



*Learning and growing through the love of Christ.*

## BEHAVIOUR POLICY

### A POLICY FOR THE *POSITIVE* MANAGEMENT OF PUPIL BEHAVIOUR

Reviewed by: A. Evans Spring 2018

Date of next review: Autumn 2018

This policy is the statement of principles, aims, and strategies for the positive management of behaviour at St Luke's CE Primary School.

#### Ethos and Principles

Good behaviour is an essential condition for effective teaching and learning to take place. At St. Luke's school, we believe that pupils and staff have the right to work in an environment that is safe, friendly, peaceful and fair. Good behaviour must be carefully developed and supported. Staff must make their expectations clear when it comes to behaviour. Never assume that a child knows how to behave well, different environments will have different expectations so we must make ours clear. It is then easier to say, At St. Luke's "we do" or "we do not". High self-esteem promotes good behaviour, effective learning and positive relationships. The best results, in terms of promoting good behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement rather than focusing on shortcomings or failures. Through the example of the adults that care for them at school, through well planned and stimulating learning opportunities and through embracing the social and emotional aspects of learning (SEAL) within the school environment we believe that children will accept learning challenges and develop self-discipline. It is the responsibility of parents to share with the school in helping their children to behave well.

#### At St. Luke's our Expectations are that everyone will be:

- careful and kind
- polite and friendly
- helpful to each other
- quiet and hardworking
- respectful and tolerant

#### Aims (Our aims for good behaviour are);

1. To work consistently and fairly in the positive management of behaviour
2. To help our children develop into caring and thoughtful beings who respect and value feelings, opinions, beliefs, property and differences of others
3. To encourage staff, children and parents to value good behaviours
4. To develop our children's self discipline

5. To help our children to feel good about themselves and others
6. To encourage our children to cooperate with one another and with adults in the school
7. To create a positive and stimulating learning environment, having high expectations of children's work
8. To invest in good relationships and work alongside parents to encourage our children to develop socially, personally, academically, morally and spiritually in preparation for a positive role in society

### Objectives

We support positive behaviour and a positive environment through:

- A consistent approach by the whole school community
- Constructive whole school planning for PSHCE
- A constructive whole school approach to SEAL (Social, Emotional Aspects of Learning)
- Appreciating and following agreed behavioural expectations.
- Encouraging our children to see themselves as members of the school team and recognise their responsibility within this
- Develop the skills of cooperation and discussion
- Encouraging everyone to take care of and have respect for their own and each others belongings
- Encouraging everyone to take pride in our environment
- Having a positive and consistent approach to playtimes and lunchtimes
- Creating a stimulating classroom environment
- Providing clear and positive learning experiences fairly and consistently
- Offering a broad and balanced curriculum that is well prepared, planned and stimulating to each child
- Ensuring that curriculum issues concerning organisation, methods of teaching and learning, content, differentiation are addressed.

As adults we have a vital part to play as role models. We do this through;

- Demonstrating good manners and developing positive relationships with children
- Practicing good behaviour to each other as well as to the children
- Teaching appropriate behaviour and giving feedback when pupils are behaving well
- Showing respect for every child as an individual
- Making every child feel valued
- Not accepting bullying, anti-social behaviour in school, on any level, at any time
- Being aware of vulnerable children
- Being seen to be fair and consistent
- Responding quietly, calmly, consistently and positively
- Criticising the behaviour not the child
- Avoid labelling
- Listening with empathy and tact
- Handling confidential information with sensitivity
- Having regular liaison both internally and with relevant outside agencies to make our policy effective
- An awareness of our appearance and the message it gives

We expect all children to conform to the Golden Rules which are displayed in classrooms and around the school

### DO

- Be gentle
- Share
- Be kind and helpful
- Be honest
- Work hard
- Look after property
- Listen to people
- As you are asked

### DON'T

- Hurt anyone
- Be selfish
- Hurt peoples feelings
- Tell lies
- Waste time
- Waste or damage things
- Interrupt or shout out
- ignore

### Rewards: Caught You Being Good

We believe that children will respond well if their good achievements are recognised and rewarded. Everyone working in St. Luke's school has access to 'Caught you Being Good' slips (see Appendix One). These slips can be awarded immediately to children who exhibit positive behaviour, such as;

