

St Luke's Primary School



St Luke's Behaviour for Learning Policy

Updated February 2018

"Everyone who works with children should do what is in the best interests of the child."

Article 3 United Nations Rights of the Child

Introduction: Our responsibility as teachers

Aims and Objectives:

We are a caring community, whose values are built on mutual trust and respect for all.

This policy supports our aims, so that every member of the school community feels valued and respected, and that each person is treated fairly and well.

Our aims in establishing behaviours for learning are that everyone will:

- have positive attitudes towards self, others and work;
- develop an awareness of the importance of caring for the environment;
- support our home/school agreement.
- as a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.
- to support the school community in aiming to allow everyone to work together in an effective, considerate & cohesive way.
- to promote an environment where everyone feels happy, safe and secure.
- to become positive, responsible and increasingly independent members of the school community.

Whole School Behaviour Expectations

At St Luke's School we adhere to seven basic statements on behaviour which are, in effect, our School Rules. These are:

- **be honest & trustworthy**
- **be polite & caring**
- **be good listeners**
- **be respectful to everyone**
- **be calm & walk inside the school**
- **work hard**
- **look after our school & everyone's property**

(See Appendix 1)

Encouraging Appropriate Behaviour

We believe that learning about appropriate behaviour is an important part of each child's experience. All adults at St Luke's School play a vital part in partnership with the child's family in encouraging acceptable behaviour through:

- modelling and setting a good example;
- teaching appropriate behaviour;
- wide use of positive and friendly supervision;

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- using verbal and non-verbal praise;
- assemblies;
- awarding individual rewards;
- granting individual privileges;
- granting leadership roles e.g. peer mediators, library monitors
- circle time and other activities that develop self-esteem
- class rewards e.g. marbles in the jar leading to a shared celebration, e.g. extended break time
- Differentiation /scaffolding of work
- showing interest and listening
- setting targets

Special Educational Needs

We recognise that for a small number of children, whose needs are beyond the whole school system, a more personalised approach may be necessary in order to support them in developing the ability to regulate their own behaviour. They may have an individual behaviour plan agreed between the pupil, staff and parents. The support of outside agencies will also be sought where appropriate, in particular the SEMHIT Behaviour Support Service or Educational Psychologist.

General Behaviour Guidelines in and around school

All pupils should observe the 7 Behaviour Expectations as outlined.

Behaviour should be monitored at all times and pupils guided towards making good choices in their behaviour both within class and around school.

It is essential, therefore, that all members of staff/parent helpers are proactive in their monitoring of behaviour and look for signs of possible 'conflicts' before they actually happen.

Any instances of unacceptable behaviour should be dealt with at the very earliest opportunity by the member of staff who is dealing with it at the time.

Sometimes, due to organisational issues, it may not be right at that moment – however it is essential that all children understand that it is not **if** there will be a consequence but rather **when**.

'What you ignore, you condone'

Rob Long Mantras

- *Behavioural mistakes are learning opportunities*
- *Fight fire with water*
- *Children without boundaries go in search of them*
- *The problem is the problem, not the child*
- *It doesn't have to be perfect to be good*
- *Attitude is everything*
- *Analyse, don't personalise*
- *Be consistent in your principles and flexible in your practices*

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Class Rules/Contract

Staff should be responsible in creating and policing their own set of Class Rules or Class Charters – providing they, in no way, compromise the 7 main School Rules.

They should, in general, also be responsible for administering any appropriate sanctions within their classrooms, as a direct result of failing to comply with the agreed Class Charters or the School Behaviour Expectations.

Where there is a Specific Behaviour Plan in operation, those guidelines should be used.

Specific guidelines for:

Key Stage1 & Foundation Stage:

(See Appendix 2)

Trust Badges

Pupils entering KS2 will be issued with a school Trust Badge which should be worn as part of the school uniform throughout their time in KS2.

The trust Badge should only be taken away for serious behavioural issues.

(See Appendix 4)

Monitoring behaviour

Class teachers are responsible for the monitoring of their pupils' behaviour both in class and on the playground. They should also **contact parents at an early stage** in order to develop a dialogue, aimed at rectifying the individual pupil's behaviour early on.

