



English Martyrs' Catholic Primary School

Positive Behaviour & 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: February 2020



Positive Behaviour & Discipline Policy

At English Martyrs' Catholic Primary school we set high expectations of behaviour. Together, we promote positive behaviour in our pupils and create an environment in which this can flourish. The aim of this policy is to ensure that our school has a positive atmosphere, where each member of the community feels valued and in which there is a joint approach and shared responsibility between the parent, pupils, governors and the school.

Discipline within our school stems from our Catholic values and principles of respect, responsibility, faith, compassion, fairness and wisdom.

Our Mission Statement underpins our School Behaviour Policy as it 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

AIMS AND VALUES

We strive to:

- Know and understand each individual child
- Explain the school rules, sanctions, rewards and ensure these are understood
- Avoid tensions and frustrations
- Help the children to become independent learners and thinkers and be responsible for the consequences of their own actions
- Develop a respectful, forgiving and nurturing environment
- Foster Catholic values
- Ensure children have high esteem
- For children to respect each other as well as adults

We believe that emphasising positive behaviour in school will marginalise poor behaviour.

A well-managed environment will encourage children to fulfil the Catholic values in their own behaviour.

- Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment where commonalities are celebrated, difference is valued and nurtured, and where there's no tolerance for bullying, harassment and violence
- Pupils consistently have highly positive attitudes and commitment to their education. They're highly motivated and persistent in the face of difficulties, make a positive contribution to the life of the school and/or the wider community, and they actively support the well-being of other pupils

- Pupils behave consistently well; demonstrate high levels of self-control and positive attitudes to their education. If pupils struggle, the school takes intelligent, fair and effective action to support them

RESPONSIBILITIES

English Martyrs' Catholic Primary school is committed to encouraging good behaviour in an atmosphere of mutual respect. We wish to acknowledge the responsibility of all those in the school community – teaching and non-teaching staff, governors, parents and pupils in achieving this aim.

The responsibility of staff:

- To respect each individual.
- To set high standards and expect them to be reached.
- To offer children a balanced curriculum and to ensure that the work offered is related to each child's level of learning and potential.
- To ensure that lessons are interesting and stimulating.
- To inform parents of their child's educational progress and their attitude to learning.
- To treat each member of the school community equally regardless of race, creed, gender or sexual orientation.
- To encourage and reward good effort and positive attitudes to learning and behaviour.
- To create a safe, bright and pleasant environment that is purposeful and well-organised.
- Make known the rules of the school, classrooms and playgrounds.
- To follow the English Martyrs' Catholic Primary school policy and use rules, sanctions and reward systems clearly and consistently.
- To be a good role model.
- To make children aware of the Gospel values in their everyday lives.
- Ensure that children are appropriately supervised when moving around the school to minimise the potential for all aspects of poor behaviour.
- Hold regular assemblies on themes of behaviour, respect, British values etc.
- To work together as a team to support children's positive behaviour.
- To be particularly vigilant during ICT lessons to ensure appropriate, effective and safe pupil use. (Refer also the E-Safety Policy)
- To support one another as a cooperative staff team.
- To be punctual when on duty.
- To have self-discipline in emotional reactions to situations that arises.
- To carry out an ultimatum.

Responsibilities of the Headteacher

- It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, 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 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 high expectations of behaviour, and by supporting staff in their implementation of the policy.
- The Headteacher keeps records of all reported serious incidents of misbehaviour.
- The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher will permanently exclude a child. At each stage of exclusion the Headteacher will inform the school governors.

Responsibilities of the 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 responsibility of Parents

- To support and co-operate with the school in disciplining their child and foster a good relationship with the school.
- To be aware of the school rules and expectations and support the school in implementing these.
- To ensure that each child attends school daily, ready for learning (i.e. well rested and fed) and arrives punctually at school at 8:50am and collected at 3:00 in KS1 and 3:15pm in KS2.
- To encourage each child to make the most of the opportunities presented at school and take pride in his/her achievements.
- To encourage children to do their homework and offer support with this.
- To speak to the class teacher about any concerns and to share information with the school which may have an impact on their child's learning or behaviour.
- Understand that once the bell has gone, teachers are unable to speak to you because the children are their first responsibility. Please arrange a more convenient time to meet with the class teacher (i.e. after school).
- If you are annoyed about something, please do not speak to the teacher in front of your child or other children. Do not approach other children to tell them off or threaten them in any way. This frightens them and is a form of bullying; always speak to a member of school staff.
- To set a firm foundation at home, encouraging high standards of behaviour, good manners and promoting independence.
- To ensure that contact details are up to date, for use in an emergency.
- To encourage independence and self-discipline.
- Act as good role-models for their children.

