

---

**English Martyrs Catholic Primary School  
A Voluntary Academy  
Behaviour Policy 18-19**

---



English Martyrs Catholic Primary School

Dewsbury Road

Wakefield

Wf2 9DD

Tel: 01924 299 244

Interim Executive Headteacher: Mrs. S Spencer

*The following Mission Statement is central to our philosophy on behaviour.....*

We at English Martyrs School believe that the Catholic Faith is central to and permeates all aspects of school life. We aim to achieve this through the teaching of the curriculum, prayer and worship.

All members of the staff at English Martyrs, both teaching and support staff, should be encouraged and supported to develop their talents and skills for their own professional development and for the benefit of the school.

We aim to foster a caring environment where individuals value and respect one another. We should develop effective communication through sensitive talking and listening. We should positively encourage and enable the children to fulfil their own potential, building their self-confidence and self-esteem and equipping them with the knowledge and skills they will require in later life.

We aim to increase each child's awareness of the need for discipline and ultimately develop self-discipline.

We recognise the importance of, and aim to develop a working reciprocal partnership between home, school and parish. We also encourage the children to take an interest in and play an active part in the wider community.

As followers of Jesus Christ, our Mission at English Martyrs is to provide the opportunity for each individual to develop intellectually, morally and spiritually in a happy and caring environment.

## **AIMS OF THE POLICY**

- To encourage a calm, purposeful and happy atmosphere within the school.
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- To make boundaries of acceptable behaviour clear and to ensure safety.
- To raise awareness about appropriate behaviour.
- To help pupils, staff and parents have a sense of direction and feeling of common purpose.

## **EXPECTATIONS**

Through the following expectations we aim to encourage respect for everyone:

- The addressing of everyone politely and respectfully.
- Self-discipline and independence with or without supervision.
- Listening attentively.
- Sensible application to work in class.
- Respect for each other, co-operation and courtesy.
- Quiet / careful movement around school, observing rules and safety.
- Safe activities in the playground.
- Care for the school environment, their own property and that of others.
- Good manners at all times.

***It is recognised that these expectations are ideals but agree all have a responsibility to encourage our children to approach them as closely as possible in terms of behaviour.***

### **Children's responsibilities are:-**

- To work to the best of their abilities, and allow others to do the same.
- To treat others with respect.
- To follow the instructions of the school staff.
- To take care of property and the environment in and out of school.
- To co-operate with other children and adults.

### **Staff responsibilities are:-**

- To treat all children fairly and with respect.
- To raise children's self-esteem and develop their full potential.
- To provide a challenging, interesting and relevant curriculum.
- To create a safe and pleasant environment, physically and emotionally.
- To use rules and sanctions clearly and consistently.
- To be a good role model.

- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.
- To recognise that each child is individual and unique.
- To meet the needs of each child.
- To offer a framework for social, emotional, spiritual and moral development.

### **The Parents can help by:-**

- Fostering good relationships with the school.
- Showing an interest in all that their child does in school.
- Making children aware of appropriate behaviour in all situations.
- Encouraging independence and self-discipline.
- Supporting the school in the implementation of this policy.
- Being aware of the school rules and expectations.
- Offering a framework for social, emotional, spiritual and moral development.
- Ensuring that their child dresses correctly and has the correct equipment for school, including no jewellery, earrings (other than a small stud) or trainers.

### **OUR SCHOOL RULES**

*Be ready*

*Be respectful*

*Be safe*

### **SPECIFIC RULES**

We have specific rules being enforced on the grounds of health, welfare and safety

#### a. Food and Drink

Ks1 children have a piece of fruit provided National Fruit Scheme KS1. Water bottles are brought into school on a morning and taken home on an evening. Packed lunches may be brought to school.

Reasons: Sweets, etc. present obvious choking hazards. Food and crumbs left around school would soon create a hazardous and unhygienic environment.

English Martyrs is a nut-free school.

