



St. Luke's Behaviour Policy

Agreed by the Governing Board: March 2017

Next review: April 2019

Contents:

P3. (1) Statement of principles.

P4. (2) Systems for Positive Behaviour Management.

P6. (3) Providing Behaviour Support and Giving Sanctions.

P7. (4) Staged Approach to Behaviour.

P8. (5) Exclusion.

P9. (6) Process and Record Keeping.

P9. (7) Physical Restraint

P10. (8) Confiscation of Inappropriate Items

- Appendix 1: Roles and Responsibilities
- Appendix 2: St Luke's Behaviour Podium.
- Appendix 3: Review and Monitoring.
- Appendix 4: St-Luke's Home-School Agreement.

St Luke's Behaviour Policy 2017

1) STATEMENT OF PRINCIPLES:

At St Luke's Church of England Primary School, we aim to support children's intrinsic motivation regarding positive behaviours, relationships and learning through the following key values:

- **Courage** (*determination, perseverance, resilience...*)
- **Enthusiasm** (*passion, enjoyment, positivity, optimism, sense of adventure*)
- **Excellence** (*aspiration, inspirational, high personal standards, being prepared to give 100% to everything we do as Jesus gave 100% to the world that he loved*)
- **Fairness** (*Justice and inclusiveness*)
- **Honesty** (*integrity*)
- **Kindness** (*Generosity, truthfulness, speaking well of people, building people up with encouragement*)
- **Partnership** (*togetherness, community, collaboration, cooperation*)
- **Respect** (*empathy – feeling how it is for others*)
- **Responsibility** (*for your own learning, others' learning, behaviour...*)
- **Safety** (*keeping ourselves and others safe*)

We are committed to enabling all children to access learning. We value everyone as an individual, capable of growth, change and development. We have high expectations that support the development of our pupils as effective and responsible citizens.

We aim to provide a positive, friendly and inclusive culture, where all children, staff and visitors feel safe, respected, supported and free from discrimination of any sort. We aim to provide an environment and a platform for the development of social and moral awareness.

We recognise that high standards are best promoted when the whole school community (staff, parents, and children) have a shared understanding of what constitutes acceptable behaviour. By promoting positive behaviour we hope to build individual and collective esteem and encourage good personal relationships.

We promote sensitivity towards the needs of others and encourage all children to take ownership of their actions and behaviours; supporting a restorative approach towards mending relationships and development towards responsible and self-aware adulthood. We encourage the understanding that we all make mistakes, and promote reflection as an important part of reconciliation.

Just as God forgives us, so we encourage forgiveness of one another in recognition of its transforming power. In line with the school values, and embracing God's gift of forgiveness, we recognise its healing nature in terms of mending hurt, both in others and ourselves:

'Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you.'
Ephesians 4:31-32

At St-Lukes, we strive to develop the intrinsic motivation in pupils to work hard, embrace challenge and become better people, in line with the school's mission statement and motto. For this reason, incentives and stickers are used with caution and in response to clearly defined process, effort and accomplishment of performance goals. Whilst we aim to reward positive attitudes and behaviours, any stickers and praise are given mindfully and authentically. The use of rewards and sanctions is responsive to the individual situation and the individual child and, whilst being applied fairly, takes into account SEND, disability and the needs of vulnerable children, offering support as necessary. Exclusions, would only be used as the very last resort.

2) SYSTEMS FOR POSITIVE BEHAVIOUR MANAGEMENT:

At St-Lukes we aim to recognise the positive rather than emphasise the negative. For the majority of children this approach will work, with sanctions needed only for a minority of children. The main focus for rewards and sanctions is within the classroom, extending to Senior Management only where necessary.

We encourage positive behaviour through consistent behaviour management and staged approaches. We use a variety of positive behaviour management systems:

BEHAVIOUR PODIUM (Appendix 2): Is a restorative approach to behaviour, where the child seeks to remain on BLUE throughout the day.