- Opening doors for others
- Picking things up, e.g. coats, pencils, litter etc.
- Being kind to others
- Cooperating in a group
- Being polite and respectful to all adults and each other
- Sharing resources willingly
- Caring for school property
- Being helpful
- Being reliable and sensible
- Walking calmly and quietly around school
- Inviting solitary children to join in their games
- Showing care towards younger pupils
- Tuned into assembly and answering questions appropriately.
- Cooperating in the classroom
- Good book work presentation

Children record their name on the slip and place it into the class 'CUBG' box. The box is brought to assembly each week, where one child from each class is drawn out to enjoy a reward. At the end of each week the 'CUBG' box is emptied.

### Rewards: Learning Stickers

Stickers are awarded to children for positive learning behaviour. These can be rewarded immediately for learning behaviours such as:

- Completing work to a high standard
- Contributing to class discussions
- Attempting a new or challenging activity

- Showing effort in class work

Learning stickers are recorded in the classroom and children are awarded badges / special privileges during the whole school assembly for reaching milestones including: 5, 10, 20 and 30 stickers. When a child has three time out sheets in one term (of a 6 term year) they are sent to Mrs Dunn with the three time out sheets and a letter is sent home to the parent.

### Hands and Feet Rule

In our classrooms, assembly and especially on our playgrounds we encourage children to keep their hands and feet to themselves. This rule discourages punching, kicking, pulling, tripping up and play fighting. This rule is revisited regularly with the children. Failure to keep the rule will result in the child being referred immediately to the deputy head or head teacher.

### Procedures for Managing Behaviour at St. Luke's

However positive we are there are going to be occasions when children forget the rules and need to be reminded. Managing behaviour at St. Luke's is based on the 'Traffic Light' system (see appendix two) and there is a clear process for addressing disappointing behaviour and it must be followed and the actions taken must be recorded by the class teacher. The expectation is that teachers will form good relationships with the children and that most behaviours will be dealt with at classroom level by setting clear boundaries and expectations and following the Traffic Light system if this does not work.

Unfortunately however there will be occasions when a serious incident has to be 'Fast Tracked' to the Head teacher. These incidents are divided into Grade 1 Incidents which should go straight to the Head (or Deputy if the Head is unavailable) and Grade 2 Incidents which should go to the SLT. Grade 1 Incidents include the following: Discriminatory Behaviour: *Racially/Religiously Offensive/Homophobic Language*, Fighting, Threatening behaviour, 'Open Defiance' (e.g. "You can't make me!") Theft – Serious and Deliberate Destruction of Property. Grade 2 incidents include the following: Swearing (heard by an adult), Challenging adult authority, Theft – petty, Damaging property, Graffiti and Serious disruption of learning. If an incident is Fast Tracked a Fast Track form (see appendix three) should be completed by the class teacher, or Beverley (if the incident occurs at lunchtime)

### Step One

In the first instance respond to low level disruption or a minor breach of school rules by using any (or all) of the following strategies, as appropriate:

- Non verbal signals
- Verbal reminders
- Verbal warning, reminding the child of our aims/rules
- Private discussion about why the behaviour was unacceptable and giving the consequence of further poor behaviour
- Change of position within the learning environment
- Separating the child from a group or the class
- Loss of privilege
- Planned ignoring

All of these strategies should be part of the class teacher's repertoire for managing classroom behaviour, but always remember the importance of developing a good relationships with the children. Many difficult situations

can be diffused with humour, understanding and appropriate reminders. Sanctions should be the last, not the first resort. Even when a child forgets a classroom or whole school rule, or breaks it on purpose, sanctions will be used fairly and consistently, but is important to continue to reward and encourage the child for their good behaviour. If however the child is not responding to the above strategies it will be necessary to progress to the Traffic Lights.

