

English Martyrs' Catholic Primary School



Behaviour for Learning & Positive Relationships Policy

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English Martyrs' Primary School seeks to offer the best possible Catholic Education for our children and strives to carry out this mission by:

Creating a Christian community where the spirit of Christ is central to all aspects of school life.

Recognising the value of each individual as a child of God, celebrating his/her uniqueness and valuing his/her growth.

Encouraging the development of habits of self-discipline and behaviour in which all members of the community care for one another.

Creating a happy, secure environment in which children can work, learn and gain satisfaction, success and above all self-respect.

Mission Statement

Our children are all unique, beautiful **individuals** but together we are a **masterpiece**, brothers and sisters in **Christ**.

As witnesses of Christ, working together as a **Team**, we strive to promote the **Gospel Values** and Teachings of Jesus by providing a **caring, stimulating environment**, with **nurture, trust, love** and **tolerance** through our spirituality, learning and play. By making connections with Jesus, we promote **high ambitions** and **confidence** to achieve our goals.

Central to these aims is the positive encouragement of good behaviour.

At English Martyrs', we have 5 Expectations that are common to ALL (children and adults):

At English Martyrs' we...

...Are ready to learn.

...Are respectful of EVERYTHING around us: people and things.

...Do our best in everything.

...Are good friends.

...Have high expectations in all we do.

So that we can reach our full potential.

Good and positive behaviour is showing respect to one another by being

- ✓ caring and kind
- ✓ considerate for the well-being and safety of others
- ✓ polite and friendly
- ✓ quiet and hardworking
- ✓ respectful to other people's views
- ✓ respectful to people and property

The staff will encourage good and positive behaviour by

- ✓ RECOGNISING and HIGHLIGHTING good behaviour as it occurs
- ✓ Ensuring that all children are PRAISED for behaving well
- ✓ Ensuring that criticism is CONSTRUCTIVE
- ✓ Explaining and demonstrating good behaviour by EXAMPLE using adults and children
- ✓ Encouraging children to be RESPONSIBLE for their own behaviour
- ✓ Encouraging children to REFLECT upon and evaluate their own and others behaviour
- ✓ REWARDING individual or groups of children for behaving well
- ✓ INFORMING the class teacher/Headteacher/parents of pupils' good behaviour.
- ✓ Positive postcards home

Good and Positive Behaviour

Central to the success of the Behaviour for Learning and Positive Relationships Policy is to ensure that everyone connected to the school is aware of it.

All children are placed into a 'Team' – Stein, Day, Bosco, Romero (all key modern day Catholics who have made a difference to the lives of many). Each child can gain Dojo points through academic achievement, citizenship, personal achievement and behaviour. These points are accumulated and go towards their own Team.

This promotes togetherness a feeling of being part of a community, and pride in their own and others achievements.

Other rewards include:

- Verbal
- Badges or Stickers
- Referral to other teachers or the Headteacher for praise
- Headteacher Special Merits (awarded in Assembly)
- Parents being informed.
- Team Time
- Postcards home

Team Time

Team Time is time spent as a whole class team on an activity of their (the whole class') choosing. At English Martyrs' Catholic Primary School, Team Time is granted to ALL children. It is theirs to 'look after' and not lose. The children can lose time for poor behaviour and that is done by losing Dojo points. The dojos also record the reasons for the time loss to help us see patterns of behaviour. Children with the highest number of points will be awarded Dojo Champion of the Week.

Dojos are re-set every week and the points can be displayed at any time during lessons.

Positive Learning Behaviours

At English Martyrs' Catholic Primary School, we firmly believe that children need to be in the correct place to learn, physically and emotionally. We encourage positive behaviour and attitude towards learning and encourage children to have high expectations of themselves for both behaviour and learning. We embrace collaborative learning, believing that children can help each other, supporting each other socially, emotionally, behaviourally and in turn academically. We foster positive learning behaviours through shared values, goals, expectations and mutual respect for each other.