- A child can be moved to amber with a warning about their behaviour if it does not reflect the school values.
- A child will be moved to red if behaviour persists, with a penalty appropriate to the age and development of the cohort: e.g. this might be to complete a self-reflection form, either in an allocated area of the classroom or in a 'buddy class'.
- Children with EHC plans will remain in class as internal exclusion to another class might prove counter-productive.
- The aim is for the child to manage their behaviour back to blue.
- All children start on blue every day, so that the system remains restorative rather than punitive.

TRAFFIC LIGHTS: Fundamentally, this is the same as the behaviour podium, but is used in Early Years and has a slightly different visual display. The aim is for the child to remain on GREEN throughout the day.

INDIVIDUAL BEHAVIOUR CHARTS: Some children with SEN, or social emotional difficulties, may have their own behaviour charts/behaviour plans for the day or particular parts of the day. The intention is for these to focus on the positive, with positive behaviours and feedback resulting in additional minutes of Golden time/reward.

REWARDS FOR GOOD BEHAVIOURS:

Rewards will be given in recognition of the process of a child's learning, as evidenced in their work, behaviour and willingness to work with challenge, and will be given mindfully. **This means to praise authentically for: effort not ability; specifics not generalities; behaviours not the child.**

Rewards may include the following:

- Recognition in assembly (Child, group or class)
- Tokens and dojos.
- Golden time.
- Certificates, trophies and Special Awards.
- Newsletter recognition.
- Celebration Assembly: with certificates awarded for 1 child in each class on a weekly basis who displays outstanding achievement and demonstration of the school's key values and principles

DOJOS: Children may be given classroom dojo points for a range of behaviours including the following:

EYFS

- Active speaking/listening.
- Helping others/ working together.
- Imagination/creativity.
- Showing growing independence.
- Making effort.
- Positive behaviour.

Key Stage 1

- Active speaking/listening.
- Leadership and role modelling
- Helping others-team work
- Creativity
- Independence
- Perseverance/working with challenge
- Demonstrating school values
- Positive behaviour.

Key Stage 2

- Oracy
- Leadership and role modelling
- Collaboration and team work
- Environmentally Aware
- Creativity
- Independence
- Resilience
- Demonstrating school values.
- Positive behaviour.

GOLDEN TIME: is a timed period of reward for good behaviours, which takes place on a Friday afternoon. Children with Golden time will be given a range of choices of activity. Golden time presently runs from Years 2-6. In negotiation with their class teacher, children in Years 4, 5 and 6 may be given permission to run clubs at this time.

HOUSE SYSTEM: The House system operates consistently throughout the school, with staff and children allocated to houses:

- Classes are divided into 4 houses - mixed ability and behaviour.
- Children will receive house tokens for participation and enthusiasm in school events and displaying positive play within a pair or group whilst in the playground or at lunchtime.
- Children will receive house tokens for walking in a single final line quietly with hands behind back.
- At the end of each week the winning House will be announced in the weekly Celebration Assembly.

3) PROVIDING BEHAVIOUR SUPPORT AND GIVING SANCTIONS:

If a pupil's behaviour falls below the standards expected of them, breaks school expectations or fails to follow a reasonable instruction the teacher/paid member of staff can impose a consequence/sanction on that pupil.

This decision must be reasonable: i.e. proportionate to the circumstances and taking into account the pupil's age, any special educational needs, disability, equality of opportunity, religious requirements etc (Section 91 of the Education and Inspections Act 2006).

Corporal punishment is illegal in all circumstances.

Teachers should consider that sanctions work best when:

- Priority is given to recognition and positive relationships as well as stimulating teaching and learning
- They are delivered with a sense of consistency rather than severity
- They are given without humiliation or 'put down'
- They are immediate rather than deferred
- They are private rather than public
- They are separate from reward systems
- Children are given an opportunity to talk through their difficulties
- There is an emphasis on repairing relationships after a difficulty

The school will consider whether continuing disruptive behaviour might be the result of unmet educational, learning or safeguarding needs and whether further partnership with parents and support from other agencies might be necessary.