The responsibility of Pupils

- To follow the English Martyrs' Catholic Primary school Golden rules.
- To accept responsibility and consequences of their actions.
- To reflect on their behaviour and make a positive change
- To respect the adults with whom they work with and be tolerant and understanding of others.
- To be kind, helpful and caring for others, especially on the playground.
- To respect other peoples' property and the schools'.
- To work hard in class to the best of their ability and do their homework.

SCHOOL RULES

Indoor

- walk quietly along the corridors and around the school
- keep the coat areas tidy; hang up coats and bags so that people will not trip over them
- **NEVER touch anyone else's property.**
- no-one may return to the classroom at break or lunchtime unless supervised by an adult or with special permission
- no valuable property, sweets or chewing gum should be brought to school
- no jewellery to be worn except small studs

Outdoor (Playground)

- Respect for all adults and each other at all times
- No bad language
- No fighting, play fighting, judo, karate or kick boxing at any time
- No bullying
- No racist, homophobic, nationalist or sexist remarks or behaviour
- When the bell rings walk quietly and sensibly to the line
- All problems should be reported to the adult(s) on duty, so that they can be sorted out immediately and amicably. If of a severe nature, this is to be passed on to the class teacher.

Classroom

Behaviour in the classroom is guided by our mission statement which is on display in each classroom. Staff use a range of strategies to maintain good behaviour including, thinking time, time out, circle time etc. Rules are often displayed in classrooms.

REWARDS FOR POSITIVE BEHAVIOUR

Our positive approach to behaviour reinforcement means giving praise to those children who are well behaved, polite, hardworking and following our School Rules. In addition to verbal praise, praise may include any of the following:

- Verbal praise from staff or compliments to the whole class.
- Sticker with positive affirmations to celebrate positive behaviour.
- Children who display positive behaviours, efforts and attitudes will receive a happy gram.

- Up to 10 children would be invited to sit on the ‘Top Table’ during lunch on Fridays.
- Children who have completed exceptional pieces of work will be asked to share this with the Head teacher or Deputy Head. These pieces may then be displayed in the hall, or SLT’s office.
- Certificates will be given to children who have produced good pieces of work in a ‘Celebration Assembly’ on a Friday.
- A ‘Good News’ letter will be sent home telling families how proud the school is child/rens ’behaviour.
- Golden Time rewards where children may be able to choose from a set of special activities to carry out with their class teacher or teaching assistant.

DISCIPLINARY PROCESS

The vast majority of our children behave well and respond to our system of positive behaviour reinforcement. However, some pupils do not always keep to our School rules. This is not acceptable and a range of sanctions and consequences are necessary. The purpose of the disciplinary process is to help the child behave in an appropriate manner.

Children may sometimes need to be reminded of our school rules, but if misbehaviour persists the following may be applied. Depending on the nature of the misbehaviour, the level of response will be determined. Staff will judge the seriousness of an incident and apply sanctions accordingly.

Children are made aware that they are responsible for their actions.

Poor behaviour is dealt with consistently throughout the school.

Sanctions are progressive as follows:

- An initial disapproving look or gesture.
- A verbal reprimand which could lead to a change of card to blue.
- A verbal warning.
- Loss of privilege, playtime or lunchtime, always under supervision, if a purple card or yellow card is given.

(e.g. missing minutes off of break, lunchtime detention, missing football etc)

- Loss of responsibility (monitors, after school club)
- Extra work or repeating unsatisfactory work until it meets required standard.
- School based community service or imposition of a task- such as picking up litter, tidying up a classroom; helping clear up the dining hall after meals.
- Remove child/children
 - within class
 - within key stage
 - to another key stage/ senior member of staff
- For more serious incidents which results in a red card, sanctions may operate straight away.

- Behaviour discussion with the Head/Deputy Head/member of the senior leadership team
- Parental involvement - The child may then be put on a **report system** – where day to day incidents are logged using the pupil concern report and card change is tracked on the school ‘Good To Be Green’ Tracker. Parents are expected to sign Behaviour at the end of each week.
- Fixed term exclusion.
- Permanent exclusion.