Each half term a different learning behaviour will be the focus, based on lifelong learning skills and behaviours; weekly awards for Lifelong Learners will be given.

Dealing with inappropriate behaviours

This should be read in conjunction with the Anti-Bullying Policy and Online Safety Policies.

The decision to sanction must be made by a paid member of school staff; the decision to sanction and the sanction itself must be made on the school premises or while the pupil is under the charge of the member of staff; it must not break any legislation (for example in respect of disability, SEND, race and other equalities and human rights) and it must be reasonable in all the circumstances.

Inappropriate behaviour will attract varying levels of sanctions.

Pupils will be reminded of good behaviour.
Examples of attention seeking will be recognised and played down.
Good Behaviour around the child will be praised and highlighted.
Confrontations will be avoided wherever possible.

Behaviour categories

Children's behaviour can present challenges therefore, regular monitoring by the SLT takes place. If persistent behaviour creates a pattern, timely interventions will take place to help and support the pupil. This can involve outside agencies such as Golden Hill Pupil Referral Unit Outreach Team (GHIST), Child and Family Well-Being Services (CFW) as well as support through the school ELSA Team.

Inappropriate behaviour will be based on clear guidelines and following our school 5 Expectations.

Persistent misbehaviour will be dealt with using sanctions including:

Non-verbal techniques

Instructions to return to task

Warnings are given which may result in children's removal to another class or time taken from Team Time.

If a child's behaviour is severe enough and warrants it, they will be placed on a lunchtime detention. The detention will be logged via CPOMS. Parents will be contacted by either text message or phone call and notified of any detention with reasons for it. This will be done at the first possible time.

English Martyrs' School will not impose detentions outside school hours.

Parents are informed at every step along the way. If necessary, there will be involvement with a member of the Governing Body who will meet with parents and aim to improve the child's behaviour.

For incidents that are more serious the child can be dealt with in a more direct way after discussion with the relevant teacher and the Headteacher. It will also be decided whether the child returns to the system at the point where he/she was when the incident took place, or at a higher level.

For any extreme cases, the circumstances will be discussed with the relevant member(s) of staff, the Senior Leadership Team and the Headteacher. Suspensions and Exclusions can only be authorised by the Headteacher.

These Behaviour for Learning strategies are flexible for individual children who have determined emotional, behavioural and social needs as behaviour strategies are not a 'one size fits all' package. The aim of the above system is not to punish but to enable a child to help create a happy, secure environment in which we can work, learn and gain satisfaction, success and above all self-respect.

Sanctions for inappropriate behaviour at lunchtime

We expect children to adhere to the same behaviour expectations at all times during the day. We expect children to show respect to ALL members of the school team.

Playground Rules:

Stage 1: Quiet word with an adult

Stage 2: Time out

Stage 3: Be taken inside to speak to a member of SLT

If a child is unable to follow the rules at lunchtime, all staff must follow school procedure:

Welfare staff notify the class teacher of issues arising at lunchtimes.

Serious incidents of poor behaviour: bullying; violence; refusal to comply; racism (this is not an exhaustive list) are classed as serious and appropriate sanctions are given as deemed necessary by welfare staff, class teachers and SLT.

If the poor behaviour continues, parents are contacted and they could receive a lunchtime exclusion. If, once the child returns, their behaviour still does not improve, a longer exclusion may be arranged.

Pupils' conduct outside the school gates

If a child presents with non-criminal behaviour or bullying occurring off the school premises and is witnessed by a staff member or reported to the school and found to be true then the behaviour policy can be used.

A teacher may discipline a pupil for:

- Any misbehaviour when the child is
 - a) taking part in any school organised or school related activity or
 - b) travelling to or from school or
 - c) wearing the school uniform or
 - d) in some other way identifiable as a pupil of the school
- or misbehaviour at any other time whether or not the conditions above apply, that
 - a) could have repercussions for the orderly running of the school or
 - b) poses a threat to another pupil or member of the public or
 - c) could adversely affect the reputation of the school.

