

# ***St. Luke's C.E (Aided) Primary School***



## **Behaviour Procedures Policy**

**September 2021**

*School vision- Let your light shine, live life to the full, respect and care for all, create a happy and safe world for everyone.*

At St. Luke's we believe that we promote good behaviour by creating a happy caring school environment where everyone feels valued, respected, secure and free from all forms of negative behaviour. As a school, we carefully follow the aims in the Keeping Children Safe in Education document published in 2021.

We understand the importance of implementing a consistent approach to positive behaviour and staff at St. Luke's strive to provide an environment where children understand the difference between right and wrong.

We encourage pupils to achieve in a learning environment where self-discipline is promoted and good behaviour is the norm. Any form of low-level misbehaviour during lessons is not accepted, as we believe pupils will achieve their full potential in a happy and stimulating school environment.

At St. Luke's we believe pupils:

- have a positive attitude to their education;
- are committed to their learning;
- know how to achieve their best;
- are resilient to setbacks;
- take pride in their achievements;
- understand the importance of good attendance and punctuality

The staff at St. Luke's are committed in developing relationships between adults and pupils that reflect a positive and respectful culture, where we aim to create a school environment where all forms of bullying or misbehaviour are not tolerated. Staff members deal with incidents of bullying quickly and effectively and work hard to educate children to ensure bullying is recognised and that they understand the importance of telling an adult.

We recognise the importance of pupil voice and work closely with our school council to hear their views and the opinions of their classmates. Elected school council representatives work closely with their peers to choose rewards as mentioned in this behaviour policy.

The role of the headteacher:

- determine the detail of the standard of behaviour that is acceptable to the school;
- ensure all school staff, pupils and parents are aware of and comply with this policy;
- create an ethos that makes everyone in the school community feel valued and respected;
- promote good behaviour by forging sound working relationships with everyone involved within the school;
- prevent all forms of bullying among pupils by encouraging good behaviour and respect for others;
- ensure all stakeholders are absolutely clear about the expected standards of pupils behaviour,

- work hard with everyone in the school community to create an ethos that makes everyone feel valued and respected;
- encourage good behaviour and respect for others, in order to prevent all forms of bullying among pupils;
- advise on poor attendance and punctuality,
- to monitor and organise safeguarding and child protection training to ensure staff members are aware of:
  - ☐ Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges
  - ☐ Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children
  - ☐ the Safeguarding and Child Protection policy
  - ☐ safeguarding procedures in place;
  - ☐ all safeguarding policies;
  - ☐ their role in safeguarding and child protection

The role of staff members:

- have in place clear classroom routines;
- maintain consistency in applying these routines;
- encourage good behaviour and respect for others;
- praise good behaviour and good work;
- apply all rewards and sanctions fairly and consistently;
- work with pupils to compile a list of class rules;
- display class rules;
- deal appropriately with any unacceptable behaviour;
- ensure that all children are given the opportunity to achieve to their full potential
- work in partnership parents and carers keeping them up to date with their child's progress and behaviour at school;
- ensure the health and safety of the pupils in their care;
- identify problems that may arise and to offer solutions to the problem;
- create and sustain a calm, positive and supportive environment, which includes a sense of community, within the class.
- take seriously incidents of inappropriate behaviour.
- use strategies which consistently reward appropriate behaviour and which cause children to experience the consequences of their unacceptable behaviour.
- use PSHE teaching / Circle Time (at least once a week) to provide opportunities for the children to discuss the application and appropriateness of the Golden Expectations, to share their concerns, opinions and experiences and explore their feelings.
- class teachers will inform parents at the end of the day (in person or by telephone) if their child has been involved in an incident, which they have been made aware of.
- class teachers, with support from the SENCO, will liaise with parents and write a provision map to support the child's behaviour in school if appropriate.

The aims outlined in the school's policy to promote Good behaviour are categorised into the following below:

1. General school behaviour.
2. Positive recognition of good behaviour.
3. Classroom behaviour & management.
4. Involvement of parents.

5. Playground behaviour.
6. Bullying.
7. Exclusion.

## **1. General School Behaviour:**

A set of “Golden Expectations” for behaviour in school have been agreed by the children, through the use of class discussion / Circle Time. These rules have subsequently been presented to and accepted by staff and governors. They have also been presented to parents.