### Traffic Lights Explained

<p><b>Step 1</b></p> <p>First verbal warning or reminders. Child remains on green.</p>	<p><b>Sanction</b></p>
<p><b>Step 2</b></p> <p>Child continues to not listen and insists on disrupting learning</p>	<p><b>Sanction</b></p> <p>1<sup>st</sup> Yellow card</p>
<p><b>Step 3</b></p> <p>Child continues to be disruptive</p>	<p><b>Sanction</b></p> <p>2<sup>nd</sup> Yellow Card</p> <p>20 minutes in detention (record in Detention Book)</p>
<p><b>Step 4</b></p> <p>Disruption continues and there is a lack of cooperation with adults.</p>	<p><b>Sanction</b></p> <p>Complete a back-to-back Reflection Sheet <b>in partner class</b> (staff to complete one side and pupils the other; separate sheets for each key stage – (see appendix four). One of these sheets earns a full detention.</p>
<p><b>Step 5</b></p> <p>Child makes no effort to change behaviour pattern.</p>	<p><b>Sanction</b></p> <p>Once a child has completed 3 reflection sheets (and therefore 3 full detentions) in one half term, there must be a referral to the Behaviour Panel (see appendix five). At this point there must also be a referral to the INCO.</p>
<p><b>Step 6</b></p> <p>The INCO has ruled out any learning needs, which may be contributing to the behaviour and the behaviour panel targets have not been successful in improving the behaviour</p>	<p><b>Sanction</b></p> <p>Referral to the Head with the following: 3 reflection sheets signed by parents and evidence of behaviour panel referral &amp; targets</p>

### Detentions

All detentions must be recorded in the detention book. Once a child has had 6 detentions there MUST be a referral to the behaviour panel. Children should not return repeatedly for detentions without other/further action being taken.

### Referral to the INCO

However, if a child is persistently being disruptive and has got three red cards (particularly if this is over a short space of time) we should continue to look for reasons, including changes in personal/home circumstances. It is also important to establish whether there could be learning or other special needs which have not previously been identified. Always check that there are no SEN issues which could impact on behaviour and if in doubt consult the INCo. For example:

- Is the learning at the right level (not too easy, not too difficult)?
- Has Hearing Impairment and other sensory issues been ruled out?
- Could the child have Speech, Language & Communication Needs?

If it is thought that there may be factors contributing to the behaviour then appropriate referrals to outside agencies may be made at this point including the Speech & Language Therapist or the Educational Psychologist. A referral to the Learning Mentor may also be considered. If disruptive behaviour persists, with no obvious cause, teachers should proceed with a formal referral to the Head teacher. When referring to the Head all three reflection sheets must be available and these must have been signed by the child's parents. **A referral to the Head in these circumstances should not be the first time that a parent realises that there may be a problem with their child's behaviour!**

#### First Meeting with the Head teacher

If a child is referred to the Head in this way the class teacher should begin an Individual Behaviour Record (see appendix six). Following the outcome of the meeting the head may set targets which the head will monitor daily. The class teacher should liaise with the head during this process and is responsible for maintaining the Individual Behaviour Record, until the behaviour problems are resolved.

#### Second Meeting with the Head teacher

If the targets set by the head teacher have not been effective a second meeting is arranged with the parents and the head. By this time the behaviour of the pupil will have been causing considerable concern over a period of time and there will be evidence (in the form of the Individual Behaviour Record) of all the strategies that the school has put in place to try to support the pupil to change their behaviour. At the second meeting the head is likely to be discussing individual solutions for the pupil, which could include a referral to alternative (respite) provision. At this meeting it will be explained that such a referral is regarded as a 'last resort' and is only used in a small minority of cases. Therefore the parents will be warned that unless there is a significant and sustained improvement in the child's behaviour the child could be at risk of permanent exclusion.

#### Exclusion

There are two types of exclusion, fixed term and permanent. A child may be excluded for a fixed term (usually one or two days) following a serious incident, for example maliciously hitting another child. Fixed term exclusion should not be used in the case of disruptive behaviour where the strategies described above should be used and recorded on an Individual Behaviour Record. If the child has an Individual Behaviour Record and all the strategies, consistently applied, have failed to make an impact then this could result in a permanent exclusion. **It is vital in these circumstances that the school is able to produce evidence of all the strategies and interventions that have been used to try to address the behaviour.**

#### Physical Restraint

It is important to remember that any restraint should be in line with Westminster guidelines and all staff have been trained in appropriate techniques.