Confiscation of Inappropriate Items

Teachers are allowed to search without consent for "prohibited items" including knives and weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images; any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; any item banned by the school rules.

Weapons and knives and child pornography must always be handed over to the police. Otherwise, it is for the teacher to decide if and when to return a confiscated item after discussion with the headteacher.

Power to use reasonable force

Legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom. Headteacher and authorised school staff may also use reasonable force when conducting a search without consent for the items listed above. Force however cannot be used to search for items banned under the school rules.

Child-on-Child abuse including sexualised abuse

Child-on-Child abuse is defined as abuse between children under 18 years of age.

English Martyrs' Catholic Primary School has a **zero-tolerance approach to abuse**, including child-on-child abuse.

English Martyrs' Catholic Primary School will refer to the specific guidance in [Keeping Children Safe in Education Part five: Child on Child Sexual Violence and Sexual Harassment and Lancashire Procedures. 5.31 Peer Abuse \(proceduresonline.com\)](#)

All staff will be aware that child-on-child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff will be aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring. All staff will speak to the DSL if they have any concerns about child-on-child abuse.

All staff will understand the importance of challenge inappropriate behaviour between peers and will not tolerate abuse as "banter" or "part of growing up".

Child-on-child abuse can be manifested in many different ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Upskirting.
- Initiation and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.

All staff will be clear as to the school's policy and procedures regarding child-on-child abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it.

All staff will be made aware of the heightened vulnerability of pupils with SEND, who evidence suggests are more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil's SEND and will always explore indicators further.

All staff will be made aware of the heightened vulnerability of LGBTQ+ pupils, who evidence suggests are also more likely to be targeted by their peers. In some cases, pupils who are perceived to be LGBTQ+, regardless of whether they are LGBTQ+, can be just as vulnerable to abuse as LGBTQ+ pupils. The school's response to sexual violence and sexual harassment between pupils of the same sex will be equally as robust as it is for incidents between children of the opposite sex.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Pupils will also be reassured that they will be taken seriously, be supported, and kept safe. This process will be continually reviewed by the DSL / SLT.

Staff will follow these procedures, as well as the procedures outlined in the school's [Anti-Bullying Policy](#) and [Exclusion Policy](#), where relevant.

English Martyrs' Catholic Primary School and DSL will consider:

- the wishes of the victim in terms of how they want to proceed
- the nature of the alleged incident
- the ages of the children involved
- the development stages of the children involved
- any power imbalance between the children
- is the incident a one-off or a sustained pattern of abuse
- are there ongoing risks to the victim, other children, school or college staff
- contextual safeguarding issues.

Following a report of sexual violence, the designated safeguarding lead (or deputy) will make an immediate risk and needs assessment, considering:

- the victim
- the alleged perpetrator
- all other children (and if appropriate adult students and staff)
- Risk assessments will be recorded and kept under review as a minimum termly
- Refer to Guidance in Keeping Children Safe in Education Sept 2025, Part 5.

Policy updated and reviewed by:

Headteacher and all teaching staff: September 2019 reviewed in meeting and amended.

Amendments September 2019:

Removed the certificates and awards of 50, 100 points etc
Fully embed the Dojos and pass up to next class

To be reviewed: September 2020 or earlier in light of new initiatives

Reviewed May 2020 with new Appendix referring to phased re-opening responding to Covid-19 Pandemic

Amendments September 2021:

Re-wording of use of Dojos; new Teams added following consultation with staff; update to Appendix A (dates and times)

Amendments September 2022:

Removal of Covid-19 references and addendum; Addition of child-on-child abuse taken from Safeguarding and Child Protection Policy 2022; addition of Learning Behaviours section

Amendments September 2023:

Removal of statement for children having 5+ detentions as parents are contacted and kept in communication at all times regarding their child's behaviour

Amendments September 2024:

Change of name to Behaviour for Learning and Positive Relationships Policy;
References to Positive Behaviours;
References to and changes from Golden Time to Team Time

Amendments September 2025:

Change from Golden Time to Team Time in ***Good and Positive Behaviour*** section