

Policy on Behaviour and Discipline

1 Aims and objectives

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure. This policy must be read in conjunction with the anti bullying, equality, inclusion policy

Mission Statement

'Together in Faith, Learning for Life'.

English Martyrs' Roman Catholic School exists to nurture every child to grow in the image and likeness of God. Through the teachings of the apostles and under the inspiration of the martyrs, we provide a learning environment in which the unique talents and achievements of each individual are recognised and celebrated. As a Catholic community, we strive above all else to promote love, justice and respect for all'.

The behaviour policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2 Rewards and sanctions

Rewards

We praise and reward children for good behaviour in a variety of ways

- Specific praise
- Stickers,
- Certificates
- House points
- Good attendance certificates/incentives.
- Certificates for good work
- Certificates for being a good citizen
- Notes home to parents
- Showing adults good work

To encourage , the staff will:

- Treat all children and adults with respect
- Set a good example in speech and conduct
- Praise children's efforts and achievements as often as they can
- Explain to children what they should have done or said when they get it wrong.
- Tell parents about their children's efforts and achievements
- Be respectful and polite yet consistent and firm

Unacceptable Behaviour:

- Use of rude or unkind language
- Answering back

- Wilfully inflicting physical harm on another pupil or adult - including play fighting
- Wilfully destroying property
- Wilfully spoiling other people's games
- Provoking and initiating arguments
- Weapons, alcohol or drugs in school
- Throwing stones or other objects which could cause harm or destruction
- Persistent aggressive behaviour towards an individual, e.g. bullying
- A group attack on pupils or adults
- Disruptive behaviour which prevents the class functioning- low level disruption
- Refusal to do as requested
- Racist, sexist or homophobic remarks
- Using electronic, computer equipment or mobile phones to cause any of the above
- Extreme inappropriate dress/ make up

Sanctions for Unacceptable Behaviour

The law says teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.

The procedure for most incidences are detailed below:

We will tell the child what they have done wrong and explain what they should have done or said (or not said).

If the behaviour continues the child will be issued with a verbal warning.

If the behaviour declines, we will isolate the child from the source of the disruption and encourage them to work alone.

If the behaviour needs further action, the child will receive time out and go to partner class.

The information will be recorded on a Behaviour Monitoring Sheet.

If the behaviour is severe or escalates the child will be sent to the Deputy Headteacher or Headteacher.

The information will be recorded on a Behaviour Sheet

For very serious incidences, the child may be sent directly to the Headteacher e.g. racial abuse or offence against teachers

Exclusions are used as a last resort and a fixed term exclusion may be issued by the Headteacher if:

there has been a serious breach of the School's Behaviour Policy,

Including persistent disruptive behaviour and the breach is not serious enough to warrant permanent exclusion and lesser sanctions are considered inappropriate

The ultimate sanction for unacceptable behaviour which is of a very serious nature and where it would seriously harm the education or welfare of the child or others if they stayed in school, is permanent exclusion.

The school will consider whether the behaviour indicates that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff will follow the school's safeguarding/child protection policy.

3. Sanctions for Unacceptable Behaviour at Break-time

At break-time, staff on duty can give time out.

Where behaviour is extreme it must be referred to the deputy headteacher who will decide on the most appropriate sanction.

4. Sanctions for Unacceptable Behaviour at Lunchtime

At lunchtime, dinner supervisors are required to keep a record of all incidences and to report them either to class teachers or to the deputy headteacher.

Appropriate sanctions are given at dinner time. Each case will be dealt with individually but the procedure for most incidences are detailed below:

Dinner Supervisors can give Time Out or withdrawal from activity

Class teachers and Senior Managers can inform parents

Headteacher (only with the agreement of parents) ask them to go home for dinners for a short period or give:

- Lunchtime exclusion
- Fixed term exclusion
- Permanent exclusion

5. 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 Inspection Act 2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable.'

Teachers may discipline a pupil for any misbehaviour when the child is:

- taking part in any school organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some way identifiable as a pupil at the school
- 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

Any non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school will be investigated and parents informed. Sanctions imposed will be reasonable and proportionate to circumstances. Any behaviour which is criminal or poses a serious threat to a member of the public, may be reported to the police.