Teachers will record behaviour incidents on class behaviour trackers (on the shared drive). In this way a clear overview of behaviours and actions is available for information and monitoring purposes.

4) STAGED APPROACH TO BEHAVIOUR:

Stage 1

- The class teacher and other adults will encourage pupils to follow the St Luke's key learning principles and values, using in class positive behaviour systems and restorative practices (as above).

Stage 2:

- If a child displays consistent negative behaviour, recorded on the class behaviour tracker, then the class teacher will liaise with the School's Senior Leadership Team or relevant Key Stage phase leader.
- Where a child has lost **Golden Time** 3 times, the class teacher, Inclusion/safeguarding lead, child and parent will meet as a way of creating more cohesive home school relations and communication.

Stage 3:

- Where there is no improvement in behaviour from Stage 1 and 2, the pupil may be withdrawn from the class for an initial period and a meeting conducted between an SLT member, the class teacher, parents and pupil (and possibly Headteacher).
- Initial tracking of the child's behaviour patterns through, an ABC or STAR record, and creation of an agreed behaviour plan, might be an outcome, with on-going monitoring and the parent/carer kept fully informed over time

Stage 4

- Where there is no improvement in behaviour from Stage 1, 2 and 3, the headteacher will become involved and inform the parents of any further action which is likely to be taken, stating the reasons why.
- This may be through the form of a pastoral support plan for behaviour as the pupil has become 'at risk of exclusion'; a 'Team Around the Child' meeting may be arranged, with the involvement of external agencies.

Stage 5

- If the Pastoral Support Plan has not created a positive impact and a change of behaviour, the Headteacher will have no alternative but refer the matter to the Governing Body with the outcome of either a fixed or permanent exclusion.

5) **EXCLUSION:**

The Headteacher can exclude your child:

- If they misbehave *in or outside* of school.
- as the result of a *serious incident*.

Prior to the exclusion of a pupil, the following steps will be taken at St-Lukes (unless in response to a serious incident):

- Full consultation with parents well before the stage of considering exclusion is reached
- Full consultation with all relevant staff about the pupil's problems
- Involvement of the pupil where appropriate including reasons for action taken
- Discussion with the SENco/inclusion lead and any relevant outside agencies.
- An opportunity for parents to present their case
- Pastoral support plan written and implemented

If your child is excluded:

- St-Lukes will let you know as soon as possible and follow up with a letter stating how long your child is excluded for and why.
- You should also be told how to challenge the exclusion, if you want to.
- The school has the right to exclude a child on the same day in response to a serious incident, but the school shouldn't make you collect your child straight away.

There are 2 kinds of exclusion:

Fixed period exclusion:

- A fixed period exclusion is where your child is temporarily removed from school. They can only be removed for up to 45 school days in one school year, even if they've changed school.

- If your child has been excluded for a fixed period, St-Lukes should set and mark work for the first 5 school days.
- If the exclusion is longer than 5 school days, St-Lukes must arrange suitable full-time education from the sixth school day, eg at a pupil referral unit.

Permanent exclusion:

- Permanent exclusion means your child is expelled. Tower Hamlets local council must arrange full-time education from the sixth school day. It's your responsibility to make sure your child attends.

6) PROCESS AND RECORD KEEPING:

Where social, emotional and behavioural needs are persistently below the standard required, the child may:

- be put on the safeguarding/pastoral register and regularly monitored by staff and senior leaders in the schools Safeguarding meetings;
- have additional targeted behavioural support, with advice from the SENCO;
- work with the schools Learning Mentor/s;
- be referred to outside agencies (such as CAMHS).
- be moved to an EHC plan should social, emotional and behavioural needs continue to impact on the child's development and welfare

Where social, emotional and behavioural needs impact on learning, the child may:

- be put on the SEN register and provided with strategies of support from the class teacher, with advice from the SENCO;
- have individual targets, devised by CT and SENCO, which will be monitored and evaluated termly;
- be moved to an EHC plan should social, emotional and behavioural needs and learning continue to impact on the child's development and welfare.

