



St Queen of Martyrs Voluntary Catholic Academy

Behaviour Policy



**ST MARY
QUEEN OF
MARTYRS**
VC ACADEMY

Review date	Summer 2024 (updated)
Next review date	Summer 2025

Equality Act 2010

At St Mary Queen of Martyrs, we do not discriminate against any child or adult on the grounds of race, disability, gender, age, gender reassignment, pregnancy, maternity, religion or belief, sex, or sexual orientation. We embrace the individuality of all our community members and comply fully with the Equality Act of 2010.

Philosophy

Our behaviour management policy is based on the same philosophy as our Mission Statement: *'Be The best you can be, Jesus loves you always'*. This means that everything we do is rooted in our commitment to being a community of adults and children whose behaviour and actions are determined by the ethos of the Good News of the gospels and supported by the doctrines and traditions of the Catholic Faith.

Our school approach to behaviour is based around three principles:

Ready Respectful Safe

These principles apply to all members of our school community including staff, pupils, parents, carers and all visitors. All behavioural expectations stem from at least one of these three principles.

In addition to these three principles, we have five further qualities which are used to encourage and recognise positive behaviour and attitudes. Our school qualities are as follows:

Ready Respectful Safe Proud



Confident Resilient Independent Loving

Aims

The aim of our behaviour policy is to:

- Create an environment which encourages and reinforces good behaviour.
- Define acceptable standards of behaviour.
- Encourage consistency of response to both positive and negative behaviour.
- Promote self-esteem, self-discipline and positive relationships.
- Ensure that the school's expectations and strategies are widely known and understood.
- Encourage the involvement of both home and school in the implementation of this policy.
- Support the development of the whole child; enabling them to manage their feelings, behaviours and the ability to self-regulate.

Objectives

In order to fulfil these aims we:

- Provide a mutually agreed approach to behaviour management which meets the age and need of every learner.
- Highlight, praise and reward good behaviour.
- Provide clearly understood sanctions for unacceptable behaviour.
- Involve all staff, learners, parents and directors to ensure consistency of approach across the school.

Implementation

Our qualities and expectations are modified to suit need and understanding, and are prominently displayed in each classroom and around the school. Parents are regularly informed of positive behaviour through stickers, certificates, texts and conversations. Similarly, unacceptable behaviour is made known to parents by discussing concerns through either informal or formal meetings and conversations.

School Ethos

All staff at St. Mary Queen of Martyrs have an important responsibility to model high standards of behaviour, both in their interactions with pupils and with each other.

As adults we must:

- Create a calm and positive climate with realistic expectations, including how we talk with children, staff, visitors and parents.

- Emphasise the importance of being valued as an individual.
- Promote, through example, honesty and courtesy.
- Provide a caring and effective learning environment.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Show appreciation of the efforts and contributions of all.
- Ensure fair treatment for all regardless of age, gender, race, ability and disability.
- Teach children about actions and consequences
- Teach children how to manage and regulate their feelings

Recognising and Celebrating Good Behaviour

Our emphasis is on positive praise and reinforcement. Staff are encouraged to actively (PIP) praise in public 'show me SMQuality' making specific reference to those pupils who behave in a manner that is above or beyond our basic expectations. Sometimes rewards are used to recognise the efforts and good behaviour of pupils.

Rewards:

- **Team points**

Team points are awarded to pupils who demonstrate excellent behaviour and attitudes. This may include helping adults, supporting peers or simply demonstrating outstanding behaviour. Team points are also awarded to recognise effort and quality of work within lessons and when completing home learning activities. Team points are collected in weekly with the winning team getting a star on the board. The team with the most stars at the end of the term receives a 'treat day' determined by the Team Captains and Staff Captains.

- **Quality Mark sticker**

Awarded to children by their class teacher if/when they produce work that is exemplary.

- **Praise certificates**

These are awarded to pupils who demonstrate an excellent attitude to learning over a period of time and are presented during weekly Praise Assemblies and linked to the quality of the week.

- **Quality Awards**

At the end of each term, one member of each class is nominated for our Quality Award. This recognises those pupils who contribute significantly to the wider life of the school and present themselves as excellent role models to their peers. Staff vote for an overall winner for both Foundation Stage and Key Stage 1 as well as Key Stage 2. Parents/carers are invited to the Quality Award.

- **RE Awards**

At the end of each term, every class teacher nominates one child for our RE Award. Staff look at their RE books and talk with the class teacher about why they have been nominated. Staff then vote for one of the nominations for Foundation Stage and Key Stage 1 as well as Key Stage 2. Parents/carers are invited to the RE Awards.

- **Stickers and other small rewards determined by teachers**

- **Phone calls home or face to face communication with parents**

Consequences of Negative Behaviour

Whilst the aim of this policy is to promote positive behaviour, it is occasionally necessary to provide appropriate sanctions in order to prevent behaviour deteriorating. Whilst pupils are praised in public, staff ensure that pupils are reprimanded in private. Staff also support the learning behaviours of their pupils by 'picking up their own tab'.