### **Golden Expectations.**

- Do be kind and helpful
- Do be gentle
- Do work hard
- Wear a smile
- Do listen
- Do be honest
- Do look after property

It is essential that the Golden Expectations are implemented consistently by all members of staff. This includes teachers, the teaching support staff and the non-teaching team.

## **2. Positive Recognition of Good Behaviour:**

Positive recognition and praise will be given to children when they behave appropriately. This might take the form of:

- Regular praise.
- Recognition of achievement in and out of school during our ‘Fabulous Friday’ collective worship.
- Team points.
- Stickers/ certificates.
- A “Pupil of the Week” award for particularly good conduct.
- Special privileges (extra break / Golden Time).
- Opportunities to share quality work with other teachers and/or the Headteacher.
- Informing parents of good behaviour and achievements.

### **Team Points system:**

- Intention is to catch children being good and making them aware of it. Also specifically targeting the critical mass of children who are always well- behaved and industrious. We must ensure that these children are made aware that we have noticed this and are appreciative
- TAs, office staff, lunch staff, supply teachers to be actively encouraged to make full use of the system.
- Work to make all children in class or group aware of why points are being given and how they too can get them.
- Not to be restricted to academic performance and effort only. Staff should also take into consideration all other aspects of school life.

- Team point chart in the school hall showing current half-termly situation.
- Reward chosen by the children for members of winning team over a half-term period.

#### **“Pupil of the Week” Award.**

- Certificate to one child from each class to be presented each week in collective worship. (Usually Monday)
- Children to sit at front of hall at beginning of Monday collective worship. Certificates to be presented and teacher to speak about reasons for this to all school.
- Parents of children involved to receive letter informing them of award and inviting them to attend the presentation in collective worship.
- Copies of certificates to be displayed each week on our “Tremendous Tree” notice board in hall and in a folder in the school reception area.
- At the end of each term the children in each class also choose a ‘Pupil of the Term’ and this person chosen by their peers (under the guidance of the teacher) is presented with a certificate in collective worship.

During Covid19 and the current renovations of school, Pupil of the Week Awards are presented to a child in their classroom as part of our collective worship sessions. Parents are informed of their child’s achievements through Marvellous Me and conversations with the class teacher. A certificate is awarded to the child for them to take home.

Although our approach to behaviour management is based firmly on the reinforcement of positive behaviour, there is a clearly understood procedure, which applies when rules and expectations are not followed.

### **3. Classroom Behaviour & Management:**

#### **Sanctions:**

1. In the first instance of inappropriate behaviour, the child will receive a verbal warning. They will be clearly given the reason for this.
2. If the child repeats this behaviour, then his/her name will be recorded, and will remain active for the rest of the week.
3. If a child’s name is recorded 3 times they will lose their Golden Time.
4. Isolation for a specified length of time within the classroom. (Time out)
5. By arrangement with another teacher in the school, the child works for a specified time in another classroom. There should be no interaction between the child and the other pupils in the new class and the teacher should remain emotionally neutral.

*If rules and expectations are not being followed consistently, and the child interferes with the teaching and learning of others, s/he may lose other privileges, such as part or whole of break/lunchtime, ICT time or games.*

## **Incident Log:**

1. If the number of times that a child is recorded as instigating an incident is becoming a cause for concern, parents / carers will be invited to attend a meeting to discuss this. The class teacher will be involved in this meeting in order to:
  - Discuss and agree a joint strategy for moving forward.
  - Agree time for a review meeting if necessary
  - Set a target for improvement
  - Discuss possible involvement of outside agencies
2. If after this meeting further incidents are recorded a letter may be issued to parents on behalf of the Governing Body.

## **4. Involvement of parents:**

Parents play a vital role in supporting the implementation of the behaviour policy. They should be as involved as partners in the process of behaviour modification, and should always be treated with respect and tolerance.

*.....Headteachers and teachers should develop an active partnership with parents as an aid to promoting good behaviour...; They should ensure that their schools provide a welcoming environment for parents; They should ensure that their schools behaviour policies are communicated fairly and clearly to parents.....*

*Discipline in Schools. The Elton Report.*

Effective channels of communication should be established and maintained in which parents are:

- Given a leaflet on admission explaining the behaviour policy and asked to discuss it with their child. (These may be re-issued as and when it is felt necessary).
- Asked to let the school know of any problems which might affect their child's behaviour.
- Encouraged to attend open evenings/ afternoons, workshops and other school events.
- Encouraged to discuss any concerns that they might have about their child.