At all times parents will be kept informed and encouraged to be active partners with the school in terms of meeting the child's needs.

In extreme cases where behaviour is not improving in response to the above strategies, the head/ and Inclusion Manager/SENCO may set up a Pastoral Support Plan with a view to prevent the pupil from being excluded. This plan will involve the headteacher, parents, pupil, teachers and TAs and any external professionals involved with the pupil.

In very extreme circumstances, where every effort has already been made to provide strategic help and support, the headteacher may exclude a pupil from school either for a fixed period or indefinitely. Parents/carers will be told in a letter on the same day, the type of exclusion and the reasons for it. Guidance from the DfE and London Borough of Tower Hamlets will be followed.

7) PHYSICAL RESTRAINT:

At St Luke's C of E Primary School, we are committed to a positive behaviour policy that encourages children to make positive behaviour choices. However, we recognise that children sometimes do make the wrong choices. On rare occasions this may result in a situation that requires some form of physical intervention by staff. Guiding, prompting may be used by staff, as a preventative strategy, to redirect or divert children.

Staff have MAPA training (The Management of Actual or Potential Aggression) to enable safe restraint should this be necessary for the safety of the child and others. The school ensures a continuous cycle of training to encompass all staff over time. In the event that intervention is required, the trained staff for each phase will be called upon (Appendix 5).

8) CONFISCATION OF INAPPROPRIATE ITEMS:

At St Luke's, we follow the DFE advice on searching, screening and confiscation of items.

The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property without liability for damage or loss of any confiscated items.

Power to search without consent, allows staff to search for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- 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 which has been identified in the rules as an item which may be searched for.

Appendix 1: ROLES AND RESONSIBILITIES

THE ROLE OF GOVERNORS:

- Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.
- The Education and Inspections Act 2006 and DfE guidance (Behaviour in Schools, 2012) requires the Governors to make and frequently review a written statement of general behaviour principles to guide the Head teacher in determining measures to promote good behaviour.
- In line with section 175 of the Education Act 2002 and the Equality Act 2010, Governing bodies must ensure that, in the carrying out of their duties, safeguarding, the welfare of children and equality of opportunity are at the forefront.

- **THE ROLE OF THE HEADTEACHER:**

- Under the School Standards and Framework Act 1998, the role of the headteacher is to implement the school Behaviour Policy consistently throughout the school, to report to Governors, when requested, and to ensure the health, safety and welfare of all the children in the school.
- The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- The Headteacher has access to records of all reported incidents of misbehaviour.
- The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the School Governors have been notified.

THE ROLE OF THE CLASS TEACHER:

It is the responsibility of the class teacher (and support staff) to:

- Provide a good role model/uphold the values of St Luke's.
- Be proactive and share responsibility for behaviour around the school and on outings.
- Ensure that pupils behave in a positive and responsible manner, with the school values underpinning behaviour and attitude.
- Maintain high expectations of the children in terms of behaviour and learning; striving to ensure that all children work to the best of their ability and encouraging openness to new learning, exploration and challenge.
- Treat each child fairly, with respect and understanding.
- Record any significant incidents of inappropriate behaviour and report to the appropriate member of SLT (assistant head, head teacher, SENCO. Designated person for CP)
- Liaise with external agencies, as necessary, to support and guide the progress of each child.
- Work in partnership with parents and carers.

ROLE OF THE INCLUSION LEAD:

It is the role of the Inclusion Lead to:

- Review, evaluate and monitor the Behaviour policy as necessary and ensure its implementation across the school
- Maintain an overview of behaviour across the school and respond to behaviour incidents in line with the school policy.
- Be proactive in supporting children, colleagues and parents when difficult situations arise, preventing the escalation of problems, reducing the impact on the school community and maintaining good relations and partnerships with parents/carers through effective communication.
- Work closely with the Head Teacher, SLT, Family Cohesion officer in response to repeated behaviour issues.

