

English Martyrs’ Catholic Primary School

Behaviour and Discipline Policy

Our English Martyrs’ School community aims to follow the example of Christ in welcoming, recognising, fostering and developing each individual as a unique and special gift of GOD with value and dignity

Date Reviewed: September 2017

Review Date: October 2018

Signed:..................................................

For and on behalf of the Governing Body

**Why a Behaviour Policy?**

At English Martyrs’ Catholic Primary School, good behaviour is very important to enable your child to learn and enjoy their time in class.

Just as parents do at home, we are teaching the children how to behave correctly in different situations and making sure that they respect each other and the adults in our school.

Each class has its own set of class rules that the children have drawn up together and agreed with their teacher.

 It is also very important that we have a whole school approach that is consistent for everyone to use —the Teachers, Teaching Assistants and Midday Supervisors.

Our core purpose at English Martyrs’ is to promote effective learning; this is only possible when which behaviour promotes learning. English Martyrs’ behaviour policy is fundamental to the provision of a supportive, happy and effective learning environment for all pupils.

Our Behaviour Policy is firmly in the Catholic ethos, as evidence in our Mission Statement and Core Values that we instil in all members of our community.

At English Martyrs’, we believe that setting high standards and enforcing codes of conduct is essential to effective learning. We recognise that good discipline is needed to create a positive climate for learning and should be shared by all – leaders, teachers, parents and pupils. (Section 90 and 91 of the Education and Inspections Act 2006).

This policy complies with [section 89 of the Education and Inspections Act 2006](http://www.legislation.gov.uk/ukpga/2006/40/section/89) and [advice on developing and publishing your school’s behaviour policy](https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools).

**Praise**

Everybody needs to be praised and feel a sense of achievement when they have done something well. In our school children receive verbal praise from adults, stickers and certificates, Head teacher awards and postcards home.

It is important to remember that every child starts each day fresh however, a build up of bad behaviour over a period of time will be closely monitored.

**Rewards**

Expected Behaviour - **Get caught being good!** - Verbal praise from teacher, teaching assistant or midday Supervisor.

Step 1:- Your name will stay on green and you will receive a Happy Gram.

Step 2:- You’ve made your way onto the next rung; Head teacher’s praise – you will be given the opportunity to talk about your good behaviour with Mrs Appah or the Deputy Heads and receive recognition for this.

Step 3:- A good news letter will be sent home through the post telling your family how proud we are of you.

Step 4:- Special Envelope – If you get this far you can choose one of the special envelopes – these contain rewards such as:  a golden ticket, lunch with senior management, free choice afternoons.  Many of the awards will be what the children have asked for.

**The five Golden Rules are:**

* Follow adult instructions
* Keep your hands, feet and objects to yourself
* Be kind, considerate and polite
* Move sensibly and safely around the school
* Take care of the school and its environment

**Behaviour Expectations**

1. Show a commitment to learning.

2. Show thoughtfulness and respect for other people’s opinions, culture and property.

3. Follow adult’s instructions.

4. Show self-control and self-motivation.

5. Show good manners.

6. Have good school attendance and punctuality.

7. Take responsibility for your own behaviour.

8. Do your best at all times.

Special privileges may be given for specific behaviour e.g. the lining up cup, kindness cup, attendance/punctuality awards as part of good news assembly.

Rewards will not be used as an incentive for those that find the basic rules difficult, only where they and others have behaved / achieved over the basic expectations.

**Good to be Green**

Our school is uncompromising in our expectations and never settle for lower standards of behaviour.

We use a **Good to Green card system** to encourage positive learning behaviour, as well as making sanctions clear for all to understand and follow.

**Sanctions**

A punishment must be proportionate. In determining whether a punishment is reasonable, guidance will be sort from section 91 of the Education and Inspections Act 2006.

The card system is used to help children understand the consequences of inappropriate behaviour; and is designed to give children choices to stop and make changes. The children realise that there will be consequences for bad behaviour.

Step 1:- An initial verbal warning—the child is asked to think about making the right choices and changing their behaviour.

Step 2:- If behaviour continues to be challenging then the child will be given a blue card.