To discuss an issue concerning your child:

1. When possible, please speak to your child’s teacher when collecting your child from the classroom at the end of the day, once all children have been dismissed.
2. If a longer appointment time is needed, please see or phone the school office. They will be able to check with the teacher the best time for an appointment. Every effort will be made to see parents as soon as possible.
3. If you wish to discuss the matter further, please make an appointment to see the Deputy Headteacher.
4. Following this meeting, if there are still concerns, then a meeting can be scheduled with the Headteacher. Staff will endeavour to answer questions and concerns which parents have and will deal with issues as quickly as possible. However, please understand that there are some issues which a teacher will need to investigate further. This may take a little more time and a further appointment will be made to report on investigations and steps which have been taken. The school hopes that all issues can be dealt with in a calm and positive way. If a member of staff feels threatened or abused, the meeting will end and parents will be contacted to attend a meeting with the Headteacher. Violence, threatening behaviour and abuse against school staff or other members of the school community will not be tolerated. This behaviour will result in parents/carers being banned from the school premises for a period of time.
5. Serious incidents of unacceptable behaviour may be referred directly to the head or deputy head teacher. It will be important to involve parents at an early stage. It may be necessary to involve outside agencies such as the Educational Psychologist and behaviour support team.

In resolving a persistent problem, it is necessary to have the support of the parents in developing effective strategies to improve behaviour, while fostering positive self-esteem within a child.

Fixed-term and permanent exclusions

- We do not wish to exclude any child from school, but sometimes this may be necessary. The DfE has published Exclusions Guidance (2008, updated 2012) and the school will refer to this guidance in any decision to exclude a child from school.
- In an ever-changing environment, it is not possible to produce an exhaustive list of offences that warrant a fixed-term or permanent exclusion. However, we can

be clear that any threatening behaviour, persistent bullying or harassment, possession of an offensive weapon, misuse of alcohol/solvents/drugs, theft, swearing and physical assault could result in exclusion.

- Only the Headteacher (or the Deputy in the absence of the Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the Headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. § The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher. § The governing body has a discipline committee which considers any exclusion appeals on behalf of the governors. § When an appeals panel meets to consider exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated. § If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

Exclusion from the school on a temporary or permanent basis will be a last resort and will follow the Diocesan Policy on exclusion.

EMS evaluates its approach to exclusions and referrals in a range of ways:

Including:

- How prevalent permanent exclusion is, the procedures surrounding it and the reasons for it, and the support given to make sure it's a last resort
- How effective our use of fixed-term and internal exclusions is, including the rates and reasons for exclusion
- How we follow-up on, reintegrate and support pupils who have had fixed-term exclusions
- How well we recognise, and act to address, any patterns in exclusions that exist
- Whether we're developing alternative strategies to exclusion, and taking into account any safeguarding risks to pupils who may be excluded
- How we work with your multi-agency group to support pupils who need referrals (such as pupils with SEND, looked after children, or pupils with medical or mental health needs)

THE POWER TO SEARCH WITHOUT CONSENT

The DfE has published 'Screening, Searching and Confiscation' guidance (2011) which the school will refer to if a pupil or group of pupils are suspected of being in possession of banned items or stolen goods. In a rapidly changing environment, it is not possible to have an exhaustive list of banned items but we will communicate regularly with parents on this issue. However, we can be clear that alcohol, drugs, cigarettes, knives

and other weapons are prohibited. The school is not required to inform parents before a search takes place and does not need to seek consent.

THE POWER TO DISCIPLINE BEYOND THE SCHOOL GATE

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives headteachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable". When considering whether the school will implement a sanction for reported misbehaviour out of school, the headteacher will take into account the context of the situation and the action that would have been taken if the offence had taken place on school premises. All criminal bad behaviour and bullying which occurs on or off the school premises may be reported to Social Services and/or the Police.

BULLYING

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. If you have concerns relating to bullying please notify the classteacher, Learning Mentor, SENCO and Deputy Head or the Headteacher as soon as possible.

USE OF REASONABLE FORCE

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the DfE document 'Use of Reasonable Force', published 2012. Staff will only intervene physically to restrain a child if the child is at risk of causing harm to themselves or others.

Behaviour and attitudes

Leaders and staff create a **safe, calm, orderly** and **positive environment**, in order to promote:

- Clear routines in the school and classroom
- A strong focus on attendance and punctuality, including clear and effective attendance policies that staff apply consistently and fairly
- Pupils who are committed to learning, know how to study effectively, are resilient to setbacks and take pride in their achievements
- An environment where pupils feel safe
- Relationships between teachers and pupils that reflect a positive and respectful culture
- Zero tolerance for bullying, peer-on-peer abuse and discrimination
- Staff to deal with issues quickly and effectively (where they occur), and to not allow them to spread

The impact of this includes:

Personal development

In English Martyrs', the curriculum provided extends beyond the academic, technical or vocational. We support pupils to develop in many diverse aspects of life. EMS's intent is to provide for the personal development of all pupils, and the quality with which the school implements this work.

