

English Martyrs Catholic Voluntary Academy
Behaviour and Discipline Policy



Adopted: July 2018

Review: July 2020



“ We grow and learn as a family in the footsteps of Jesus “

1. Ethos

This policy reflects the idea that God is central to all learning.

“Catholics believe that Religious Education is not one subject amongst many, but the foundation of the entire education process. The beliefs and values it communicates should inspire and unify every aspect of school life”. (Bishops Conference of England and Wales).

In our school we have a positive approach to behaviour – we recognise and celebrate good behaviour. Forgiveness is at the centre of our faith and means that everyone is given the opportunity to make a fresh start.

In addition this policy upholds our desire to ensure that every child has the support they need to achieve their potential in a safe, healthy environment. We understand the strong link between emotional well being and good behaviour. We work hard to ensure that child support systems are in place to ensure that all children have every opportunity to achieve emotional well being, learn well, develop high self esteem and therefore behave well.

We believe that good behaviour is essential to ensuring that children can learn well in a happy, secure and caring environment. We consistently expect a high standard of behaviour from children and expect all adults to be excellent role models for our children.

We will ensure our responsibilities are met:

- Procedures are used to prevent and respond to behaviour incidents

- The Head Teacher and School Leaders oversee the management of any behaviour incidents and monitor the needs of both victim and perpetrator, over time.
- Procedures are reviewed annually.
English Martyrs procedures :
- We record all serious incidents in a central behaviour log when a child has been issued a red card and parents are notified via letter.

2. Aims

The main aims of this policy are:

- To ensure that all adults and children know what is expected of them and how to behave appropriately
- To promote good behaviour, self discipline and respect
- To foster the necessary behaviour and social skills to promote effective learning
- To ensure that children complete assigned work
- To enable children to feel safe and confident and to reach their

full potential. This policy applies to all members of our school community.

3. Expected Behaviours

The following are examples of behaviours that are expected of all members of our school community:

- To treat all adults and children with respect
- To speak politely and to listen respectfully to adults and each other
- To move quietly and responsibly around the school and the school site with regard to other people
- To treat other people's possessions with care
- To share equipment and resources with others
- To be honest
- To show respect for the classroom and whole school environment
- To keep their own space and possessions tidy
- To be helpful and willing to help others when asked
- To show kindness and consideration to others
- To work as hard as they can in all areas of the curriculum

- To support others who need their help
- To be responsible for their own behaviour whether or not there is an adult close by.

4. Unacceptable Behaviours

Behaviours which are unacceptable include:

- Lack of care or respect for other people
- Affecting the learning of themselves and others
- Not completing tasks including homework (without good reason)
- Disregarding requests or instructions from supervising adults
- Speaking when you should be listening
- Dangerous play or playing in unauthorised areas
- Verbal abuse of any sort including name calling
- Physical violence/fighting of any sort
- Bullying or cruelty/ intimidation including cyber bullying and homophobic bullying (see our Anti Bullying Policy)
- Racism in any form
- Using inappropriate or bad language
- Being inside the building at break times without permission
- Not being truthful
- Acts likely to harm others or put someone's health or safety at risk
- Lack of respect for school property or others' belongings
- Stealing
- Poor standards of behaviour when moving around school or in the wider community

All incidents of poor behaviour are viewed seriously and will be dealt with accordingly.

5. The Teaching of Good Behaviour and Use of Strategies to Ensure Good Behaviour

Our ethos upholds Christian principles.

- We have consistent, high expectations of good behaviour.
- All staff endeavour to treat everyone fairly and equally.
- Regular assemblies about statements to live by help the children understand the importance of respect for all and ways of keeping everyone safe and happy.

- Collective worship, RE lessons and statement to live by lessons particularly help children to understand their own emotions and behaviours and the effect of these on other people.

Ongoing strategies which are used by all staff to encourage good behaviour:

- Good behaviours are verbally praised frequently by members of staff.
- Individual class reward systems such as raffle tickets are in place to recognise and reward good behaviour.

Children can be sent to another class or to a Senior member of staff for praise for good behaviour.

