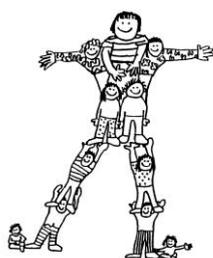


None of us is as good as all of us



Policy: Positive Behaviour Policy

Revision History:

Date	Changes	Author(s)
20.11.08	Amendments suggested by ALSTT behaviour link teacher	Anna Reeder
20.10.11	Consultation amendments with staff, pupils and parents.	Anna Reeder
10.09.14	Amendments to staff	Steve Down

Associated Policies:

Date Reviewed by Staff:

Date Reviewed by Education Committee:

Date Ratified by Full Governing Body:

Next Review Date: (3 years unless otherwise advised)

Home school agreement, exclusion policy.
15.09.14

Not completed.

13/07/2015

Autumn 2016

Positive Behaviour Policy

Statement of Principles

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at St Luke's School. It is a working document designed to enhance the development of positive relationships between children, adults who work at the school, parents and other members of the wider school community.

The primary aim of this behaviour policy is not to create a system to enforce rules but rather to promote good relationships, so that people can work together with the common purpose of helping everyone to learn. The policy is therefore designed to support the way in which the members of the school can live and work positively together, promoting an environment where everyone involved with the school feels happy, safe and secure.

This policy was developed through discussion and consultation with the staff, children, governors and parents of St Luke's school. All members of staff have a duty to apply this policy. Volunteers and any visiting adults on site should refer disciplinary matters to a member of staff.

Aims

It is a primary aim of our school that every member of the school community feels valued and respected. We are a caring community, whose values are built on mutual trust and respect for all. The school's positive behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

Through this policy we aim that everyone will learn to:

- Take responsibility for their own behaviour, individually and as groups;
- Respect the rights of others, to feel safe, be able to learn at school and to have their feelings, beliefs and opinions respected by others;
- Develop their self esteem;
- Form successful working relationships with adults and children.

St Luke's School is an inclusive school. We aim to ensure that particular groups of pupils are not disadvantaged in school and to promote their participation and success.

This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. We aim to promote self-discipline and respect for others, and emphasise the importance of listening to all members of the school community. Parents and carers play a vital role in taking responsibility for their child's attendance, and their behaviour inside and outside the school, working in partnership with the school to maintain high standards of behaviour and attendance.

The school expects every member of the school community to behave in a considerate way towards others. All members of the school community teach and learn from each other, by example and explanation. Promoting positive behaviour is the responsibility of the school community as a whole.

Vulnerable pupils such as those with special educational needs, physical or mental health needs, looked after children need to receive behavioural support according to their needs.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The Importance of High Self-Esteem, Respect and Self-Discipline

An effective behaviour policy is one that seeks to lead children towards high self-esteem and self-discipline. We believe that self-esteem affects all thinking and behaviour which, in turn, impacts on learning and social

development. Our aim is to provide positive everyday experiences where children are given opportunities to succeed and are also given responsibility for enabling others to succeed. We will set clear expectations about the respectful way in which we should treat one another and will be explicit about the rights and responsibilities of every member of the school community.

We believe that:

- All children have a right to be treated with respect and dignity even in those circumstances where they display difficult or challenging behaviour;
- Adults should never use any form of degrading treatment to punish a child and the use of sarcasm, demeaning or insensitive comments towards children is not acceptable in any situation;
- Reinforcing good behaviour helps children feel good about themselves and a system of praise and rewards are more likely to change behaviour than blaming and punishing;
- Not everyone is the same and being aware of each child's needs and their individual circumstances helps us to act in the fairest way;
- Behaviour can change and that every child can be successful in taking responsibility for and modifying their behaviour.

Expectations

Our behaviour policy is based on an expectation of socially acceptable behaviour. Everyone in school is expected to abide by the school rules. These enable us all to:

- Be treated with courtesy and consideration;
- Contribute by setting a personal example;
- Give of our best work and behaviour;
- Give respect to others and receive it;
- Be cherished as an individual and have positive aspects of our personalities praised and developed;
- Make reasonable and achievable demands on others;
- Be treated with fairness and consistency of approach in all situations.

The adults at St Luke's School will:

- Treat each other with respect at all times, therefore providing a positive role model for the children and each other;
- Support the way in which all members of this school community can live and work together to create an environment that is happy, safe and secure and where effective learning can take place;
- Teach values and attitudes as well as knowledge and skills in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.
- Ensure that children understand the school rules.
- Reward good behaviour and promote self-esteem through planned activities (e.g. 'Star of the Week').
- Treat all children fairly but with a sense of proportion according to their needs and apply this policy in a consistent way.

Behaviour

We expect children to:

- Help to make the school a safe and happy place for everyone by thinking about the results of their actions;
- Always speak politely and act respectfully;
- Look after each other;
- Listen to each other and to adults;
- Take pride in themselves;
- Take care of their classroom and the whole school environment;
- Have a positive attitude to life and learning, and do the best they can;
- Be honest and trustworthy.