- Work closely with the SENco in support of children with behaviour difficulties and liaise with appropriate outside agencies.
- Respond to behaviour issues via the Safeguarding route and Child Protection should that be necessary.

PARENTAL/CARER INVOLVEMENT:

St Luke’s aims to welcome parents into school and promote and develop partnership and good communication between home and school.

Should parents have a concern about their child’s behaviour or welfare, the school encourages early and open communication. We work to develop positive relationships with parents through meetings which support maintenance or restoration of relationships and mutual respect.

GENERAL EXPECTATIONS:

At St Luke's Primary School, behaviour is recognised to be a collective responsibility between parents, staff, head teacher, governing body, children and other agencies involved with the school. It is vital that the behaviour policy is clear and well understood by staff, parents and pupils and that it is consistently applied. Parent/carers can help by signing and adhering to the home/school agreement (Appendix 4)

Appendix 2

St Luke’s Behaviour Podium



Restorative approach to behaviour

- St Luke's key values and principles are displayed around the school and in rooms-pupils and adults understand these and share their value.
- House tokens are rewarded for movement around the school, assemblies, singing and at afternoon prayer time.

Appendix 3.

REVIEW AND MONITORING:

The Behaviour policy operates in conjunction with the following policies:

- Anti-bullying policy
- E-safety policy
- Special Educational Needs (SEN)
- Equal Opportunities policy
- Attendance policy
- Safeguarding and Child protection policy
- School Uniform policy
- Healthy Eating policy

This policy should be reviewed in conjunction with these policies, in accordance with the school's review cycle.

Appendix 4

St Luke's Church of England Primary School – Home/School Agreement

The parents/guardians

I/we shall endeavour to:

- See that my child attends school regularly, on time and properly equipped.
- Inform the school as soon as possible on the first day of my child's absence
- Keep the school informed of any concerns or problems which may affect my child's work or behaviour
- Support my child in homework and other opportunities for home learning
- Get to know about my child's life in school by attending Parent's Evenings
- To discuss progress, reading weekly newsletters and endeavouring to support school events
- Support the school policy for behaviour and encourage my child to keep to the school's Code of Conduct and School Rules
- Support the school's policy on uniform

The school

The school will endeavour to:

- care for your child's safety and happiness
- provide a balanced curriculum whilst meeting the needs of your individual child
- keep parents informed as to their child's progress and any concerns about behaviour, work or attendance
- hold regular Parent's Evenings and provide an annual written report
- set and mark homework
- be open and welcoming and offer opportunities for parents to become involved in the daily life of school

The child

The child will endeavour to:

- Follow the school's key values and principles
- Respect other children's culture, race, feelings, beliefs and values.
- Accept responsibility for the things that I do.
- Be responsible for my school and home work.
- Ask for help if I need it and try my best in all that do.
- Ensure that I take home all school letters.
- Take good care of the building, equipment and school grounds.
- Behave in a safe way.

Signed: _____

Parent of: _____

Signed: _____ Headteacher

Appendix 5.

Staff trained in positive handling:

Early Years:

Eliza Lefold
Gina McCallum
Lisa Tuffin
Harriet Pickering
Sue Hudson

KS1:

Jess Tough
Billy Joe Canaway
Carla George
Kabita Kamaly
Khairun Bibi
Sarah Daley
Isabelle Frail

Key Stage 2:

Adriana Sutherland
Cristina King
Holly Delandre
Susan Sorrell
Synthia Ahmed
Tom Whitehead
Alasma Ulhusna
Jill Balzanelli
Jo Roya
Lou Rae
Natalie Trew
Nina Kerr
Rita Ashrafi
Steve Hammond
Terri Ann Dobkin

Midday meals:

Danielle Frost
Aleha Begum
Faisa Noor
Farhana Islam Begum
Josephine Leigh
Louise Emms
Michelle Green
Natalie Hood
Rosie Asif

Office staff:

Absana Begum
Pat Probert

Headteacher:

Rebecca Abrahams

PE/swimming:
Anna Adamczyk

Community house and breakfast club:
Cathy Clark
Christine Collins