Everyone in school is responsible for promoting and maintaining positive behaviour. It is essential that class teachers regularly monitor the behaviour of their class, groups within or individual children, and where necessary discuss concerns with the individual(s) concerned, and where necessary their parents. Any concerns should also be discussed with the Head of School and/or Assistant Head. (See Appendix A for the flow chart that is displayed in classrooms, which shows how this is shared with the children).

When pupils behave inappropriately or break the school rules, the following steps are followed:

- 1) A **first** warning is given as a reminder that school rules are not being followed and the pupil must demonstrate improved behaviour or an improved attitude.
- 2) A **second** warning is given if a pupil continues to not follow the school rules or no improvement in attitude or behaviour is demonstrated.
- 3) A **yellow** card is given if a pupil continues to not follow the school rules or no improvement in attitude or behaviour is demonstrated after a second warning. After a yellow card is given, a pupil may pay a visit to their Phase Leader or a nearby class to briefly discuss their behaviour before returning immediately to class. **This is logged on CPOMS.**

- 4) A **red** card is given if a pupil continues to not follow the school rules or no improvement in attitude or behaviour is demonstrated after a yellow card. The pupil will then be referred to their phase leader with the Head of School and/or Assistant Head of School being informed. The incident will also be logged using CPOMS and parents will be notified by letter and possibly an additional phone call or conversation.

Red and yellow cards may be issued instantly if a pupil's actions are deemed serious enough to warrant a more severe sanction than a first or second warning. This may include violence, defiance or deliberate use of offensive language. This decision is made after a restorative conversation has taken place to determine the cause of the issue. Pupils will also be encouraged to build bridges between themselves and peers when appropriate

A red card will be followed by a proportional consequence. This may include a pupil missing break time.

If a pupil receives more than two red cards in a short space of time, parents will be invited into school to have a discussion about ways forward with a member of the senior leadership team and the class teacher.

Behaviour Support Plans

It is expected that this policy will be appropriate for most of our pupils and for the majority of the time. Occasionally it may be necessary to adapt and develop particular strategies in order to meet the needs of particular individuals. This will be done as part of a behaviour support plan where adults directly involved with the pupil will contribute towards its design and implementation. The plan will outline strategies for positive behaviour, targets for the individual and include an individual help script for staff to use to promote positive behaviour and choices. Behaviour support plans are agreed and reviewed every 6 weeks with parents.

EYFS

In Foundation Stage, warnings are given for behaviour that affects the learning of others, not respecting other people or damaging property. If a child continues to make inappropriate choices, they will be given a time-out. A time-out is also given when a child deliberately hurts another child. If a child is regularly placed on time-out, discussions will be held with the child's parents. If behaviour is persistently aggressive and the safety of other children is compromised, a child will be given a red card and procedures will be followed in line with the rest of the school. Timeout is spending time with an adult, using a script appropriate for EYFS children.

Additional Factors to Consider When Managing Behaviour

Persistently behaving in a challenging way is sometimes how children and young people communicate that something is wrong, or there is an underlying problem.

Sometimes behaviours, and/or attendance can deteriorate through events such as a bereavement, abuse, divorce/separation of parents, or due to a specific diagnosed or undiagnosed condition.

It is important that when staff are dealing with behaviour it is de-personalised – separate 'the deed from the doer'. If a pupil's behaviour is giving serious cause for concern, staff should speak to the Pastoral and Inclusion Team to discuss additional support strategies using the school's graduated response. However, if staff believe the behaviours relate to possible safeguarding issues, they must seek advice from the Designated Safeguarding Lead.

Support from Outside Agencies

Sometimes support from outside agencies may be necessary in supporting the child and meeting the needs of the individual. This will be done with the consent of parents. Agencies may include the Whitehouse, KIDZ, Early Help, The Children's Centre, School Nursing Team and Educational Psychologist.

Using Reasonable Force

Staff can use reasonable force to control or restrain a pupil if this proves necessary to stop a pupil:

- Committing a criminal offence.
- Risking their personal safety and/or that of others.
- To maintain good order and discipline in the classroom.
- To prevent damage to property.

See the Positive Handling Policy for further guidance. Guidance can also be found in Section 93 of the Education and Inspection Act 2006, issued by the DfE.

'Reasonable force' is usually used either to control or restrain a pupil. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

Internal Exclusion

Where senior leaders believe it is suitable, an internal exclusion in school may be used as a consequence for more serious behaviour or to ensure the safety of all pupils. This may be where a pupil stays in another classroom or alternative space. This could also include over lunchtime and/or playtime. The venue and length of this will be decided by the member of SLT dealing with the situation. A log on CPOMS must be made of an internal exclusion either by the class teacher or the SLT member.