As well as these rules every member of the school community should apply the following principles:

- If we don't stop the inappropriate behaviour we are condoning it;

- We own our own behaviour.

We aim to establish a climate where praise and encouragement far outweigh the frequency of punishment and admonition. Praise begins with frequent use of encouraging language and gestures in lessons and around the school so that positive behaviour, punctuality and regular attendance are instantly recognised. This is no less important where this is the norm in school.

Rewards will include:

- Verbal praise and smiling at children;
- Verbal praise to parents about their children;
- Smiley faces;
- ‘Thumbs Up’;
- Stickers and stamps;
- Special responsibility jobs;
- Positive phone call home;
- Class wide rewards;
- First in line;
- Praise postcard;
- Verbal praise from adults and other children;
- Stickers for effort and achievement;
- Whole class privileges;
- Sharing good work / behaviour with another class or member of staff;
- Sharing achievements with the head teacher;;
- Weekly Gold Book Assemblies (Appendix 1);
- Achievement points;

Rules

Good behaviour and attitudes are promoted through class and whole school rules compiled through discussion with the children.

Classroom rules are discussed and agreed between the staff and the children during the first week of each school year.

These are the rules that have been agreed for all common areas:

- Be gentle;
- Listen to people;
- Be kind and helpful;
- Follow instructions;
- Work hard;
- Look after property;
- Move around sensibly;
- Be honest;
- Be organised and ready to learn.

These rules keep me happy and safe. If I am made unhappy by someone not keeping our rules I will tell a member of staff.

Unacceptable behaviour

We have defined the following behaviours as unacceptable in our school because they undermine the basic rights that are described in our aims:

- Threatening behaviour;
- Racial, sexist or homophobic harassment, or any form of discrimination;
- Disregard of requests for cooperative or kind behaviour;
- Abusive language to or about children or adults;
- Violence and aggression;
- Unsafe or disruptive behaviours.

We expect pupils not to:

- Hurt anyone;
- Interrupt;
- Hurt another's feelings;
- Disobey;
- Waste time;
- Damage or waste things;
- Move dangerously;
- Try to change or cover up the truth;
- Prevent others learning.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. We believe that the most effective sanctions are designed to promote positive behaviour rather than punish miscreants. As with rewards, the most effective sanctions are simple admonishments backed up by the authority of staff within the school. Consistency is essential and staff are encouraged to use reprimands sparingly and fairly. Disciplinary penalties have three main purposes, namely to:

- Impress on the perpetrator that what he/she has done is unacceptable;
- Deter the pupil from repeating that behaviour;
- Signal to other pupils that the behaviour is unacceptable and deter them from doing it.

Sanctions are more likely to promote positive behaviour if our pupils see them as fair. We advise staff to:

- Make it clear that they are condemning the behaviour not the person;
- Avoid early escalation to severe sanctions, reserving them for the most serious or persistent behaviour;
- Avoid whole group sanctions that punish the innocent as well as the guilty;
- Wherever possible, use sanctions that are a logical consequence of the pupil's inappropriate behaviour e.g. if work is not finished in class, the teacher might make the pupil stay behind at break time to finish it off;
- Use sanctions to help the pupil and others learn from mistakes and recognise how they can improve their behaviour;
- When appropriate, use sanctions to put right harm caused;
- Take account of individual circumstances;
- Encourage pupils to reflect on the effects of misbehaviour on others in the school community, as part of everyday teaching;
- Never issue a sanction that is humiliating or degrading;
- Use sanctions in a calm and controlled manner;
- Ensure that sanctions are seen as inevitable and consistent;
- Attempt to link the concept of sanctions to the concept of choice, so that pupils see the connection between their own behaviour and its impact on themselves and others, and so increasingly take responsibility for their own behaviour.

Sanctions

Despite positive responses as a means to encouraging good behaviour, it may be necessary to employ a number of sanctions to enforce our expectations and to ensure a safe and positive learning environment. As with matters relating to reward, consistency appropriate to each individual is vital. This policy is designed to empower both teaching and support staff in our mutual desire to create a just, secure and happy learning environment. When dealing with all forms of inappropriate behaviour, teachers should follow these three over-riding rules:

Be calm – children should be dealt with calmly and clearly referring to what the action is and why the action is being taken. We do not accept that it is necessary for an adult to raise their voice unless they cannot be heard.

Logical consequences – a logical consequence is a sanction that should “fit” the offence. It generally has two steps. The first step is to stop the misbehaviour. The second step is to provide an action that recalls children to the rules, reinstates the limits, and teaches alternative behaviour.

Fresh Start – although persistent or serious misbehaviour needs recording, every child must feel that each day provides them with a fresh start.

It is imperative that any sanction is applied fairly and the consequences of actions are fully explained.