6. Confiscation of inappropriate items and searching pupils

The law allows staff to confiscate, retain or dispose of a pupil's property and protects them from liability for damage to, or loss of, any confiscated items. However, staff at English Martyrs will always try to return the property to the child or may ask parent to come and collect it.

The law allows the power to search without consent for weapons, knives, alcohol, illegal drugs and stolen items (prohibited items). School staff can search with consent for any item which is banned by the school rules.

7. Power to use reasonable force

The legal provisions on school discipline provide staff with powers to use reasonable force:

- To prevent pupils committing an offence,
- To prevent pupils injuring themselves or others,
- To prevent pupils damaging property,
- To maintain good order and discipline in the classroom.

8. Support Available for Children

Children can get help from many professionals within and outside school

All staff that work within English Martyrs share the pastoral care of pupils, and should, at all times, model high standards of conduct.

The class teacher has the responsibility for the educational and pastoral progress of the children during the day. Assemblies and the SEAL (Social and Emotional Aspects of Learning) programme of work regularly promote and support positive behaviour.

Annually, all children take part in the Anti-Bullying Week in November to raise awareness, promote positive strategies including tackling cyber-bullying. In October, English Martyrs takes part in the Black History Month which celebrates our diverse community and addresses issues of racism. We also promote Multi Faith Week.

We have an Equality Policy and RE policy and they promote our values and the mission of our school.

A variety of schemes are in place co-led by the children to provide peer support. These, play pals, school council and playground leaders. We encourage children to discuss issues in a responsible way through circle time and school council.

We offer small group support to develop social skills/play.

Where a child is presenting significant behavioural difficulties, a plan to manage the child and bring about improvements will be written (IBP). Within school, a pastoral mentor is available in school.

The SENCO liaises with external agencies, as necessary, to support and guide the progress of each child. Parental support is also encouraged.

Children have someone they can go to if they need to talk about anything troubling them.

9. Praise

Teachers congratulate children, praising and highlighting positive behaviour rather than the negative

Special responsibilities

Staff give children house points, more house points for outstanding work or behaviour

Each week, we nominate a child from each class for Good News assembly.

Each chosen child for 'Good News' " receives a certificate in the school assembly.

We distribute house points to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.

Showing good work to adults in school

Chosen for the golden table at lunchtime

The school acknowledges all the efforts and achievements of children, both in and out of school. The Good News assembly allows children to show their talents and achievements, e.g. music or swimming certificates.

10. The 6 golden rules in school:

- We are gentle, we don't hurt anybody
- We are kind and helpful, we don't hurt anybody's feelings
- We listen, we don't interrupt
- We are honest, we don't cover up the truth
- We work hard, we don't waste our own or others time
- We look after property, we don't waste or damage things

We have the highest expectations of behaviour from the children

We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.

We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.

If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is able to work sensibly again with others.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

If a child threatens, hurts or bullies another child, the class teacher records the incident and the child is punished. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

If a child breaks a golden rule the following procedure will take place:

If a child chooses not to follow the Golden Rules, we operate a consistent approach. It is based on a traffic light system.

Green: All children start each day and each afternoon on the green traffic light.

Warning: The child is reminded of the golden rule and asked to stop their inappropriate behaviour. Their name goes on the black part of the traffic light. If a golden rule is broken again the child's name goes on amber of the traffic light.

Amber: The child's name goes on amber and they miss their playtime. If a child misses playtime they must be supervised at all times. If the child breaks a golden rule again another warning is given and the name goes on the black part of the traffic light.

Red: If a child persists in choosing not to follow the golden rules he or she will be sent to another class within school to have time out. The child will sit and work on a specified task for 10 minutes before returning to their class.

If a child's name goes on the red part of the traffic light twice in a half term a phone call/meeting is arranged to inform parents of this. Teacher judgement is needed to see a parent then see deputy or headteacher.

An internal exclusion out of class may be given if a child needs to spend time apart from peers.