Step 3:– If a child continues to behave inappropriately they will be given a purple card and 10 minute time out in class in a secluded space.

Step 4:- A yellow card and the child will lose 10 minutes of their break time and a letter/text will be sent home informing you of their behaviour

Step 5:- They will be sent to work in another year group for half a day.  This will be recorded in the class behaviour book. A phone call is made home by the class teacher.

If a child receives 2 or more instances of being sent to another class in a week then they will go to see the Head/Deputy Head and a letter will then be sent home.  Parents will be asked to come in for a meeting with the Phase leader/ Pastoral Lead. This makes sure that we are working with parents to help support their child’s behaviour.

Step 7:- If a child gets this far down the ladder then they will spend the next day working in seclusion, break time and dinner will also be taken separately to the other children.  Parents will be informed.

For the very small number of children where steps 1-7 do not work effectively, there will be a Behaviour Plan which assesses the skills a child has and identifies those skills that he / she needs, to enable them to stay within the behaviour expectations above.

Other sanctions include:

* Extra work or repeating unsatisfactory work until it meets the required standard.
* Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day (sometimes referred to as ‘mufti’ days).
* School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.

**Pupils’ conduct outside the school gates – teachers’ powers**

Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable”.

Misbehaviour when the pupil is:

* Taking part in any school-organised or school-related activity or
* Travelling to or from school or
* Wearing school uniform or
* In some other way identifiable as a pupil at the school.

or Misbehaviour at any time, whether or not the conditions above apply, that:

* Could have repercussions for the orderly running of the school or
* Poses a threat to another pupil or member of the public or
* Could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

For the very rare occasions when these steps do not work, we will use outside agencies and fixed term or permanent exclusions (see appendix 1).

**What behaviour is unacceptable?**

Unacceptable behaviour comes in many forms. This list outlines some of the most common types;

* Talking unnecessarily or chatting, answering back
* Calling out without permission
* Being slow to start work or follow instructions
* Showing a lack of respect for each other and staff
* Fidgeting with equipment
* Not doing what you’re asked the first time you are asked
* Acting with disregard to the health and safety of others
* Any violent act or swearing is a red card.

**Bullying** (See Anti-bullying Policy) - Teasing, name calling or physical abuse of any other person.

**Attendance and Punctuality** - Poor attendance impacts on learning, and poor punctuality causes

disruption within the classroom.

**Home learning** - where children do not carry out home learning tasks, which are important in terms of their overall learning.

**Playtimes and lunchtime.**

While the same behaviour expectations are in place for playtimes and the playground, procedures are slightly different.

**Problem-solving.**

Staff will generally try to help pupils sort out any problems in a fair way, encouraging pupils to take responsibility for their behaviour.

**Fighting**

Any fight will result in a child being removed from his / her class for the rest of the day, as well as having lunchtime detention. Parents will be informed. Repeated fighting will result in a formal exclusion.

**Legal Considerations Associated to Behaviour**

The behaviour policy acknowledges the school’s legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

**Power to use reasonable force**

See Use of reasonable force (Advice for headteachers, staff and governing bodies), Department for Education July 2013)

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Head teacher and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

**Reporting serious incidents of Bullying**

English Martyr’s has a zero tolerance approach to any forms of bullying and these will always be dealt with promptly and severely.

These might include treatment of pupils, parents or staff on the basis of Race or Sexual Orientation. In serious cases this type of bullying may also lead to exclusion of pupils from school. Further information can be found in the Anti Bullying school policy.

**Child Protection**

If there is any suspicion of a child being abused, the witness should write down what was seen or heard and discuss this with Hyacinth Appah (Child Protection leads), as soon as possible.

**Complaints Procedure**

There may be occasions where parents / carers are unhappy or concerned regarding how individual incidents have been dealt with. In the first instant a discussion in person or on the telephone with the Class Teacher is the recommended approach. If this proves unsatisfactory, the parents / carers should make an appointment to discuss the matter with the Phase Leader, Deputy Head or Headteacher.