- Expected behaviours are proactively taught in lessons and reinforced by adults on a regular basis.
- Class teachers involve the children in establishing rules for behaviour within the classroom at the beginning of the year. These rules are phrased in positive terms, “We will..., we always...” and they are displayed prominently in the classroom so that they are a visual reminder for children.

6. Procedures if Behaviour is Unacceptable

When managing poor attitudes and behaviour adults should make sure that the child understands what he/she is doing wrong and why it is wrong. Action should be taken when clearly understood class or school rules are broken.

Possible actions for minor misbehaviour :

- Adults may speak to the child about their behaviour and its consequences / the effect their behaviour has on others. Give the child an opportunity to reflect and to focus on what they should be doing. This is called a ‘Friendly warning’.
- If the behaviour continues they receive another verbal warning,
- Children have 2 warnings before being issued a yellow card, they then have to miss the next break time.
- Writing an apology to the person/s to whom his/her behaviour has most upset.
- Separating child from their peers within the classroom for a short time or sending them to another classroom.
- Standing child by playground wall for a fixed “cooling off” time.

Possible actions for more serious and/or persistent misbehaviour:

- Any of the actions listed above for minor misbehaviours.

- At EM more serious behaviour eg physical aggression of any sort will result in a red card. This is passed on to senior leadership and the child must report to the office for several break times. Parents are informed via letter and the incident is logged in the behaviour file.
- The teacher will record the incident in the incident file in the Head Teachers office.
- The child will be sent to speak to the School Leader or Head teacher.
- There may be loss of privilege, such as participation in school trips, after school clubs, opportunities to represent the school at sporting or other opportunities (e.g. school council).

Possible actions for very serious and continuing misbehaviour

These are behaviours which involve racism, homophobic bullying, physical violence, threatening behaviour, bullying or persistent poor behaviour. They will be dealt with as quickly as possible.

- The child will be withdrawn from class to speak to the Head-teacher or school leader
- Parents will be invited to school to meet with the Head or in her absence the school leader. This meeting may result in a written contract or agreement between the Head Teacher, the parent and the child specifying agreed behaviour target with a review date set.
- If the child continues to misbehave and the written contract or agreement is broken, parents will be invited to attend a meeting at school with the Head Teacher where the eventual option of using exclusion may be discussed.
- In cases of extreme, serious or continuing misbehaviour an immediate exclusion may be used.

When the child returns to school after the fixed term exclusion if the behaviour which caused the exclusion remains, then Permanent Exclusion may take effect. This will only happen as a last resort. Please refer to the exclusion guidance.

At any stage a Report book can be used to support a child to improve their work or behaviour. The book enables a child to be monitored throughout the day for a minimum of a two week period. It helps children to see their own

progress towards achieving a goal. Parents are involved as soon as a Report Book is put in place.

Any accusation of misconduct of a member of staff will always be taken seriously and will be investigated thoroughly and dealt with in line our Complaints Policy and Safeguarding Policy. However, children who are found to have made untrue accusations against school staff will also be dealt with seriously. The Head Teacher will decide on an appropriate course of action depending on the child's age and the circumstances of the accusation. (This includes incidents which may have taken place off the school premises, such as inappropriate use of texting and social networking websites).

7 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 statutory guidance for those with legal responsibility in relation to exclusion. This document is based upon the legislative documents below :

- the Education Act 2002, as amended by the Education Act 2011;
- the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- the Education and Inspections Act 2006;
- the Education Act 1996; and
- the Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014. (DfES, January 2003).

We recognise the legislative changes which take effect from 1 September 2007, namely the new duty on schools and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period exclusions.

Only the Head teacher has the power to exclude a child from school. The Head teacher 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 Head teacher may exclude a child permanently. It is also possible for the Head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head teacher excludes a child, he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the Head teacher 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 Head teacher 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 Head teacher.

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 Head teacher must comply with this.