However it is also the responsibility of **all staff to monitor, evaluate and where necessary challenge the behaviour of all children across the school.**

In instances where the behaviour has deteriorated significantly, the KS Leader and (where appropriate) SENCO will also become involved (see below in '**Hierarchy of consequences**'))

Playground behaviour

In addition to the main School Rules, there are an additional 2, which relate specifically to the Playground and Soft Surface. They are:

- **Rough Play – No Way!**
- **Follow instructions**

It is the right of all pupils to be allowed to play safely. If anyone interferes with that right through their behaviour (be it physical or verbal), they should be immediately be given "time out" for a determined amount of time (eg 5 minutes). This will be in a place that is easily monitored by the staff on duty and is provided as a way to calm a situation to a point that reasonable discussion and support can be provided as well as given an opportunity to apologise to the 'injured' party. It is important that before dealing with the perpetrator, the staff

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member checks on the welfare of the 'victim' to make sure they are Ok and assure them that you will deal with the issue.

Any incidents of negative behaviour will be recorded on the SIMS network – the HT/DHT will monitor this regularly.

It is essential, whilst on duty, that all members of staff/parent helpers are proactive in their monitoring of behaviour **including moving around the different play areas to look for signs of possible 'conflicts' before they actually happen.**

If the behaviour is warranted as very 'serious' – they should be taken to the **Headteacher or Deputy Headteacher.**

Hierarchy of consequences

It is important that there is a clear hierarchy of response/action/personnel support to the level of inappropriate behaviour exhibited.

A graduated level of response/sanction is a good way of dealing with different levels of behaviour in an appropriate way.

For example:

Level	Example	Possible action	Personnel
1	Minor misbehaviour or disruption in classroom	Use class rules to re-enforce correct behaviour & possible minor sanction	Class teacher
2	Behaviour that significantly disrupts learning in class	Time out and/or appropriate Sanction Support from colleague Parental involvement	Class teacher Colleague Parent/Carer
3	Behaviour that severely disrupts learning and is non-compliant	Time out Support from colleague Appropriate Sanction Possible Behaviour Plan Parental involvement	Class teacher Colleague Key Stage Leader SENCO Parent/Carer
4	Behaviour that seriously undermines the Safety of anyone in class (including the pupil themselves)	Support from Year Group Manager Parental involvement Serious Incident Log Behaviour Plan Internal/External Suspension*	Classteacher and Key Stage Leader Parent/Carer SENCO Headteacher

* there are specific ESC guidelines relating to this

This is only intended as a guide to levels of behaviour and appropriate responses – much depends on the situation & context and is ultimately the decision of the teacher/adult.

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Parents should be involved at an early stage if the behaviour of an individual deteriorates – initially that may just be a telephone call to appraise them of the issue(s).

If the behaviour is at, or approaching Level 3, the school SENCO and Key Stage Leader should meet with the Class teacher & Parent/Carers to discuss and implement a **Personal Behaviour Plan** which will be specific to the pupil's needs.

Counter Bullying

Everyone at St Luke's School has the right to feel welcome, secure and happy. Only if this is the case will all members of the school community be able to achieve their maximum potential. Bullying of any sort prevents this being able to happen and prevents equality of opportunity. It is everyone's responsibility to prevent this happening and this policy contains guidelines to support this ethos.

(see 'St Luke's School Anti-Bullying Policy')

Safeguarding & Health and Safety

It is paramount that at no stage should the behaviour of any pupil or pupils jeopardise their, on any others', safety at any time at school. Should such a situation develop, the teacher/adult should summon help immediately from another adult. The pupil(s) should then be taken to a secure environment (usually inside the school) and the Head/Deputy or Key Stage Leader called. At no time should the pupil be left unattended.

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Appendix 1 St Luke's School Behaviour Policy

Behaviour Expectations

At St Luke's School we will ...

- be honest & trustworthy
- be polite & caring
- be good listeners
- be respectful to everyone
- be calm & walk inside the school
- work hard
- look after our school & be careful with everyone's property

Also

On the Playground and Soft Surface

- Rough Play – No Way!
- Follow instructions
- Use equipment properly

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Appendix 2 St Luke's School Behaviour Policy

Specific guidelines for:

Key Stage 1 & Foundation Stage:

Running inside: Child is stopped and reminded of the rule, ("what's our rule in school?", "Show me nice walking", "Walking please", "How do we move/walk in Nursery/Reception/Yr1, Yr2) and then asked to go back and walk.

Shouting inside: Child is reminded of the rule, ("What voice do we use inside?", "Use your inside voice"). If the child has had to be reminded several times they are asked to leave that activity and they will be able to return when they have shown the adults they can use a quieter voice.