**Policy Review Procedures**

Teachers, pupils, the LEA, Learning Mentors, support staff, and governors and parents/carers will be consulted annually on this policy. It will be reviewed annually with parents and governors through a range of medium, including meetings and questionnaire. At each review the number of exclusions will be considered, and staff may suggest new strategies to improve the sanctions or rewards lists.

This policy was agreed on September 2017 and will be reviewed in October 2018.

**Appendix 1**

 English Martyrs’ Consequences for inappropriate behaviour (See list)

**Good to be Green – What does each card mean?**

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| Showing good learning at all times – a role model throughout the school. Can receive a golden ticket, a privileged card and a special reward at the end of each half-term.  Verbal warning given before a change of card unless the behaviour warrants an immediate formal warning.  This is a formal warning, a reminder to remember the class rules and school values. Behaviour must change.  Behaviour has now reached an unacceptable level and will be logged. 10 minutes of the next play is missed and a discussion held with the teacher reminding children of behaviour expectations.  Behaviour is disrupting the learning of others in the classroom. Child taken to another class for 15 minutes with their learning and given time to reflect on their behaviour. Behaviour logged.  Unacceptable behaviour continues and child works in another class for half a day. Parents telephoned and phase leader notified. Behaviour logged.  Three cards in a week calls for a conference with the phase leader/Pastoral Lead. |

If the misbehaviour continues then a Behaviour Support Plan is drawn up with pupil and parental involvement.

Outside agency is advisable and could happen earlier depending upon the child and context.

If misbehaviour continues, a Formal exclusion (fixed term), the use of outside agencies and even an exclusion (permanent) may be necessary

**Appendix 2**

To be enlarged and displayed in class

**Legislative links**

Education Act 1996

School Standards and Framework Act 1998

Education Act 2002

Education and Inspections Act 2006

School Information (England) Regulations 2008

Equality Act 2010

The Education (Independent School Standards) (Amended) (England) Regulations 2014

Education Act 2011

Schools (Specification and Disposal of Articles) Regulations 2012

**Appendix 3**

**Protocols for behaviour**

* Track the children daily on the system
* If a child gets more than 2 purple and yellow cards in a week discuss them with your phase leader; remember to state the reasons why and do note if there are certain triggers.
* Your phase leader will decide if the child’s parent/carer needs to be informed or if there want to have a pastoral discussion with the DHT lead
* For 3 red cards (which could be in a week or over a fortnight), inform your phase leader who will arrange a behaviour conference with the parent/carer and may devise a behaviour report for the child. This must be monitored by the teacher daily after each session and at the end of the day by the phase leader or a member of the SLT if your phase leader is unavailable.
* Remember the same can be done if a child has had too many purple or yellow cards. This is would be at the phase leader’s discretion. In phase support, should be put in place to support that child and DHT lead can also be consulted.
* If there is still concerns, phase leaders should inform the DHT lead who would then make a referral to the Inclusion team which includes the Learning mentors.

˟Please note that only the DHT makes the behaviour referrals to the inclusion team. If there is a safeguarding issue that should follow the normal protocol.

* Phase leaders will give DHT a fortnightly report which would include the names of children causing concern, the issue, intervention provided, impact, next steps needed. These will be discussed at the fortnightly Inclusion meetings. At which point a member from the team will liaise with the class teacher for support.
* Half termly summary reports from the phase leaders should be sent to the lead. This would help in identifying trends, interventions and an analysis of impact.

**NOTE:** Use seating plans, grouping of children, pupil leadership (prefects) to maximise effective behaviour for learning.

Set and high expectations and be consistent in applying them in a firm but fair way.

Use the Blue book to record reason for change of cards; it will come handy during behaviour conferences with parents and the child.

Use PHSE lessons and circle time to build relationships – see Pastoral Lead if any support is needed.

Ensure lessons are pace and pitch appropriately.

FOCUS on the teaching and learning.

**Appendix 4** – **Procedure for reporting and logging Behaviour**

**Information for head teachers and school staff on the basics of classroom management.**

[**https://www.gov.uk/government/uploads/system/uploads/attachment\_data/file/283997/charlie\_taylor\_checklist.pdf**](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/283997/charlie_taylor_checklist.pdf)