



# Behaviour Policy

## 2023

*Through Christ we believe, inspire, achieve.*

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Agreed by Governors: 6th December 2023  
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# 1. Rationale

Good behaviour is an essential component of effective teaching and learning – and vital to the well being and success of every child. Good behaviour enables successful teaching and learning to occur.

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to Section 89 of the Education and Inspections Act 2006

<https://www.legislation.gov.uk/ukpga/2006/40/section/89>

We expect our children to follow our Behaviour Policy, all staff to deliver it fairly and with consistency and all parents and carers of children in our school to support us in delivering it.

Through the Equality Act 2010 all schools are required to uphold the three aims:

- *“eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act*
- *advance equality of opportunity between people who share a protected characteristic and people who do not share it*
- *foster good relations between people who share a protected characteristic and people who do not share it.”*

Equalities Act 2010

## General Purposes

- 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 cooperation and involvement.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood and delivered consistently.
- To encourage the involvement of both home and school in the implementation of this policy.
- Property is respected and pride in the school and each other is nurtured.

## Broad Guidelines

- All adults are responsible for the behaviour of all children and not only those that they have been assigned to. Adults should act as good role models.
- Children need to be encouraged to become self-disciplined, to be responsible for their own actions, in order to develop their confidence and independence.
- Children need to know the consequences of negative behaviour. They also need to understand that they can improve their behaviour and make a new start.
- Parents need to be informed of school expectations and should be informed at an early stage when problems occur.
- Work within classrooms must take account of individual ability.
- Poor behaviour needs to be monitored and negative behaviour procedures to be consistent.

# 2. Equal Opportunities

Inclusion is at the centre of everything we do at English Martyrs. We recognise the varying needs of all our learners, staff, governors and visitors and so differentiate where necessary and

as appropriate. Equal opportunities will be given to all children, staff, governors and visitors in respect of:

- Race
- Gender
- Culture
- Special Educational Needs

### **3. Policy Guidelines**

Inclusion is at the centre of everything we do at English Martyrs. We recognise the varying needs of all our learners, staff, governors and visitors and so differentiate where necessary and as appropriate. Equal opportunities will be given to all children, staff, governors and visitors in respect of:

#### **Children**

##### **We ask children:**

To be responsible for their own good behaviour and meet the expectations set out in the School Promises and the Behaviour Flow Chart.

#### **School Council**

We ask the School Council:

- To represent and voice the opinions of the children of English Martyrs.

#### **Staff**

##### **We ask staff:**

- To value each child as an individual and treat them 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 positive 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/carers so that all children can see that the key adults in their lives share a common aim.
- To provide opportunities for developing citizenship.
- To use their professional judgement when making decisions relating to the selection of appropriate strategies for individual children.

#### **Governors**

- To compile a behaviour written statement that underpins this Behaviour Policy
- To support the school in implementation of this policy
- To foster good relationships with parents

#### **Parents/Carers**

Parents have a vital role in promoting good behaviour in school and so effective home/school liaison is very important. The school expects the full support of parents/carers in dealing with their child's behaviour.

##### **We ask parents:**

- To be aware of the school rules and expectations.
- To make children aware of appropriate behaviour in all situations.
- To foster good relationships with the school.
- To support the school in the implementation of this policy.
- To inform school of behaviour difficulties they may be experiencing at home
- To inform school of any incidents which may affect their child's performance or behaviour at school

**The school will endeavour to achieve good home/school liaison by:**

- Promoting a welcoming environment within the school
- The Learning Mentor will liaise with the parents of those children needing support
- Giving parents regular constructive and positive comment on their child's work and behaviour
- Encouraging parents to come into school on occasions other than parents' evenings
- Involving parents at an early stage in any disciplinary problems

#### **4. Emotional Intelligence Initiatives**

Rewards are used to promote good work and behaviour. They are used as an incentive when pupils are trying hard to improve or make changes. Rewards may differ in each phase group as they are age appropriate. Members of the School Council have represented their community and rewards were decided by the School Council and the Head Teacher.

#### **Zones of Regulation**

The Zones of Regulation is used across the whole school from Nursery to Year Six, it is a systematic, cognitive behavioural approach used to teach self-regulation by categorising all the different ways we feel and states of alertness we experience into four concrete coloured zones. The Zones framework provides strategies to teach students to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs and improve their ability to problem solve conflicts. The children will be taught that it is okay to be in any of the zones, and will learn ways to express their emotions appropriately, helping children gain skills in consciously regulating their actions. In addition to addressing self-regulation, the children will gain an increased emotional vocabulary of emotional terms, skills in reading other people’s facial expressions, perspective about how others see and react to their behaviour, insight into events that trigger their behaviour and calming and alerting strategies.