#### b. Jewellery

Watches and ear studs are the only items of jewellery which may be worn at school. Children may wear one pair of small stud earrings. If children cannot remove their own jewellery it should not be worn for school.

School does not accept any responsibility for injuries which occur as a result of wearing jewellery.

### c. PE Kit

Appropriate clothing must be worn for all PE activity

Indoors: - No jewellery, bare feet or pumps, black shorts, white t-shirt.

Outdoors: - No jewellery, pumps or trainers, shorts, t-shirt, (Tracksuit in certain conditions).

Hair to be tied back at all times.

### **School Clothing**

The school has a separate uniform policy. Uniform may be purchased from the school office. Parents are asked to send their children to school tidy and appropriately dressed for the weather of the day. Only flat-heeled, black shoes should be worn.

Reasons: The overwhelming majority of parents, staff and children expressed their preference for a school uniform. School uniform reinforces school identity and eliminates 'brand' fashion and stigma. High heeled shoes and boots are unsafe for the school environment.

### **Movement in and around School**

All movement in and around school should be purposeful. Staff should see that all children are suitably supervised when moving around school. Expectations of behaviour of children sent around the school with messages or to show good work should be clearly stated and frequently reinforced when followed (refer to Rewards).

#### Movement around school – Suggested Procedures

- Walk on the left in single file.
- Make sure all children are settled before setting off.
- Use set points to walk to and wait, i.e. foot of stairs, corners, doors, etc.
- Encourage a child to hold the door for others to pass through (thank them for this.)
- Encourage children to pick up fallen articles of clothing as they pass rather than walk over them (thank/reward them for doing this.)
- Think about your own position to allow maximum supervision of your group as they move around, i.e. stand at corners, foot of stairs, etc.
- Encourage the concept of personal space. In due course this should lead to sensible self-disciplined movement around school as the children mature.

## **Playtime Supervision**

Teachers and teaching assistants are required to perform supervisory duties including playtime supervision.

A minimum of two staff members are required to supervise playtimes for each playground. Supply teachers should cover the duty of absent teachers but should never be without support.

All staff should be fully aware of playtime procedures, rules, sanctions and rewards and apply them consistently.

When on duty, staff should circulate and take the opportunity to socialise with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate.

Upon hearing the whistle children should stop what they are doing (any equipment should then be tidied away.) A second whistle signals that children are to line up in register order.

In suitable weather conditions the field may be used at playtimes. This is the decision of staff on duty. For lunch break, a member of the SLT/Middle leadership team will make the decision regarding the field- signalled with a visual display (Y6 window.) In poor weather, duty staff may decide that children should not go outside at break time. In these circumstances, the teacher on duty remains responsible for the supervision of their Key Stage, with suitable, quiet activities provided for children.

Any other behaviour issues at playtime should be dealt with by the teachers on duty, or reported to a senior member of staff according to the severity or frequency.

A child needing medical attention at playtime will be dealt with by a member of staff with first aid training.

After playtime all children can be reminded that playtime is over and that a change in behaviour is expected in and around school (i.e. indoor voices).

## **Behaviour Guidelines**

It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

Praise has a reinforcing and motivational role. It helps a child believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

## **WHAT WE DO TO ENCOURAGE GOOD BEHAVIOUR**

- We make clear our expectations of good behaviour.
- We discourage unsociable behaviour by promoting mutual respect.
- We encourage children to take responsibility for their own actions and behaviour.
- We set standards of behaviour through example.
- We praise good behaviour both privately and publicly.
- We aim to have a positive approach to behaviour recognising each child as an individual whose efforts will be valued and praised accordingly.

## **STRATEGIES FOR POSITIVE ENCOURAGEMENT**

- Reinforcing good example.
- Showing others good work i.e. Class Teacher, parent, other children
- Verbal praise.
- Special mention assemblies throughout term.
- Positive feedback to parents.
- Golden time.
- Class dojo

The three school rules:

*Be ready*

*Be respectful*

*Be safe*

These clearly define the high standard of behaviour that we expect in school. They are referred to frequently and should encourage the children to be positive in all they do and should help to create a happy environment for pupils to work in.

