other alternatives

Prior to sanctions being imposed the following must happen in order to try and manage a child's behaviour; the adult should:

- Ignore/distract
- Scan workspace regularly
- Circulate around the workspace / play areas
- Make eye contact
- Target questions to encourage participation
- Change activity or pace
- Move closer to source of unacceptable behaviour
- Move child closer
- Use positive language – 'I know that you will do this sensibly' rather than 'Don't do this.....'
- Use expected compliance
- Avoid flight response for pupils with challenging behaviour especially those with SEND / behaviour plans
- Remove to a quiet place
- Deliver planned intervention

If there is no positive improvement in unacceptable behaviour after the above strategies have been implemented then sanctions will be applied.

Sanctions

- Sanctions must relate to the Golden Rules and be clear, simple and immediate.
- They must be consistently applied across the school to all children.
- There is clarity and some clear examples of what constitutes unacceptable behaviour at each level of the sanction system. (See Behaviour Grid attached)
- The sanctions appropriately reflect the age of the children involved.
- All staff are consistent in the application and enforcement of the sanctions.

We believe it is important to keep parents/carers informed, if children are regularly behaving inappropriately at school, in order to maintain an effective partnership. Depending on the type of behaviour being displayed

the Class Teacher, Learning Mentor, Assistant Headteachers or Headteacher will contact parents/carers. It may be appropriate for a meeting to be held to discuss any support needed and to develop solutions.

Stages

There are 3 stages in our behaviour management process and there is a visible way of showing progression to stage 2 and stage 3. We use a colour system to chart behaviour and all children begin their week on green. Children progress to silver and then gold for good behaviour, and regress to yellow and then red for unacceptable behaviour.

Prior to the first stage adults will have reminded, distracted, ignored, warned etc. We encourage children to aspire to "It's Good to be Green" – but even better to be Gold", and celebrate this. Class teachers are free to determine the aesthetics of these stages. For example, in one class the children may need to move their 'balloon' to the yellow stage, in another class it may be a 'car')

Stage 1 is a direct and clear verbal warning including reasoning and explanation (the pupil remains on green).

Stage 2 is a direct indication to the child that they have behaved in an inappropriate way – It is a yellow stage to replace green.

- Children may be given a five minute 'missing play' yellow card.
- A repeat offence in the same session may result in a 10 minutes 'missing play' red card. The children take the card to the teacher on duty and stand by the fence for the amount of time to be missed.
- If children have missed work they may have to miss lunchtime play to catch up.
- Children do however have the opportunity to move back to green by improving their behaviour over the course of the day.
- Children who remain on yellow stage at the end of the day do not collect their 5 minutes of Golden Time for that day and the behaviour for the yellow stage warning is recorded in the Class Behaviour Book.
- Five yellow stages in the same week results in a lunchtime detention of up to 25 minutes. There will be a letter sent to parents/carers, informing them of their child's behaviour. A record of the letter will be kept in the Class Behaviour Book.

Stage 3 results from either moving onto red stage from yellow stage in one day or for red stage behaviour (see appendix 1).

- The Assistant Headteacher must be informed and child can be sent to them to explain behavior when necessary.
- Lunchtime detentions are used as a result of a red stage. The child will be asked to fill out a 'think it through' sheet linked to the Golden Rules which must be checked and signed by teacher.
- All red stages and the 'think it through' sheets are logged in the Class Behaviour Book.
- Children who receive a red do not collect their 5 minutes of Golden Time for that week and parents/carers should be verbally informed by the class teacher.
- A further red stage warning/detention results in a meeting being organised by the class teacher between parents/carers, child (when appropriate), class teacher and Assistant/Headteacher to discuss the child's behaviour.

Any further red stage warnings/detentions could trigger SEN procedures.

Any child using the sanctions system frequently must be referred to the SENCO in order that a BSP Behaviour Support Plan with behaviour targets and management strategies is put in place and shared with parents/carers.

In the Golden Time session (on a Friday) those who have not collected all of their minutes spend time with the class teacher ensuring that the child knows why they are missing Golden Time and recognises any changes they can make to their behaviour.

Children may skip steps if behaviour warrants this.

Behaviour During Breaktimes

- 1st level (minor issue) – child to stand by the fence (KS1 3 mins, KS2 5 mins) for a timeout (this is not recorded).
- 2nd level – child to stand by the fence for a longer amount of time. (KS1 5 minutes, KS2 10 minutes). This is recorded in the Class Behaviour Book.
- Children can be taken to the Assistant Headteacher if the offence is red behaviour. They can be given a lunchtime detention of up to 25 minutes and a record should be made in the Class Behaviour Book.
- A responsible pupil will ensure the Class Behaviour Book is taken out at playtime and then brought back in at the end of play.
- Any child in the Class Behaviour Book for repeat playground issues must be brought to the attention of the Learning Mentor.
- The class teacher will determine the need for any further sanctions linked to the stages above.