#### **Promoting Positive Behaviour**

##### **Star of the Week**

- A whole school approach is adapted from Nursery to Year 6. Each class teacher chooses one child to be star of the week. Children receive a certificate at a special 'Star of the Week' assembly. A photo is taken of the stars and put onto the school website each week.
- An email is sent home, via the Arbor app, to parents informing them that their child is star of the week.
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#### **Dojos**

- A Whole School Reward System. Children who do well (in a range of ways) are given a Dojo point.
- At the end of each week, in Key Stage 1, the child with the most Dojos in the class can choose a prize from the class teacher's prize box., so that their parents can see how well they have done.
- In Reception, children with 10 or more dojos on a Friday can choose a prize from the class teachers prize box.
- At the end of the week the children in KS2 can choose whether to 'spend' their dojos or to 'save' these to select a 'specific reward'. The 'specific rewards' will be written in consultation with the School Council and will be displayed in each class.
- In Key Stage 2, to promote the sense of collective responsibility, Dojos can be given to individuals but the whole table benefits as individual's points are added together. The table with the most points is awarded the class trophy.
- Parents are invited to download the Dojo app to view their child's achievements.

### **Circle Time**

- Circle Time is a regular time when the class gathers together to share news, discuss matters of interest/concern, consider rules/codes of behaviour etc; It gives opportunities for individuals or groups to celebrate successes or discuss concerns.

### **Stickers**

- If staff are particularly pleased with an individual child, in relation to work or behaviour, they can be sent to the phase group leader, deputy head and/or the head teacher to receive a special sticker and a prize to recognise their achievements. Their photo may be put on the school website and/or dojo app. If a child receives 3 stickers from the phase group leader then they will be able to receive a sticker from the headteacher.

### **Gold Cards**

- This is a system introduced for monitoring and promoting acceptable behaviour on the playground during playtime and lunchtime.
- Gold cards are issued for good behaviour; if a child receives 3 gold cards then they are sent to the Head Teacher for a reward.

## **5. Procedure for negative behaviour**

A graduated response is used throughout the school. If the child has broken a School Promise then clear steps are followed. Sanctions are used so that children understand that there are consequences to inappropriate behaviour and so that they learn to take responsibility for their actions

### **Golden Time**

- Golden Time is a reward system used by class teachers in KS1 and Lower KS2. There is a chart in every class. In Nursery this is called Fun Day Friday.
- If a child fails to follow School Promises minutes can be taken away from the child. At the end of the week the child sits out for the relevant number of minutes whilst the other children play. Children are able to earn minutes back.

Outdoor or indoor fun activities are organised for 30 minutes on a Friday.

### **Red Cards**

- This is a system introduced for monitoring and promoting acceptable behaviour on the playground during playtime and lunchtime.

- Children are given time out on the bench or walk around with an adult if they need to be removed from a situation or be given time to reflect on their actions.
- If they are repeatedly spoken to then they will be issued with a red card.
- The class teacher monitors who has received a red card and after receiving 3 red cards the child is sent to the Head Teacher who will then decide what action to take next.

### **Behaviour & Consequences Chart**

- The Behaviour & Consequences chart outlines the Schools Promises and the consequences the children can expect if they fail to follow these promises. The chart uses a graduated response to negative behaviour which can range from losing a minute's playtime to the loss of the whole of playtime. Nursery use time out sand timers. For continued negative behaviour or serious incidents responses will be advanced to discussions with parents or a fixed term exclusion. Incidents of negative behaviour will be dealt with by the class teacher initially. If incidents continue children will be sent to the Phase Group Leader. If the child is sent to the Phase Group Leader on 3 occasions, then they will be sent to the Deputy Head. The class teacher will inform parents/carers if this has occurred. If seen by the Deputy Head on 3 occasions the child will be sent to the Headteacher who will then decide if parents need to be contacted.

### **School Mentor**

The School Mentor works closely with all staff and pupils, their role is to support children in developing positive behaviour. The Mentor helps children to understand their behaviour and the consequences of their actions. There are specific children that the School Mentor works closely with, therefore there needs to be a slightly different approach when offering them support.

- If appropriate the child will follow the Behaviour & Consequences System
- The child may need to be given time to reflect on their behaviour with the mentor before being taken to the Phase Group Leader/ Deputy Head or Head Teacher.
- After 3 chances with the Phases Group Leader then they will be sent to the Deputy Head, the child may miss a playtime or lose Golden Time. The child will have 3 chances with the Deputy Head and will then be sent to the Head Teacher.

