



English Martyrs Catholic Primary School  
*"where everyone is special"*



# P15: Behaviour Policy

## **Mission Statement**

With Christ at the heart of our Catholic community,  
our mission is to:

- ✘ nurture the potential in each individual,
- ✘ celebrate achievement,
- ✘ and develop an awareness of service  
to God and each other

**Adopted by the school:** May 2017

**Review:** As required

## **Introduction**

This policy has been written in consultation with staff and pupils of English Martyrs School. Its purpose is to give clear guidelines to pupils, staff, parents, governors and visitors to the school, "where everyone is special."

The school aims to provide a rich Christian and inclusive nurturing environment one which places children at the heart of everything we do and every decision that is made. We believe that children should take responsibility for their own behaviour and how their behaviour and choices can have a positive, and at times a negative impact on others. All children are encouraged and supported in behaving positively through various strategies and approaches. We offer an open door policy in school for parents who wish to discuss any concerns or require additional information.

As a school we have high expectations of behaviour both within the learning environment and in pupil's relationships with their peers and staff. Parents are expected to support the school and their child in following the behaviour policy and working with the school for the best outcomes for all of the children. This policy is based on the pupil's views and wishes regarding behaviour within school, as when children have a voice and the policy is relevant to them they are more likely to follow it.

## **Promoting Good Behaviour**

The children were asked what constitutes good behaviour in our school:

- Listening to teachers and friends
- Be kind and support others
- Look after school and classmates property and equipment
- Sharing
- Setting a good example to others/being a role model
- Being actively involved in activities
- Focus on work and learning/work hard/try your best
- Follow instructions
- To play nicely and let others join in your play
- To have good manners, to be polite and be respectful
- Make good choices
- Work well as a team and in groups
- Follow the playground rules

The children were also asked how do we promote good behaviour?

- Praise/reward, 'good behaviour'
- Encouragement from adults and friends
- House Points
- Stickers
- Star child of the week
- Fine Dining
- Competitions
- End of Term Whole School Awards
- Headteachers' Awards for Good Behaviour and Class of the Week
- Annual End of Year awards
- Other children being role models
- To have a system of rewards with children understanding the punishments/consequences
- Class rules
- Playground Rules

## **Unacceptable behaviour**

The children were also asked what constitutes unacceptable behaviour?

- Hurting other emotionally or physically

- Calling out in lessons
- Bullying
- Being racist or homophobic
- Rude to adults
- Not working to the best of their ability
- Being unkind
- Vandalism
- Stealing
- Lying/Not telling the truth
- Running in the corridors in school
- Shouting
- Making fun of others
- Not playing fairly
- Fighting or physically hurting others
- Swearing/using bad language
- Talking back/Answering adults back
- Distracting others
- Touching others when not being asked to

## **Outcomes of consultation**

Not all poor behaviour should be treated the same; as some behaviours are more serious than others. Children should understand what they have done wrong and how they could have handled the situation or behaviour better in the future. Children should also be given chances to improve their behaviour first, however there are times when parents will need to be informed immediately due to the scale or severity of the behaviour. This has led the school to develop a staggered system to behaviour which avoids a, 'name and shame' culture and respects the individual child, whilst at the same time acknowledging and working with them to improve their behaviour and acknowledging the impact of their behaviour on others. Parents will also be informed either by a phonecall, letter or postcard if their child has: used **bad/foul/swearing language**; if they are being **racist; homophobic or bullying others**, these behaviours will never be tolerated at the school and are serious in nature,

## **Behaviour System**

### Stage 1- ***Look First***

If behaviour is displayed which is not following the behaviour policy the teacher will, ***Look First*** at the child to make it clear that the teacher is watching them and is not happy with what they are doing.

### Stage 2- ***1<sup>st</sup> Reminder***

If child continues the behaviours then the teacher will speak to them directly; indicating they are not happy with their behaviour and they need to make better choices for themselves. The teacher will explain what it is the child is doing which is wrong.