LAC / PLAC

In line with the statutory guidance published in February 2018 (DfE Designated teacher for looked-after and previously looked-after children Statutory guidance for local-authority-maintained schools carrying out duties for looked-after and previously looked-after children. 28th February 2018). We will make every effort to avoid excluding a CLA, in recognition of the increased risk this poses in terms of them quickly disengaging from the school, due to their early experience of broken attachments and loss. Before acting, we will discuss the rationale for exclusion with the assigned Education Adviser from the Virtual School. If there is no option other than exclusion, then we will make every attempt to reduce the number of days of the exclusion. School procedures are in place to reduce the risk of exclusion of CLA and PLA. CLA and PLA with special educational needs should have exclusion as a behaviour management action as a last possible resort (Regulation 4(1)(c) of the Equalities Act 2010 which means that a head teacher could only lawfully exclude a child for a reason relating to their disability, even a disability that results in the child having a tendency to physical abuse, if reasonable adjustments have been made).

Use of reasonable force – refer to Government document use of reasonable force July 2013.

What is reasonable force?

- It covers a broad range of actions that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain e.g. guiding a pupil to safety by the arm or blocking the pathway between two pupils involved in a physical fight.

- Reasonable means using no more force than is required.
- School staff should always act to avoid injury to a pupil but this may not always be possible.

Who can use reasonable force?

- All members of staff have a legal power to use reasonable force.

School can use reasonable force in the following circumstances:

- To remove disruptive children from the playground or classroom.
- To prevent a pupil from disrupting others.
- To prevent a pupil from leaving the classroom where they may become unsafe or lead to other pupils becoming unsafe.
- To stopping a fight in the playground or preventing a pupil from attacking another pupil or member of staff.
- To restrain a pupil at harming themselves from physical outbursts.

Parents will be informed if reasonable force has been used as part of a serious incident.

8. Behaviour Strategies for children with Special Educational Needs

Special considerations need to be made for children with special needs.

Positive reinforcement is essential.

Suggested strategies may include:

- The use of clear signs/symbols to help them manage and monitor their own progress.

Behaviour Targets can be used on pupil passports alongside a reward system which is specific to the child.

- Giving plenty of warnings/time to explain the consequences of their actions.
- Giving time out to calm down.
- All of the above strategies should be implemented with support and input from the Special Educational Needs Co-coordinator.

We acknowledge the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

9. Liaison with Parents/Carers and Other Agencies

Parents/carers play a vital role in the education and care of their children.

They can assist greatly in promoting good behaviour.

We expect parents and carers:

- To enable their child to be punctual and have as high an attendance as possible.

- To emphasise to their children the importance of appropriate sociable behaviour.
- Not to encourage inappropriate behaviour or physical violence in or around school at any time.
- To be open to the suggestion that their own child could be involved in poor behaviour and to work positively with school to change behaviour.
- In the event that sanctions are given, to support these and make clear their disapproval of poor behaviour.

When appropriate we will work with parents to engage with outside agencies to support the improvement of behaviour.

10. Role of staff/ Staff Development and Support (See appendix 1 Behaviour checklist)

- Teachers have a statutory authority to discipline children for misbehaviour which occurs in school and, in some circumstances, outside of school.
- Teachers have a statutory authority to discipline children whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction .
- The power to discipline applies to all paid staff with responsibility for children, unless the Head teacher says otherwise.
- Teachers can discipline children at any time the child is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can confiscate children's property.

All Staff have a duty, following any behaviour that is of more serious concern to them to report it to the Head or School Leader. All staff have a responsibility to exercise due care and supervision in their classroom and around the school. All adults have a responsibility to be a good role model to children.

Should any member of Staff, Parent or Governor feel they need further advice, resources and /or strategies to support behaviour improvement please speak to the class teacher, School Leader or Head Teacher.

11. The Role of Governors

- The governing Body must ensure that the school has a strong behaviour policy to support staff in managing behaviour.
- Governing bodies have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.
- Governors have a role in monitoring the Behaviour Policy and its implementation in school.
- Governors make the ultimate decision on a permanent exclusion.

12. Monitoring and Evaluation Procedures

In order to assess the effectiveness of our behaviour management strategies, evaluation procedures are in place.

We use the following standards as a means of reviewing behaviour:

- Incidents of bullying, racism or serious misbehaviour are reported in the Head teacher's report to governors.
- The SLT and Governors regularly make learning walks some of which have a specific focus on behaviour.

This policy is available to Governors, staff parents and children on the school websites.

Paper copies are available from the school offices upon request.