Fixed Term and Permanent Exclusion

Exclusion will be considered only as a last resort and when a child's behaviour is deemed to be:

- A serious danger to him/herself or to other children
- Likely to cause serious interruption to the education of other children
- A serious breach of the school's behaviour policy

Only the Head of School (or the Executive Head) has the power to exclude a child from school. The Head of School may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head of School may also exclude a pupil permanently. It is also possible for the Head of School to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head of School excludes a child, he/she informs the parents as soon as possible, giving reasons for the exclusion. At the same time, the Head of School makes it clear to the parents that they can appeal against the decision to the Directors and how to do so through the letter of exclusion.

The Head of School informs the Local Authority and Directors about any permanent or fixed-term exclusions.

Screening, Searching and Confiscation

Headteachers and authorised staff have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. All searches must be undertaken by a member of staff who is the same sex as the pupil being searched; and there must be a witness (staff member) and, if possible, they should be the same sex as the pupil being searched.

Prohibited items include:

- alcohol
- knives or weapons
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - to commit an offence
 - to cause personal injury to, or damage to the property of, any person (including the pupil)

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

Child on Child Abuse

We believe that all children have the right to attend school and learn in a safe environment. Children should be free from harm by adults and other children or young people.

We continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the child or young person.

There are many forms of abuse, which may occur between peers including:

- all forms of bullying
- being coerced into sending sexual images (sexting)
- physical or sexual assaults,

- child sexual exploitation
- sexual harassment

These behaviours should never be tolerated, passed off as ‘banter’ or part of growing up.

Action will be taken to ensure that any form of abuse/harmful behaviour is dealt with immediately, consistently and sensitively to reduce the extent of harm with full consideration taken to the impact on the child’s emotional, mental health and well-being.

- If a child has been harmed, is in immediate danger, or is at risk of harm, basic safeguarding principles apply, and advice should be sought from either Humberside Police and/or Hull City Council EHASH.
- Incidents relating to all forms of bullying will be reported, recording and dealt with, in accordance with either the Academy’s AntiBully or E-Safety policy.
- Where there is no risk of significant harm, parents of all the children concerned will be contacted and informed of the nature of the incident. If proven, appropriate sanctions, as outlined in this policy, will be applied.
- Necessary pastoral support will be offered to all affected parties.

(DfE: Sexual Violence & Sexual Harassment between Children in Schools and Colleges, 2021)

Behaviour Beyond the School Gates

Teachers have the power within reason to discipline pupils for misbehaving outside of the school premises (DfE: Behaviour and Discipline in Schools, January 2016)

The school will respond to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the sanctions that may be imposed on pupils.

Teachers may discipline pupils for misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity.
- Travelling to or from school.
- Poses a threat to another pupil or member of the public.
- Adversely affecting the reputation of the school.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

If a child leaves the school premises at the wrong time, the Head of School should be informed immediately.

The above applies to all children registered and visiting the school. It relates to all incidents that occur on the premises or during academic times (trips/visits). In line with section 89 of the Education & Inspection Act 2006 it also applies to poor behaviour not on the premises. This could include incidents on the way to and from school or all forms of bullying, which impact on the life of the school; welfare of the child/ren or the emotional wellbeing of children. Teachers have the powers to discipline pupil’s misbehaviour outside the school premises ‘to such an extent as is reasonable’.

Disciplinary action against pupils who are found to have made a malicious allegation against a member of staff

If an allegation is determined to be malicious, the Designated Safeguarding Lead may consider referring the matter to Children’s Social Care to determine whether the child concerned is in need of services, or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the Head of school will consider the appropriate disciplinary action against the pupil who made it.

Recording and Monitoring

All staff should use CPOMS, the school’s digital recording and reporting system for safeguarding, well-being, behaviour and attendance, to record all issues and incidents relating to behaviour. Write ups should be an objective recount of events and tagged within the appropriate category and where appropriate, subcategory.

The following should be recorded:

- Continuous low-level behaviour
- Serious inappropriate behaviour
- Racist incidents
- Targeting/Bullying incidents
- Adult interventions and responses to incidents (actions)

- Any resulting consequences
- Conversations with parents regarding behaviour issues

Digital copies of letters home relating to behaviour issues, or scans of hard copies, should be attached to the appropriate incident report. This could be the letter sent to parents following a red card.

Behaviour incidents on CPOMS will be formally monitored by the Head of School, Assistant Head of School and the Designated Safeguarding Lead on a regular basis.

Inclusion

It is expected that this policy will be appropriate for most of our pupils for the majority of the time. Occasionally it may be necessary to adapt and develop particular strategies in order to meet the needs of particular individuals. This will usually be done as part of a behaviour support plan where adults directly involved with the pupil will contribute towards its design and implementation.

Monitoring and evaluation

All staff are integral to the policy's success and monitoring. The policy will be evaluated on a yearly basis and, where necessary, amendments or additions will be made.

Cross reference other related policies

Child Protection, Anti-Bullying, Physical Intervention, E-Safety, SEND and Whistleblowing.