

St Luke's CE Primary School Behaviour Policy

Agreed at Full Governors Meeting September 2017

To be reviewed September 2018

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Behaviour Policy

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This behaviour policy should be read in conjunction with the anti-bullying and physical intervention policies

1. Introduction

Our behaviour policy is based on the celebration and reinforcement of positive behaviour, a consistent approach to rewards and sanctions by all members of staff and explicit behaviour expectations. Appropriate behaviour is central to the effective delivery of the whole curriculum if children are to gain maximum benefit from their learning environment. The behaviour policy is reflected in all areas of the curriculum, in Worship and during playtime and lunchtime. It shares strands with Religious Education and PHSCE. The learning of appropriate behaviour requires the teaching of specific skills and attitudes. Our pupils will demonstrate these skills and attitudes when representing the school in the wider community.

2. Aims

- To help each child attain full potential in all respects: academically, physically, mentally, morally, spiritually, emotionally, culturally and socially
- To encourage self-respect, self-discipline and self-confidence
- To create and maintain a stimulating environment that is respected by all
- To teach appropriate behaviour and to recognise and reward positive behaviour
- To encourage children to be responsible for their actions and to realise that certain actions evoke specific consequences

3. Equal Opportunities

Rewards and sanctions are a result of specific behaviour and are applied consistently towards all children. However, children with behaviour difficulties may have additional individual rewards and sanctions applied. In this case they may have a School Support Plan (SSP) which will be shared with parents/carers/other adults working with the child.

4. Underpinning premises

- The power of praise should not be underestimated. Rather than voicing disapproval at minor misdemeanours, teachers and other members of staff should first praise other pupils who are displaying appropriate behaviour.
- There is a fresh start each day
- Children must never be left unsupervised. If needed, "time out" at breaks can be had by the fish.
- A child should never miss an entire break. If being kept in for part of the break (see Lesson Time in 5.3 below) the teacher must ensure that the child is supervised and that he/she is given time to go to the toilet and have a few minutes to exercise.
- Staff at St Luke's avoid shouting: it demeans the adult and humiliates the child.
- Communication is essential: if a child who has behaviour difficulties is having a bad day, let appropriate staff know. Also, children cannot be blamed for breaking rules of which they were not aware, so expectations of behaviour must be made explicit.

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- Staff at St Luke's model the behaviour policy by treating other adults and pupils with respect. In terms of respect for the learning environment, teachers should set the example: children should be encouraged to leave their workspace clear and tidy at the end of a lesson and particularly at the end of the day. They should know where things belong in the classroom and be responsible for putting everything away or taking belongings home.

5. Policy into Practice

5.1 In reception, we focus on just one class rule: **be kind**; for all other year groups positive rules that can be clearly and unambiguously defined are drawn up by appropriate staff and children for each area of the school and displayed prominently:

- CLASSROOM RULES drawn up by class teacher and their children
- PLAYTIME/LUNCHTIME RULES drawn up by representatives from teaching staff, children and lunchtime staff
- MOVEMENT AROUND THE SCHOOL RULES drawn up by representatives from teaching staff and children.

If teachers have specific behaviour expectations for some activities – eg PE, Worship, investigative activities, learning outside the classroom, these should be made explicit at the start of the session, so that expected behaviour is clearly understood by all.

5.2.1 **Rewards:** Positive encouragement is given to children who display appropriate behaviour: smiles, praise, achievement stickers, certificates, mention in assembly (Superstars), selection for Marvellous Manners table, whole class rewards, positive messages to class teacher, headteacher and/or parents, nomination for Creation through Caring Award. Adults in school also reward individual pupils with stamps which can be recorded in individual stamp albums, with additional awards given on the completion of a page/album. Golden Tickets may be presented by any adult in school to a whole class whose behaviour has been exemplary. When 30 Golden Tickets have been collected, the class chooses a reward.

5.2.2 To further reward good behaviour, at least one parent of each class will be spoken to each week about something positive their child has done (this may be a verbal message at the end of the day, a phone call, email or good news postcard).