When deemed appropriate a child may be placed on a Strike System. This would mean that any severe incidents relating to a child's behaviour would involve the child going straight to the Head Teacher. The child would be placed on this system and if there is another negative incident involving behaviour then they would lose a strike. If the child loses all 3 strikes this would lead to a fixed term exclusion.

### **Recording of Incidents**

All minor and major incidents need to be reported to designated teachers; School Mentor, Deputy Head or Head Teacher. Incidents will be recorded in individual pupil files in Children Protection Online Monitoring System (CPOMS). The school will monitor incidents and categories of behaviour to ensure particular groups are not unintentionally discriminated against or affected by this policy more than other groups.

### **Minor Incidents**

A minor incident is an action or observation that draws a slight concern and needs to be recorded on CPOMS to investigate a pattern of behaviour.

### **Procedure**

Minor incidents are recorded in CPOMS. If a pattern of behaviour begins to unfold or an incident appears these will be discussed by the SLT and addressed accordingly.

## **Major incidents**

A major incident is an action or observation that draws a serious concern and needs to be recorded or acted upon immediately.

### **Procedure**

Major incidents are initially investigated, addressed and then recorded in CPOMS. In relation to these incidents the Head Teacher will decide how best to deal with the situation. It may be deemed necessary that the procedures outlined above are not appropriate and that parents need to be contacted by the Head Teacher immediately.

- All members of staff need to be aware of the whole-school approach adopted and take shared responsibility for the tracking and observation of behaviour.
- All members of staff need to be aware of the emotional development initiatives which deal with negative behaviour.
- If a child's poor behaviour continues or the behaviour is severe the class teacher will liaise with the School Mentor, Phase Group Leader, Deputy Head or Headteacher.
- The incident is recorded in CPOMS and relevant staff are to be alerted.
- If there are concerns relating to a child's behaviour these are discussed during the SMT meetings.
- Information relating to behavioural issues is also updated by the School Mentor, Deputy Head and/or Head Teacher.
- All Major incidents should be reported immediately to the Deputy Head or Head Teacher.

Action Taken by the Safeguarding Children Team may include:

- Sending for parents to discuss the issue.
- Issuing a Target Booklet or Home/School Booklet.

For details on procedures for dealing with bullying please refer to the separate Anti-Bullying Policy.

## **6. Individual Behaviour Plan**

- If staff or parents feel it is necessary for a child to have an Individual Behaviour Plan, it will be decided which members of staff should become involved in this process and who will support the child.
- Individual Behaviour Plans will be written by the School Mentor/SEND Co-ordinator/Deputy Head or Head Teacher. Parents/Carers will be involved in the process and any relevant agencies. This plan will be discussed and signed by the child and parent/carers.
- A copy of the plan will be attached to their CPOMS records.

## **7. Target Booklet**

- A number of targets for positive behaviour are set by the class teacher, pupil and the School Mentor.

- When a target has been reached a sticker is placed into the booklet. The pupil will have some input in the designated reward system. The length of time involved is unlimited and will depend on the child's response and progress.
- These can be used both at school and at home to support families.
- If necessary staff will follow guidance given by the Educational Psychologist.

## **8. Home/School Link Book**

- Introduced to support and inform parents/carers about general behaviour of their child.
- The class teacher writes a comment relating to the child's behaviour at school that day for the child to take home for their parents/carers to see.
- The booklet would be returned to school the following day and the parents will have written a comment relating to the child's behaviour at home.

## **9. Staff Training**

This policy will be shared with all new members of staff and training will form part of the induction process.

Behaviour procedures and policy will form part of staff meetings. Staff will be included in the review process of this policy.

## **10. Other Agencies**

- Full use will be made of such agencies as Education Welfare, Social Services, Health Services, and Educational Psychologist when appropriate
- Police/Fire Service - Value is placed on good relationships with the police and Fire Service and liaison is encouraged.

## **11. Conclusion**

At English Martyrs we aim to foster the development of positive learning behaviours. Staff understand that all children are individuals and need to be supported in a variety of ways. To ensure that this policy works effectively we will offer consistency but respond flexibly and supportively to those pupils who need additional guidance in relation to their behaviour.

## **12. Monitoring of the Policy**

This policy will be monitored annually in line with the 'School Policy Review Chart' or as and when government legislation is updated. Changes will be reported to the Full Governing Body for approval.