### Stage 3- ***2<sup>nd</sup> Reminder***

If child still continues the behaviours then the teacher will speak to them directly again; indicating they are not happy with their behaviour and they need to make better choices for themselves. The teacher will explain what it is the child is doing which is wrong and what impact their behaviour is having on others. They will be reminded that if they have to be spoken to again, they will be on **Stage 4** of the behaviour ladder.

### Stage 4- ***Move***

A child is reminded that their behaviour is not acceptable and is having an impact on others around them

and they are moved to either a different place within the classroom or outside/sent to another class, on the teacher's discretion.

#### Stage 5- ***Loss of Free Time***

5 Minutes Lost: Foundation Stage

10 Minutes Lost: Key Stage 1

15 minutes: Key Stage 2

(Usually at break or dinnertime. Teachers are responsible for ensuring children are supervised appropriately during this time)

#### Stage 6- ***Report to Senior Leader***

For repeated occurrences of poor behaviour choices, the pupil is sent to the senior leaders for the key stage or in their absence the senior leader for the other key stage, who will decide on the appropriate action to be taken, which will depend on the severity or frequency of the poor behaviour choices.

#### Stage 7- ***Report to Head***

For repeated occurrences of poor behaviour choices the pupil is sent to the headteacher who will decide on the necessary action to take, which may include communicating with parents or arranging other appropriate punishments.

#### Stage 8- ***Inform Parents***

A teacher will inform parents immediately if the behaviour is of a higher level. Parents will be invited into school to discuss a child's behaviour if the behaviour is not improving. At this stage it may be appropriate for a child to be placed on 'report' which is for a fixed period of time. The teacher through stickers or symbols indicates whether the children has had a good session or not. This is shared with parents either daily or at the end of a week. A child will be rewarded by school and home if they have a good week and their behaviour has improved.

#### Stage 9- ***Internal exclusion***

This is an informal exclusion, usually in the headteacher's office, when a child is removed from the classroom and freetime activities due to severe and serious breaches of behaviour. Parents are always informed of an internal exclusion. This type of exclusion is rare at English Martyrs and we would not expect children to reach Stage 9.

#### Stage 10- ***Exclusion***

This is when a child is formally excluded, following statutory guidance and the law. An exclusion is reportable to the Local Authority. Excluded children are not allowed to be on the school site or in public areas. A child can be excluded from school for dinner periods, sessions or whole days, depending on what happened. The exclusion is placed on a child's school records and Governors are made aware of any exclusions. An exclusion can be for continual behaviour breaches of a severe nature or one off major incidents. This form of exclusion is very rare at this school. If a child is allowed to continue their education at English Martyrs, parents must attend a reintegration meeting beforehand and work with the school to improve their child's behaviour.

## **Lunchtimes**

Midday supervisors are equal members of the school staffing team and children are expected to treat them with respect and dignity. Likewise midday supervisors are to treat the pupils in line with the ethos and behaviour policy within the school. If a child misbehaves during lunchtime and the dinner supervisor deems it to be appropriate then a child will be asked to stand against the wall, 5 minutes for foundation stage, 10 minutes for key stage 1 and 15 minutes for key stage 2. Children are then spoken to by the midday supervisor and reminded how they could improve the situation and handle situations better in the future. Midday supervisors must inform a senior leader if a child has been **racist or homophobic or bullying others**, these behaviours will never be tolerated at the school and are serious in nature.

## **Playground Rules**

Playground Rules were created through consultation with all those involved in the school, particularly the children themselves. They devised a set of rule to ensure that all children enjoy their play.

### **Playground Rules**

1. I will keep my hands and feet to myself
2. I will always be polite to other people, only using kind words
3. I will look after my school and all the things in it
4. I will remember to include others in my play
5. I will listen and show respect to all adults and do what is asked
6. I will play in the right place at the right time
7. I will respect other people's differences
8. I will talk to an adult if I need to

Remember playground mediators are here to help

## **Records**

Teachers will keep records of noteworthy behaviour difficulties within the classroom and outside in the playground. These can be shared with parents and the children if appropriate.