## **5. Playground behaviour:**

We are concerned for the happiness and safety of children in the playground and the maintenance of acceptable behaviour. At break and lunchtime, all children have the right to be able to play in the playground safely and happily. Mrs Green is our designated member of staff responsible for ensuring all children are involved in activities and or with friends or know that they are able to seek assistance from this adult if they do not perceive this to be the case.

### **Lining up at the end of play sessions:**

Children should move to their class lines on hearing the bell. They should line up quietly, where they will be promptly met by their teacher. Teaching assistants should assist the

teachers to move the children into school quietly and quickly. Children should be praised and or rewarded for doing this properly.

### **Break and Lunchtime Sanctions:**

If a child misbehaves at break time, the teachers on duty have a number of options. Depending on the severity of the incident, they could:

- Encourage the parties to solve their difficulties in an amicable manner.
- Insist that the child stands with them for a few minutes in order to discuss his/her action.
- Instruct the child to stand by the school wall to think about their action or simply to “cool off”.

At lunchtime the same code of conduct and expectations apply as in lesson time. Incidents of inappropriate behaviour will be dealt with as stated above. All incidents will be recorded and sheets taken to the office as soon as possible after the incident.

Lunchtime supervisors will implement the policy, with support from the Headteacher, teachers and all other school staff.

### **6. Bullying:**

..... *The conscious desire to hurt, threaten or frighten someone else.*

**Bullying is completely unacceptable in our school. Children must understand that this kind of behaviour will not be tolerated under any circumstances.**

#### **Bullying may be:**

- Physical – kicking, pushing, punching or any other forms of violence.
- Verbal – Name calling, teasing.
- Emotional – tormenting, ridiculing.
- Racist – racial language, taunting, graffiti.
- Sexual – Unwanted physical contact or abusive comments.
- Cyber-Use of new technologies to create upset to others.

The school will:

- Take all problems seriously and investigate all incidents quickly.
- Talk to all those involved, including any witnesses.
- Try to identify the underlying reasons for the behaviour.
- Decide on appropriate action.

This might include some of the following:

- Obtaining an apology, imposing sanctions, informing parents, insisting on returning items to their owner.
- Providing appropriate support for the victim and the bully.
- Encouraging empathy between victim and bully through discussion, drama and social games.
- Encouraging the bully to change his /her behaviour.
- Meeting with parents to monitor the situation.
- Informing all members of staff about the incident and the action taken.
- Keeping a written record of incidents and action taken.

In addition, as part of the regular teaching programme, school will ensure that children are made increasingly aware of what bullying is, including peer on peer abuse, and what the implications are. This will be addressed in PSHE and Circle Time sessions and in whole school assemblies.

## **7.Exclusion:**

Under section 64 of the Education Act (1997), exclusion may only be implemented by the Headteacher or in the case of his / her absence from school, the member of staff designated as the Acting Headteacher. It can take one of two forms. These are known as **fixed period** or **permanent**.

Fixed period exclusions may be used for no more than 45 days in any one school year. Any fixed period exclusion of more than five days must be considered by the governor's disciplinary committee. Permanent exclusions will follow procedures and timescales detailed in the LA guidance.

Exclusion, whether fixed period or permanent, will only be used in school as a very last resort. It will be called upon when:

- The range of other strategies that are outlined in the policy have been tried and have been proven to have failed.
- Allowing the child to remain in school would be seriously detrimental to the education and / or the welfare of the pupil or others in the school.
- A detailed investigation of the circumstances has been undertaken.

When an exclusion of any kind is implemented:

- Parents will be contacted immediately, by telephone if possible, to be informed of the circumstances of the exclusion.
- This will be followed up by a letter explaining the situation and outlining their right to make representation to the governors Disciplinary Committee.
- An opportunity for discussing the situation with the Headteacher, and any other staff involved, will be provided.



- The Headteacher will arrange for work to be made available for the excluded child for the period of the exclusion. It is the parent's responsibility to ensure that this work is completed and that it is returned to school for marking so that further tasks can be set.
- The Chair of Governors and the LA will be informed of the decision.

In exceptional circumstances, where a pupil's actions pose a serious risk to the health and safety of himself / herself or to other pupils / staff of the school, (e.g. a serious assault), the Headteacher may exclude the child for a fixed term, even if other approaches to modifying the behaviour have not been tried.