Getting silly: The child is asked to calm down. This is repeated several times. If child continues to be silly, they are told to leave that activity and go to one specified, usually a sitting down, calm activity. If silliness continues at second activity the child is again asked to calm down. This is repeated several times. If child is still being silly then they will be *sat out for around 1 min per year of their life (e.g. 3/4 min in Reception, etc.).
**please note that no child should be sat out of an activity for longer than 10 min.*

Hurting another child purposefully: Child is removed from activity and sat out straight away. After being sat out they should be taken to apologise to the person they hurt. If they refuse to apologise they are sat out again. This continues until the third attempt. If no apology is made – KS Leader is informed.

Deliberately spoiling someone's work: Child is made to apologise and is then moved away from activity, sitting out may be required depending on situation.

Please make sure that whoever deals with a behaviour issue is the person who sees it to its conclusion, e.g. whoever sits a child out is the person who lets them leave after their time is up.

Group time/Carpet time

Shouting out

This is more an immaturity issue rather than a behaviour issue, and so 'tactical ignoring' is going to be the best method of dealing with these children. Here are some other ways of dealing with children who shout out; **Ignore them.** You may even have to say to the child "I'm ignoring you, because you are shouting at me. Put your hand up and I'll listen." **The moment they stop shouting out and do as they are asked you must either listen to them, choose them. In all cases you must praise them the second they have done what you ask.**

Re-enforce the rule : "Stop. What is the rule for carpet time? Yes. The rule is hand up. Show me the rule. Good boy/girl. *You don't have to have actually discussed the 'rules', the children will pick them up (especially if you do this each time they aren't doing what you want).*

"I'm really looking for children who are ..." (putting hands up, body basics, etc). Make sure you choose the children who you know will find it difficult **A.S.A.P.** Remember the aim is to **Catch him/her being good.**

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Teaching Assistant to sit near children who find this difficult, and quietly remind the child, while the teacher 'tactically ignores' the negative behaviour.

One thing at a time! Only focus on 1 behaviour at a time – if they are walking in the class, but shouting, then stop them and say "You are walking very well, but what is the rule about our voices? Yes we do use quiet voices. Well done, can you show me?"

Choose people either side as examples and congratulate them, while ignoring the negative (**even if you have to go through ½ the class before they realise!!**) *The moment they do realise, and start doing what they should, congratulate them.* "Well done, I really like the way you are..."

At all times we must all be positive

If there is a way of saying it in a positive way then do so

E.g.

Don't say: "No Running"

Do say: "What's the rule? We walk in Reception/Year 1"

Damage to equipment

All equipment can be replaced – so try not to be too cross!!!

Accidental damage : either, The child should be asked to be more careful and allowed to continue at the activity. Or, the child should be asked to move to another activity.

If it was an accident there is no need to make a big deal about it – these things happen.

Non-accidental : The child should be removed from the activity and sat out for 1min. They are then spoken to by the adult that sat them out and explained why they were punished. In most cases the child should then be allowed back to the activity. Obviously professional judgement is used at these times.

We should be praising all children that are following the set rules for class behaviour

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Appendix 4

Trust Badges

General Information

- Any Badge removed from a pupil will be for 5 School days – for whatever reason !
- Parents will always be informed of trust badge loss
- All badges removed will be kept by the Deputy Head/KS 2 Leader and recorded.
- 5 Day removal begins when badge is handed to class teacher
- If a Badge has already been removed and another incident occurs this will be added to the first five day removal.
- If continued Badge Loss occurs, a meeting will be set up with the Deputy Head/KS Leader, Class teacher & Parents/Carers.

Example Behaviours resulting in Badge Loss :

- General behaviours in and around classrooms and School where staff feel 'Trust' has been significantly compromised.
- Lack of respect for any member of staff.
- Lack of respect for the School and other's property
- Taunting and teasing other pupils.
- Swearing, use of bad language

The following will result, not only in Trust Badge removal, but a meeting will be set up with the Deputy Head/KS Leader, Class teacher & Parents/Carers which may result in more rigorous sanctions.

- Extremely Violent and Aggressive behaviour – physical or verbal
- Bullying (including Cyberbullying)

Loss of Badge – Loss of Privilege !!

- No Soft Surface at Playtime or Lunchtime
- No extra Curricular activities
- Not allowed to 'represent' St Luke's School (i.e. Sports teams, productions, etc).