### Communication

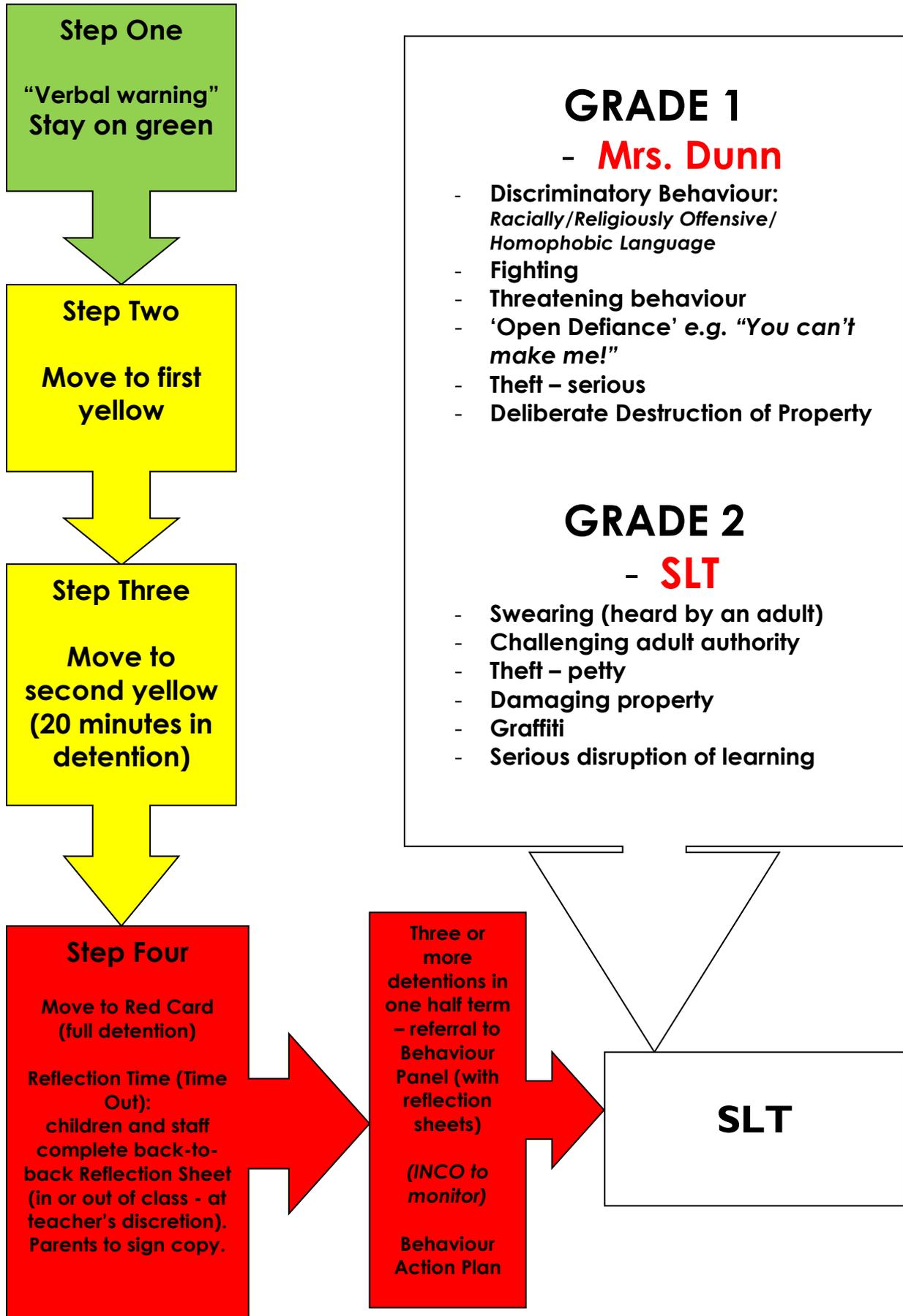
All staff, both permanent and temporary, including supply staff will receive a copy of the policy. A policy booklet will be sent home to parents. A summary will be published in the school prospectus and on the school's website

### Appendices

1. Caught you Being Good Slips
2. Traffic Lights Flow Chart
3. Fast Track Referral Form
4. Reflection Sheet plus the 3 KS forms (4 sheets in total)
5. Referral to the Behaviour Panel
6. Individual Behaviour Record
7. Policy Summary Flow Chart