If poor behaviour persists then individual behaviour management strategies will be devised for the child and will form an individual behaviour plan.

The class teacher discusses the school rules with each class. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time.

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.

Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

11. The role of the class teacher and teaching assistants

It is the responsibility of class teachers and teaching assistants to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes 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 him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the headteacher.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or the LA's behaviour support service.

The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

12. 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 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 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 may permanently exclude a child. These actions are taken only after the school governors have been notified.

13. The role of parents and carers

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.

We explain the school rules in the school prospectus, and we expect parents and carers to read them and support them.

We expect parents and carers to support their child's learning, and to cooperate with the school, as set out in the home–school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

14. 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.

15 Fixed-term 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.

Only the Headteacher or deputy Headteacher has the authority to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher excludes a child, the parents or carers are informed immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers 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 is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers 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.

16. Drug- and alcohol-related incidents

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a minimum of a fixed-term exclusion.

17. 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 school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher records those incidents in which a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents file.

The headteacher keeps a record of any child 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. The governing body will pay particular attention to matters of racial equality to ensure that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy every year. The governors may, however, review the policy earlier than this if the government introduces new regulations.

Appendix 1 - Behaviour Staircase

Behaviour	Person responsible	Who to inform	Action/ Sanction
Stage 1 <ul style="list-style-type: none"> talking when teacher/other children are talking ignoring instructions silly noises in class talking in line or when walking around school as a whole class reports of bad behaviour at break/lunchtime talking in assembly abuse of school rules e.g. eating sweets 	Class Teacher Teaching Assistant Lunchtime Assistant/ supervisor	Class Teacher Lunchtime supervisor	<ul style="list-style-type: none"> eye contact verbal reminders of school/class rules change of seating use of traffic light system verbal warning working in isolation in class complete reflection sheet at break missing break altogether timeout, stand by wall at lunchtime reinforce good behaviour with peer
Stage 2 <ul style="list-style-type: none"> refusal to cooperate/follow instructions minor challenge to authority (including persistent non-completion of homework) deliberate disruption of lessons being rude and insolent to ANY adult working in school impulsive fighting causing harm to others through careless behaviour swearing with/at/to other children lack of care and respect in handling property e.g. school's, other people's or own 	Deputy headteacher Class Teacher Teaching Assistant Lunchtime Supervisor/ assistant	Deputy Headteacher Class teacher Parents	<ul style="list-style-type: none"> use of traffic light system request to see parents letter of apology send to deputy headteacher lunchtime time out monitor behaviour inform Lunchtime Supervisor (lunchtime incidents) inform deputy headteacher adult to fill in behaviour monitoring form
Stage 3 <ul style="list-style-type: none"> serious verbal abuse fighting e.g. arranged/premeditated/gangs bullying e.g. verbal and other forms racist comments or behaviour e.g. refusing to work with any member of the school community storming out of class repeated refusal to carry out tasks serious and very public challenges to authority serious misbehaviour at lunchtime/ challenging staff 	Headteacher Deputy headteacher Class Teacher Teaching Assistant Lunchtime Supervisor/ assistant	Headteacher Deputy Headteacher Class teacher Governing body	<ul style="list-style-type: none"> request to see parents immediately Possible fixed term exclusion Internal exclusion involve external agencies record incidents daily in child's record incident in racist monitoring form working in isolation in headteacher's office Warning letters/ meeting issued by headteacher, excluded at lunchtimes pastoral support plan set up
Stage 4 <ul style="list-style-type: none"> wilful damage to property/vandalism theft violent behaviour very serious challenge to authority verbal/physical abuse to any adult working in the school leaving school without permission continued fighting and causing physical harm to others persistent bullying persistent, calculated racism truancy 	Class Teacher Phase Leader Teaching Assistant Lunchtime assistant/ supervisor	Headteacher Deputy Headteacher Class teacher Governing body	<ul style="list-style-type: none"> record incident in racist monitoring form/ serious incident form request to see parents immediately contact external agencies, EWO, school nurse, young offenders pastoral support programme set up involving class teacher, inclusion manager, parents fixed term exclusion possible permanent exclusion