Exceptional Circumstances

Children can 'skip' stages and go straight to red because the sensitivity or severity of their behaviour meets the following criteria:

- Violent behaviour (child intends to physically harm)
- Behaviour of a sexual nature
- Use of racist, sexist, homophobic or xenophobic remarks (this needs to be recorded separately by the HT)
- Continual Swearing/use of inappropriate language/using words offensively.
- Graffiti, vandalism or serious defacing of property
- Bullying (including online)
- Possession of, or participation in the intake of, tobacco, alcohol or drugs.
- Possession of dangerous weapons

Individual behaviour plans, pastoral support plans, lunchtime exclusions, internal exclusions are other tools available to support children presenting challenging behaviours.

If all reasonable measures have been taken and have had no positive impact on behaviour then a fixed term exclusion will be considered with a permanent exclusion being the last resort.

The school adopts the London Borough of Tower Hamlets / DfE guidance on the Exclusion of Pupils.

Anti-Bullying

Bullying is not acceptable and we must remember it is often very difficult for those being bullied to defend themselves.

We use the NSPCC 'STOP' to define bullying as: Several Times On Purpose/Start Telling Other People

As a school we teach our learners to respect one another and to develop positive relationships with one another.

Through circle time, RSHE, worship and peer mediation we teach learners to understand friendships and how to react with those people we do not get along with.

We have an annual Anti Bullying Week in order to explore the issues surrounding bullying.

There are four main types of bullying:

- **Physical** - hitting, kicking, taking belongings.
- **Verbal** - name calling, insulting remarks, racist, sexist, homophobic or xenophobic remarks.
- **Cyberbullying** – Using social media or mobile phones to communicate negative comments or remarks and photographs inside or outside school.
- **Social** – non-verbal, excluding, gossiping.

Our school endeavours to provide an environment where bullying does not occur.

Any incident of bullying:

- Will be investigated thoroughly, taken seriously and acted on quickly.
- The victim will be given support and advice and their parents/carers contacted.

- Children exhibiting bullying behaviour will be dealt with by the Headteacher.
- Children exhibiting bullying behaviour will have time to discuss their behaviour and will be encouraged to see the victim's point of view.
- The names of children displaying bullying behaviour will be recorded by the Headteacher or a member of the senior leadership team in the CPOMS system.
- Children displaying bullying behaviour will go through the sanction system at the appropriate rate.
- Parents/carers of the children displaying bullying behaviour will be informed and a meeting arranged.
- Repeated behaviour of this nature could lead to a fixed term or permanent exclusion.

Harmful Sexual Behaviours, Sexual Harassment and Online Sexual Abuse

Sexual harassment and online sexual abuse is not tolerated. The use of sexualised language is unacceptable behaviour. Careful consideration has been to the teaching and delivery of the new RSE curriculum to allow age appropriate discussion of topics such as consent and sharing of images on-line.

Incidents relating to behaviour of a sexual nature must be recorded on a separate form in consultation with child's / children's parents or guardians and referred directly to the Headteacher and / or member of staff responsible for Safeguarding. The school will follow the 'Nass Education' guidelines for 'Identifying and Managing Sexually Harmful and Problematic Behaviour'.

Equal Opportunities

English Martyrs Primary School strives to ensure that the culture and ethos of the school are such that, whatever the heritage and origins, abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. All pupils have the right to be given opportunities and access to the full curriculum regardless of ethnicity, gender, social circumstances, ability, disability, age, nationality or citizenship. Pupils should be provided with the opportunity to experience, understand and celebrate diversity.

Inclusion

The school provides effective learning opportunities for all pupils. When planning, teachers set high expectations and provide opportunities for all pupils to achieve. All teachers are aware that pupils bring to school different experiences, interests and strengths, which will influence the way they learn. Teachers plan their approach to teaching and learning so that all pupils can take part in lessons fully and effectively. Specific action is taken to enable the effective participation of pupils with disabilities.

Positive Handling

The Education and Inspection Act 2006 explicitly grants our teaching and non-teaching staff the right to use "reasonable force" to de-escalate violent situations or remove disruptive pupils from the classroom or playground. Copies of 'Use of Reasonable Force' advice for Headteachers, staff and governing bodies has been shared with all in September 2021.

The Role of the Headteacher

It is the responsibility of the Headteacher to implement the school Behaviour Policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school. The Head Teacher ensures that all staff are informed of the Behaviour Policy and supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in their implementation of the policy.

The Role of parents

We expect parents to support their child's learning and positive behaviour and to cooperate with the school, as set out in the Home-School Agreement.

If parents have any concerns about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher and then the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The Role of Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

The nominated Safeguarding governor will make a termly check on the school's records of behaviour and discipline and procedures followed and will make a report to the governing body.

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

Fixed-term suspensions and permanent exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance. We refer to this guidance in any decision to exclude a child from school. The relevant Internet address is:

<http://www.teachernet.gov.uk/wholeschool/behaviour/exclusion/>

Monitoring and review

The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and if necessary, makes recommendations for further improvements.

The governing body will review this policy annually.