## **Personal Property**

The school has the right to search the property of a child if they believe that by doing so will help to solve a situation eg a theft. This will be done with the child alongside the adult and the adult will let the child know what they are doing and why. The pupil will always be given the opportunity beforehand to present their case and anything they feel the adults should be aware of. If a member of staff has searched a child's personal property then the headteacher must be informed and the reason why given.

## **SEN**

It is inevitable that some children will find it more challenging than others to conform to a behaviour code. They may have difficulties which require intervention from outside agencies such as the Early Intervention Service (EIS) or through the school via the Special Education Needs Coordinator (SENCO). Such difficulties may be long or short term, but equally need to be monitored and dealt with consistently and appropriately. For children with severe behaviour problems, the Special Needs Code of Practice needs to be followed, and their Individual Targets and if applicable Statement of Special Educational Need/EHCP plan, which needs to be adhered to and reviewed. There a number of pupils where teachers have additional strategies and distractions for children who regularly struggle with behaviour due to their specific needs.

## **Physical Restraint**

Whenever possible the use of physical restraint must be avoided. If necessary any member of staff should ideally have received Team Teach Training. However this is not always possible, when physical restraint is unavoidable it may be used when staff are trying to prevent a child from harming themselves, or others, or to prevent serious damage to property, or if the behaviour is seriously compromising good order or discipline. It can only be used if verbal commands and other strategies have failed to control the behaviour. Restraint should involve the minimum of force and if used must be recorded in detail and the report handed to the Headteacher as soon as possible. Witnesses should also write a report of the incident. It is the Headteacher's responsibility to determine whether parents and other appropriate parties are informed.



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### Pupil Incident Report Form

<b>Name of Pupil:</b>		<b>Year Group: R, 1, 2,3, 4, 5, 6</b>	
<b>Name of any other pupils involved:</b>			
<b>Names of any witnesses:</b>			
<b>Location of incident:</b>			
<b>Description of the Incident:</b>			
<b>Actions Taken:</b>			
<b>Name of person completing this form:</b>		<b>Date and time incident reported:</b>	
<b>Action taken by management (if appropriate):</b>			
<b>Signed:</b>	<b>Parents Informed: Parents Informed: Y/N</b>		<b>Date:</b>



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**Notification to Parents of Unacceptable Behaviour**

Dear Parents,

As a school we are notifying you that your child \_\_\_\_\_ in year \_\_\_\_\_ has breached the behaviour policy within the school.

The behaviour policy was written in consultation directly with pupils. The pupils identified various behaviours which they felt parents should be notified of immediately due to their severity. This will enable parents to help their child to improve their behaviour and realise the impact of their behaviour on others.

Your child has:

Used language deemed to be racist:

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Used language which is homophobic:

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Used swearing or foul language

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This is the first time your child has done the above: Yes, No

Mrs Gillian Deery  
 Headteacher

**(Appendix 2)**



# Behaviour System

<b>Stage 1</b>	<b>Look</b>
<b>Stage 2</b>	<b>First Reminder</b>
<b>Stage 3</b>	<b>Second Reminder</b>
<b>Stage 4</b>	<b>Move</b>
<b>Stage 5</b>	<b>Loss of Free Time</b>
<b>Stage 6</b>	<b>Report to Senior Leader</b>
<b>Stage 7</b>	<b>Report to Head</b>
<b>Stage 8</b>	<b>Inform Parents</b>
<b>Stage 9</b>	<b>Internal Exclusion (parents notified)</b>
<b>Stage 10</b>	<b>Exclusion (parents notified)</b>



# Our Playground Rules

So that everyone enjoys their play

1. I will keep my hands and feet to myself.
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