### **Incentives**

We have "whole school" incentives and rewards to recognise and celebrate good behaviour, good work, helpfulness to peers and adults.

### **Whole School Incentives are:-**

**Golden Time** – This is a valued and special time from 2.15-2.40 pm every other Friday afternoon. Activities should be fun, structured and child centred. All activities will change on a regular basis and pupils will be consulted for their ideas and suggestions. This motivates and encourages them to follow our School Rules.

### ***All children– Behaviour Management System***

This is a whole school Behaviour Management System. The children have a 'chart' displayed in their classroom; all children's names are on the front on a peg which moves through traffic light colours to indicate behaviour.

Teachers will prominently display the 'Chart' in class so children can see where they are in terms of their own behaviour management.

Some behaviour will require an additional behaviour log to be completed; SLT will be informed if this is the case.

**Gold Book** – The names of children awarded the 'Achievement Award' are written in the Gold Book.

## **Sanctions**

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community.

The use of sanctions should be characterised by certain features:-

- Staff will consistently refer to the classroom behaviour Management System.
- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future sanctions.
- Staff will use the language of choice to encourage children to make the right choice.
- It should be the behaviour rather than the person who is punished.

## **Application of Sanctions:**

**Non Verbal** – A look, standing near the child, reminding of class rules, rewarding those following rules, praise children next to them.

## **EXPECTATIONS**

Through the following expectations we aim to encourage respect for everyone:

- Self-discipline and independence with or without supervision.
- The addressing of everyone politely and respectfully.
- Listening attentively.
- Sensible application to work in class.
- Respect for each other, co-operation and courtesy.
- Quiet / careful movement around school, observing rules and safety.
- Safe activities in the playground.
- Care for the school environment, their own property and that of others.
- Good manners at all times.

**It is recognised that these expectations are ideals but agree all have a responsibility to encourage our children to approach them as closely as possible in terms of behaviour.**

### **Children's responsibilities are:-**

- To work to the best of their abilities, and allow others to do the same.
- To treat others with respect.
- To follow the instructions of the school staff.
- To take care of property and the environment in and out of school.
- To co-operate with other children and adults.

### **Staff responsibilities are:-**

- To treat all children fairly and with respect.
- To raise children's self-esteem and develop their full potential.
- To provide a challenging, interesting and relevant curriculum.
- To create a safe and pleasant environment, physically and emotionally.
- To use rules and sanctions clearly and consistently.
- To be a good role model.
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.
- To recognise that each is an individual.
- To be aware of their (special) needs.
- To offer a framework for social, emotional, spiritual and moral development.

### **The Parents can help by:-**

- Making children aware of appropriate behaviour in all situations.
- Encouraging independence and self-discipline.
- Showing an interest in all that their child does in school.
- Fostering good relationships with the school.
- Supporting the school in the implementation of this policy.
- Being aware of the school rules and expectations.
- Offering a framework for social, emotional, spiritual and moral development.

### **INVOLVEMENT OF PARENTS AND PUPILS**

The children are aware of and have helped to formulate both class rules and the school rules.

A simpler form of this policy has been formulated to be presented to parents and pupils to enable an effective partnership between home and school.

***See - OUR SCHOOL RULES***

▪

### **WHAT WE DO TO ENCOURAGE GOOD BEHAVIOUR**

- We make clear our expectations of good behaviour.
- We discourage unsociable behaviour by promoting mutual respect.
- We encourage children to take responsibility for their own actions and behaviour.
- We set standards of behaviour through example.
- We praise good behaviour both privately and publicly.
- We aim to have a positive approach to behaviour recognising each child as an individual whose efforts will be valued and praised accordingly.