This is achieved by:

- developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults
- developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance
- promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique
- promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation
- developing pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society
- developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy
- enabling pupils to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them
- enabling pupils to recognise the dangers of inappropriate use of mobile technology and social media
- developing pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities
- developing pupils' age-appropriate understanding of healthy relationships through appropriate relationship and sex education
- supporting readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully.

Spiritual, moral, social and cultural development

At English Martyrs' the provision for the spiritual development of pupils includes developing their:

- ✓ ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- ✓ knowledge of, and respect for, different people's faiths, feelings and values

- ✓ sense of enjoyment and fascination in learning about themselves, others and the world around them
- ✓ use of imagination and creativity in their learning
- ✓ Willingness to reflect on their experiences.

Provision for the moral development of pupils includes developing their:

Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England

- ✓ understanding of the consequences of their behaviour and actions
- ✓ Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

Provision for the social development of pupils includes developing their:

use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds

- ✓ willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- ✓ acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Provision for the cultural development of pupils includes developing their:

- ✓ understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- ✓ understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- ✓ ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- ✓ knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- ✓ willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- ✓ interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Relationships and sex education (See Policy)

EMS adheres to the new relationships and sex education and health education curriculum which is required by law from September 2020. Our children will continue to be taught about positive relationships and respect for others, and how these are linked to promoting good mental health and well-being.

PARENT'S CONTRACT

Parents are required to sign home learning and behaviour agreement when their child starts school.

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

The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012

Dfe Keeping children safe in Education 2020

Behaviour policy Addendum

In light of the need for children to behave differently when they return to school, we have put in place changes to our behaviour policy to support pupils, staff and parents. This Behaviour policy changes will also be communicated to pupils, parents and staff.

At EMS, we have added the following to our behaviour policy:

Allocate drop-off and pick up protocols to minimise adult to adult contact

Drop off

- Drop off will have staggered timings. Children will be dropped at the allocated front gates and go to their allocated classroom. There will be a clear one-way pedestrian system outside the school.

Pick Up

- There will be staggered timings.
- Parents will wait to collect their children at the allocated gate. A member of staff would be allocated at the gate to handover children one at a time. One parent per child. Markings outside the school would be 2 meters apart from the school gates. Parents would not be allowed into the premises. In the case of year 5 & 6 and with parental consent, children can walk to and from school themselves.

Social / Physical Distancing

- Children will need to physically distance themselves where possible and routines will be established to help the children to do this.
- Procedures will be put in place to minimise contact and mixing with other classes/bubbles. Staggering timetable for the day.
- Procedures are in place minimize pupils gathering and queuing in specific areas i.e. stairs
- Amended expectations about breaks or play times, including where children may or may not play. E.G Playtimes and lunchtimes are being staggered, Playground apparatus would be cordoned off. Children would be allocated individual spaces with equipments.

Hygiene

- Children encouraged washing their hands before the day starts and at the end of the day, as well as after play. P.E and lunchtime and if needed after each lesson.
- Hand sanitiser in every classroom, in the dining area and hand washing in toilets
- Children encouraged to use a tissue or elbow to cough or sneeze and lidded bins will be used for tissue waste ('catch it, bin it, kill it')
- Children will be regularly reminded to avoid touching their mouth, nose and eyes with hands
- Children are expected to use toilets responsibly and wash their after use.

Wellbeing

- Children to tell an adult if they become unwell in school.
- Re-establishing G2B Green.
- Setting routines that children were familiar with.
- More emphasis on circle time & PSHE curriculum to good and positive mental health
- Pupil contribution of ways of maximising attitudes to learning.

Unacceptable behaviour

- Blatant disregard of social distancing rules (after a settling period). Adults to gently but firmly reinforce old and new behaviour expectations
- clear rules about coughing or spitting at or towards any other person – this would be automatic exclusion
- rewards and sanction system where appropriate

Classroom rules

- Children can only use the equipments and resources provided by the school.
- No resources would be shared this includes tissue, water bottles,
- Pupils should be in the same small groups at all times each day.
- Pupils to stay at their allocated desk everyday

Home learning

- Parents and pupils are provided with a timetable to establish and maintain a routine at home.
- Teachers monitor pupil engagement daily with age appropriated work set.
- Pupils receive regular feedback from teaching staff
- Pupils and parents are celebrated through school website and texts
- Where pupils are unable to access online learning, packs are provided.
- School website as a range with of activities including internet safety