Appendix One

<p>Name:</p> <p><i>I caught you being good!</i></p> <p>Signature:</p> 	<p>Name:</p> <p><i>I caught you being good!</i></p> <p>Signature:</p> 
<p>Name:</p> <p><i>I caught you being good!</i></p> <p>Signature:</p> 	<p>Name:</p> <p><i>I caught you being good!</i></p> <p>Signature:</p> 
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<p>Name:</p> <p><i>I caught you being good!</i></p> <p>Signature:</p> 	<p>Name:</p> <p><i>I caught you being good!</i></p> <p>Signature:</p> 



Appendix Three  
FAST TRACK REFERRAL TO HEAD, DEPUTY HEAD OR SLT

(This form should be completed in in the case of a serious incident. Please complete objectively and in as much detail as possible)

Name of Child\_\_\_\_\_ Date\_\_\_\_\_

Description of Incident (Please state if Grade 1 or Grade 2)  
(including other children or adults involved, time, location and circumstances)

Outcome of Referral to Head or SLT

Signed (Member of Staff Referring) \_\_\_\_\_ Date\_\_\_\_\_

Appendix Four

St Luke's CE Primary School

EYFS REFLECTION SHEET



Pupil: \_\_\_\_\_

Class: \_\_\_\_\_ Date: \_\_\_\_\_

Issued by: \_\_\_\_\_

Reason for being in time out: \_\_\_\_\_

When I am in time out I feel



How can you make it right?

Teacher signature:

Student signature:

Parent/carer signature:



Appendix Four  
St Luke's CE Primary School  
PLEASE COPY BACK TO BACK WITH THE APPROPRIATE KS RELECTION SHEET

Children excluded from class on a red card should be sent to another teacher, with this form and should complete the appropriate reflection sheet (on the reverse) which must then be shared with parents.

Child: \_\_\_\_\_

Class: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

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Reason for sending out of class

Has failed to follow instructions in a reasonable time period.

Used Rude, impolite or inappropriate words or tone to:

- An Adult
- A Child

Failed to complete tasks which were within his/her capabilities.

Is out of his/her seat continually without reason?

Used aggressive behaviour towards:

- An Adult
- A Child

Continually calling out in class.

Failed to listen to adult instructions.

**ANY OTHER COMMENTS:**

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St Luke's CE Primary School  
Appendix Four  
KSI REFLECTION SHEET



Pupil: \_\_\_\_\_  
Class: \_\_\_\_\_ Date: \_\_\_\_\_  
Issued by: \_\_\_\_\_

Reason for being in time out: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

When I am in time out I feel



Write what you did wrong:

\_\_\_\_\_  
\_\_\_\_\_

Which school rule did you break?

\_\_\_\_\_  
\_\_\_\_\_

How can you make it right?



Appendix Four  
KS2 REFLECTION SHEET

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

*Write in detail what you did wrong:*

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*Which school rule did I break?*

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*How can I make it right?*

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Signature – Child \_\_\_\_\_

Signature–Teacher \_\_\_\_\_

Signature – Parent/Carer \_\_\_\_\_





## BEHAVIOUR PANEL REFERRAL SHEET

Date: \_\_\_\_\_ Lesson: \_\_\_\_\_

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Member of staff referring: \_\_\_\_\_

### Reason(s) for referral:

*(Please include details of specific incident(s) leading to Behaviour Panel referral)*

Signed: \_\_\_\_\_

Please hand the referral sheet to the school office.



Appendix Six: Individual Behaviour Record

Record Created for (Name) \_\_\_\_\_ Team \_\_\_\_\_ Date Started \_\_\_\_\_

1. Please attach 3 Reflection (Red Card) Sheets and a copy of the Referral to the Behaviour Panel

2. Date Referred to the Behaviour Panel \_\_\_\_\_

Targets:

1

2

3

3. Review Success of Behaviour Panel Referral and Reason for Referral to Head:

4. Head teacher's Targets:

1

2

3

5. Review of Success of Head teacher's Targets:

6. Is Further Action Required? \*YES/NO If YES discuss with head teacher (if NO go to Monitoring Section 2).

7. If YES summarise next steps (i.e. referral) below



Appendix Seven  
BEHAVIOUR MANAGEMENT FLOWCHART