## **STRATEGIES FOR POSITIVE ENCOURAGEMENT**

- Class Dojo
- Reinforcing good example.
- Showing others good work i.e. Class Teacher, parent, other children
- Verbal praise.
- Special mention assemblies throughout term.
- Positive feedback to parents.
- Reward stickers.
- Group rewards and charts.
- Monitor system.

## **RECOGNISED INAPPROPRIATE BEHAVIOUR**

- Moving about unnecessarily, talking to children on other tables and shouting.
- Disobeying reasonable requests / instructions from all adults.
- Rudeness, cheek, insolence.
- Swearing at children or adults.
- Play fighting: hitting, punching, kicking, etc.
- Misuse of play equipment.
- Damaging School / other people's property.
- Eating sweets / gum / food (except fruit or biscuits) in the playground.
- Spitting.
- Name calling.
- Deliberately annoying other children e.g. taking balls, spoiling games.
- Physical abuse to children / adults.
- Running out of school.

Any unacceptable lunchtime behaviour will be dealt with appropriately in line with the school sanctions.

## ***RULES AND SANCTIONS***

- Limits need to be clear and negotiated / discussed / talked / through in each class e.g. each class devising own class rules.
- Class rules would belong to the class and be adopted by any staff teaching that class.
- Class rules would be generally consistent between classes but could highlight particular concerns for that class.
- Class rules can change in response to behaviour trends / concerns.

### **Positive Handling**

See Also: **Positive Handling Policy**

Positive Handling describes a broad spectrum of risk reduction strategies. Positive handling is a holistic approach involving policy, guidance, management of the environment, and deployment of staff. It also involves personal behaviour, diversion, diffusion, and de-escalation.

Risk assessment identifies positive prevention strategies and how a pupil may need to be supported in a crisis.

The Education and Inspections Act 2006 stipulates that reasonable force may be used to

prevent a pupil from doing, or continuing to do any of the following:

- self – injuring
- causing injury to others
- committing a criminal offence
- engaging in any behaviour prejudicial to maintaining good order and discipline at the

school or among any of its pupils, whether the behaviour occurs in a classroom during a teaching session or elsewhere within school (this includes authorised out-of-school activities).

The use of **Team Teach techniques** is one of our control methods St Joseph’s School Staff uses

for reducing risks presented by children’s challenging behaviour. Team Teach techniques seek

to avoid injury to the service user, but it is possible that bruising or scratching may occur

accidentally, and these are not to be seen necessarily as a failure of professional technique,

- but a regrettable and infrequent side effect of ensuring that the service user remains safe.

**THE SCHOOL SUPPORT AND REFERRAL SYSTEM**

<b>BEHAVIOUR</b>	<b>SANCTIONS</b>
<p>Wandering about calling out interrupting teacher when talking to whole class interrupting other pupil ignoring minor instructions talking with other pupils silly noises pushing in line</p>	<p>Minimal. Eye contact. Frowns. Proximity. Reminders. Change of seating.</p>
<p><b>LESS SERIOUS</b> Not responding to teacher’s request to work. Being more disruptive Deliberately creating a disturbance. General refusal to do anything. Accidental damage through carelessness. Cheek, off-hand comments.</p>	<p>Separation from the rest of the class group. Writing a letter of apology. Child to stand apart from class group and then sit down when they feel ready to do so. (Mainly in assembly or larger group times).</p>

<p>Minor challenge to authority. Bad language. Annoying other children.</p>	<p>Completing unfinished work at playtime. Time out of class</p>
<p><b>MORE SERIOUS</b> Deliberately throwing small objects with intention of breaking them. Harming someone. Damaging school/pupil's property. Leaving class without permission. Repeated refusal to do set tasks. Continued or more serious cheek/challenge to authority. Harmful/offensive name calling. Knowingly to come to school inappropriately attired</p>	<p>Exclusion from class. Informal contact with parents by class teacher, /Headteacher involvement.</p>
<p><b>VERY SERIOUS</b> Racial bullying. Repeatedly leaving classroom without permission. Fighting and intentional physical harm to other children. Throwing large or sharp dangerous objects. Serious challenge to authority. Verbal abuse to any staff. Vandalism. Sexual harassment. Stealing. Persistent bullying.</p>	<p>Requires immediate involvement of Headteacher. Telephone call or meeting with parents at end of the day or letter to parents by Headteacher when appropriate. These actions may result in exclusion.</p>