5.3 **Sanctions:** If rules are broken, the following sanctions are applied, with a clean slate beginning each day:

5.3.1 Playtimes / Out-of-School Visits

First time: a quiet warning

Second time: one minute away from the group (stay with duty staff)

Third time: two minutes as above

Fourth time: remain with duty staff to calm down

5.3.2 Lesson time

First time: a quiet warning

Second time: a second warning and name moved down the behaviour chart

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Third time: moved away from the group for a length of time at the teacher's discretion (as it is often the group dynamic that is causing/exacerbating the problem)

Fourth time: kept in for five minutes at the end of the lesson/session. This time should include quiet personal reflection. As children get older, it should also include discussion with the teacher about which rules were broken, how the child might have reacted differently and what might have happened had a different course of action been taken.

Fifth time: parent(s) informed: this may be by the class teacher or the Head/Deputy depending on the seriousness of the actions

A visual reminder of the sanctions is on the wall in each classroom and children move their name down as sanctions are applied, helping them to monitor their own behaviour. If a child behaves exceptionally well, they can move their name UP the chart one place, thus getting the opportunity to rectify an earlier misdemeanour or to move above the chart into silver and gold. At the end of each day, any child whose name has been moved down, puts their name back into the "green" area so that the next day begins with a fresh start.

5.3.3 Being sent to Headteacher (Deputy Headteacher in her absence)

Whenever a child is sent to the Headteacher, she will make a record of the behaviour and the action taken and discuss with the child the steps required to prevent it happening again. If the Head or Deputy is unavailable, a meeting can be disturbed to at least hand in a note to say that a child needs to be seen before the end of the school day, in order that the fresh start can be upheld the following day and the child is not sent home anxious about an impending meeting.

In the unlikely event that this is not possible, the child must not be threatened with a visit to a Head the next day, but on her return the Head may wish to speak with the child/the child's parents.

5.3.4 Severe Clause: In cases of theft, swearing, spitting, behaviour causing physical injury with intent, wilful damage to property or racist/homophobic remarks/behaviour, the Headteacher will be informed immediately. These incidents were identified by pupils as being serious and parents will always be informed.

5.3.5 Further action, including exclusion

If behaviour difficulties are not addressed by the use of the above rewards and sanctions, the class teacher and Headteacher will liaise with parents/carers to develop additional strategies to meet individual needs. This may include a "Smiley Face" daily behaviour record or behaviour diary. Different versions of the charts (for lesson times/break times/both/reward at end of day/reward at end of morning & end of day) are stored in the staffroom.

Where these strategies do not have the desired improvement, a School Support Plan may be put in place to help. Additional support from external agencies may also be sought. At all times, maintaining safety and good teaching/learning conditions for all staff and pupils remains a priority.

At St Luke's, exclusion is extremely rare and is viewed as a last resort and as an instrument of support. Fixed-term exclusion will always be followed by a reintegration meeting between the parents/carers, child, Headteacher and class teacher, detailing agreed strategies to try to prevent a recurrence.

6. Co-ordination and Monitoring

The Headteacher's role includes the role of behaviour co-ordinator and she has responsibility for the co-ordination of this aspect of school, ensuring all staff are aware of the policy and that appropriate training is provided. Monitoring in the form of "drop-in" or more focused observations, or discussions with pupils, may be made by the Leadership Team. Conduct and behaviour for learning are key elements of lesson observations. Parents, staff and pupils are consulted on the standards of behaviour via the annual questionnaire.

7. Parents and Adults Other than Teachers

Parents are given an annual reminder of the school's behaviour policy and asked to support its aims, rewards and sanctions. Any person working in the school, paid or voluntary, can expect to be given the same degree of respect by our pupils. Concerns about behaviour should be reported to the class teacher as soon as possible.

8. Recording and Reporting

The Headteacher keeps a log of incidents reported to her on CPOMS. The SENCo maintains a register of behaviour concerns, pupils with school Support Plans and those receiving additional support, so teachers MUST keep the SENCo updated.

Behaviour is reported to parents as part of the annual report to parents and at parent-teacher meetings.

Weekly (or even daily in EYFS/KS1) feedback meetings with parents/carers may be agreed at the suggestion of the teacher or the parent/carer where behaviour is frequently inappropriate or suddenly deteriorates. These will always emphasise any positive outcomes that week as well as highlighting areas for improvement / targets for the coming week.

9. Review & Development of Policy

The aim of review is to ensure that excellent standards of behaviour are achieved and maintained, and to update this policy as necessary – at least annually. The Headteacher is responsible for the updating of this policy following consultation with staff and governors.

Sharon Cowey, Headteacher