## **Exclusion of Pupils – Statutory**

We use exclusion only as a last resort. We will have in place early intervention systems to deal with inappropriate behaviour. We believe in having good relationships with parents of pupils who have been excluded. We will always take advice from the School Exclusion Team where appropriate.

The Headteacher will undertake a thorough investigation into incidents before making the decision to exclude a pupil. The Headteacher will keep a written record of this investigation. The Headteacher will always listen to the pupil's version of events, and will investigate whether the pupil was provoked. The Headteacher will also consider other alternatives to exclusion before a decision is taken. The Headteacher will take into account special needs, disabilities, gender and cultural differences when considering an exclusion.

On deciding to exclude a pupil, the Headteacher will inform the Local Authority and the Chair of the Academy Council. In any one school year, the Head is allowed to exclude a pupil for one or more fixed term periods but not exceeding 45 days. Parents will be informed by telephone then letter of the intention to exclude. During the period of exclusion the school will continue to provide education for the pupil and will plan for the pupil to be reinstated after the exclusion period has ended. The parents and pupil must attend a Reintegration Meeting at the end of the fixed term exclusion.

A pupil may be permanently excluded if all other strategies have failed. A pupil may be permanently excluded for a serious one-off offence such as, serious, actual or threatened violence against a pupil or member of school staff; sexual abuse or assault; supplying illegal substances; carrying an offensive weapon or any other serious offence.

The Academy Council or its representatives will review all exclusions and will consider any representations from parents.

The Academy Council will be notified monthly of the number and type of exclusions.

## **Early Years and Foundation Stage**

In line with 'whole school' incentives and rewards, positive behaviour, helpfulness and hard work is encouraged and rewarded.

- In Upper Foundation children are quietly reminded about their behaviour if they make a wrong choice.
- If after a warning the child hasn't made the right choice, they will move onto the 'Thinking Spot' and will remain there for 2 minutes.
- If the child continues making the wrong choice, they will return to the 'Thinking Spot' for a further period of 5 minutes.

If a child shows unacceptable behaviour, such as, scratching, hitting, biting, kicking or destructive behaviour then an adult will speak to the child in a calm voice and discuss what they did. The child is to apologise and remains with the adult for 5 minutes. The adult does not talk to the child during that time. Parents are also informed of any serious incidents. A behaviour log would be recorded.

### **The Prevention of Extremist Behaviour/Radicalisation of Children**

Although serious incidents involving radicalisation have not occurred at English Martyrs to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the region in which we teach.

At English Martyrs, we give our children the opportunity to explore a diverse, multi-cultural society and we enforce the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those of different faiths and beliefs.

Staff are reminded to suspend any professional disbelief that instances of radicalisation 'could not happen here' and to refer any concerns through the appropriate channels School Child Protection Team who will then alert the Child Protection/ Safeguarding Co-ordinator and Police.

### **Other causes of changes in Behaviour**

Staff are trained to identify changes in a child's behaviour and as a result of this recognise that these changes can occur if a child is encountering some form of abuse.

All members of staff of the school have a duty and responsibility, as set out in our school Child Protection and Safeguarding Policy, to act and take responsibility if they notice changes in a child's behaviour. The school will alert the appropriate agencies and take any actions necessary to protect a child from any form of abuse.

### **Changes in behaviour that can indicate physical abuse include:**

- fear of parents being approached for an explanation
- aggressive behaviour or severe temper outbursts
- flinching when approached or touched
- reluctant to get changed, for example in hot weather
- depression
- withdrawn behaviour
- running away from home

### **Changes in behaviour that can indicate emotional abuse include:**

- neurotic behaviour
- being unable to play
- fear of making mistakes
- sudden speech disorders
- self-harm
- fear of parent being approach regarding their behaviour

- developmental delay in terms of emotional progress

### **Changes in behaviour that can indicate sexual abuse include:**

- sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn
- fear of being left with a specific person or group of people
- having nightmares
- running away from home
- sexual knowledge which is beyond their age, or developmental level
- sexual drawings or language
- bedwetting
- eating problems such as overeating or anorexia
- self-harm or mutilation, sometimes leading to suicide attempts
- saying they have secrets they cannot tell anyone about
- substance or drug abuse
- suddenly having unexplained sources of money
- not allowed to have friends (particularly in adolescence)
- acting in a sexually explicit way towards adults

### **Changes in behaviour that can indicate neglect include:**

- complaining of being tired all the time
- not requesting medical assistance and/or failing to attend appointments
- having few friends
- mentioning being left alone or unsupervised.

### **SEND**

It may be deemed necessary by parents and teachers to identify a child as having a special educational need for a behavioural, emotional or social difficulty. Teachers should liaise with the SENDCo. Parents will always be informed if their child is to have additional support for their needs.

### **DAY TO DAY PROCEDURES**

#### **ARRIVING AT SCHOOL**

All children should go straight into the playground until the whistle goes, unless otherwise advised. The Headteacher (or member of staff) will blow the whistle and children will line up with their class. The Class Teacher will lead their class into school.

#### **PLAYTIME**

All children must play within the playground boundaries within sight of the teacher on duty. Children must not enter school during playtime unless given permission by the teacher on duty. Play equipment is available for all the children. The children must be reminded about looking after the equipment.

## **TOILETS**

Children should not return to the toilet during playtimes unless it is an **EMERGENCY**.

## **BEGINNING OF PLAYTIME**

Teacher on duty is to be outside with the children. Other staff member will bring you a drink.

## **END OF PLAYTIME**

Teacher are to be in class ready for their next lesson if they are not on duty. Teachers ensure that children come into school quickly and quietly. Teaching Assistants ensure all children are off the playground and safely in the building before closing the doors.

## **INFANT LUNCHTIME PROCEDURE**

### **(12 PM TO 1.00 PM)**

Children use the toilets wash hands and put on outdoor shoes and leave the classroom. They then go in for dinner when their Dinner Supervisor (DS) lines them up. This will be on a rotation system so all children will have the opportunity to go first.

As children finish they are led out of the hall by their class supervisor.

All Infants play outside until 1.00 pm (none to come back into school for toilets) when the teachers will greet them in the classroom

## **JUNIOR LUNCHTIME PROCEDURE**

### **(12.00 PM TO 1.00 PM)**

Each junior class is on rotation for equipment to use at lunchtime. It is expected that the children will respect the equipment and play with it sensibly.

In the event of a wet lunchtime the supervisors take care of the children in the classrooms.

## **ASSEMBLY**

Children should enter and leave assemblies in silence with their hands joined. Assembly is a prayerful time when children should sit quietly and reflect and listen.

## **LEAVING SCHOOL**

Year 1 and 2 Infants are collected from the bottom playground at 3.15 pm. If parents aren't there they wait inside the classroom for parents to arrive.

Foundation Stage children will be dismissed from their classroom door to their adult.

Juniors leave at 3.15 pm via their own classroom door.

### **Working with parents**

We give high priority to clear communication within the school and to a positive partnership with parents as these are key attributes in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Headteacher and discussed at Inclusion meetings so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action with the Behaviour Manager/SENCO class teacher and the child to encourage positive behaviour.

Signed:

Headteacher

*To be reviewed July 2020.*