Sanctions should not be used where low-level interventions, such as giving a non-verbal signal or reminding a pupil of a rule, are all that is needed. Staff should also consider when it might be more appropriate to, rather than impose a sanction, encourage pupils to reflect on the harmful effects of their misbehaviour, through producing a written account of the problem or through individual or group discussions aimed at repairing relationships for example.

Ladder of Sanctions

If children show behaviour that is disrupting the learning of others or is disrespectful to others, the following consequences are followed. All staff throughout the school use the same escalating ladder to ensure consistency between teachers, support staff and supply staff.

1. Verbal Warning	Staff member to give a specific verbal warning about what the child needs to do to improve their behaviour
2. Name written on white board	Staff member to write the child’s name on the class white board
3. Name is underlined	Staff member to underline child’s name. The child loses 5 minutes of their playtime. The staff member should have a positive discussion with the child about their behaviour and specifically why it is undesirable
4. Name is boxed	Staff member draws a box around the name which indicates that the child will miss the next playtime, sitting outside the school office. The staff member is to ensure the child’s name is recorded in the Behaviour log
5. Removal	The child is removed from the class and taken to a different class to work or with a senior member of staff depending on the behaviour. Parents / carers are informed
6. Referral to Head Teacher	Referral to Head teacher and parent / carers are informed. Possible exclusion

The Role of the Class Teacher

St Luke’s School is aware that good classroom organisation is a key to good behaviour and that the provision of a high quality curriculum through interesting and challenging activities influences behaviour.

Teachers at St Luke’s are positive, enthusiastic and have high expectations of both learning and behaviour. They foster a sense of self esteem in all children, linked with an understanding of the needs of others. They encourage a calm and responsive atmosphere, avoiding shouting.

Teachers contribute to the Open Door policy for parents and carers. They deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate. Teachers expect that parents will behave in a reasonable manner towards them, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect

The class teacher treats each child fairly and enforces the agreed classroom code consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner using the above ladder of consequences. However, if misbehaviour continues, the class teacher seeks help and advice from the deputy headteacher, inclusion manager and / or the head teacher.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the link school family nurse, Access to Learning Specialist Support Service professionals. The common assessment framework (CAF) may be put in place as it provides a process to consider the needs of a child holistically, to enable teachers/multi agency teams to provide a co-ordinated response.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. The class teacher may use a 'Report of Incident' form or a 'home – school communication book' to record events and their outcomes. Confidentiality for all parties must be observed at all times. Parents of a victim cannot expect the names of children involved or any information about those children to be disclosed in any communication from the school.

The Role of Non-teaching Staff

All school staff have a responsibility to uphold the behaviour policy in the same way as teaching staff and work within the ethos of the schools 12 core values.

The Role of the Headteacher

It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all 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 keeps records of all reported serious incidents of misbehaviour.

The headteacher has the responsibility for giving fixed-term exclusions 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 Parents

Parents have a vital role to play in their children's education. It is very important that parents support their child's learning and co-operate with the school. We are very conscious of the importance of having strong links with parents and good communication between home and school. Thus, the school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school partnership document. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, we ask that parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. The headteacher may then be involved and, if the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented.

We expect parents to behave in a reasonable and civilised manner towards all school staff. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the headteacher who will take appropriate action.

Each parent will be given a summary of this policy, entitled 'Hand in Hand' when their child enters the school. (Appendix 4) The head teacher will go through what is acceptable and unacceptable, and make clear to parents that their support is an expected and vital component of the whole system. Parents will also be asked to sign a Home / School agreement. (Appendix 5).

The role of Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.

The headteacher has the day-to-day authority to implement the school behaviour policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

Behaviour not on school premises

The behaviour of children when they are not under the supervision of a staff member is generally not our concern. However, if a child misbehaves coming to and from school, we reserve the right to become involved and if necessary impose our disciplinary sanctions.

Should a pupils' conduct be below acceptable standards towards staff when not on the school site, and not under the lawful control or charge of a member of staff we will use sanctions proportionate to the circumstances of the case.

Detention

Because of the age of the children at St Luke's we do not wish to use detention outside of normal school hours, as a sanction.

Confiscation of Property

Items such as toys or mobile phones are not usually allowed in school, as they can so easily be lost or broken. If a child does bring a personal item into school and it causes a nuisance or distraction it will be removed and handed back at the end of the school day. Should the item reappear it will be confiscated in the office and a parent or guardian will need to collect it.

Any dangerous item will be immediately confiscated, and only returned to a parent or guardian. Parents will be notified if such an incident occurs.

We do not allow mobile phones at any time during the school day. These must be handed into the office first thing in the morning, and collected at the end of the day.

Physical Restraint

Staff are aware of the regulations regarding the use of force by teachers. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. (Please see 'Policy for Physical Intervention with Pupils').

Fixed-term and permanent exclusions

Only the headteacher (or the acting headteacher) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher excludes a pupil, he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

Monitoring

The headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. Audits and surveys are often carried out as part of the school's self-evaluation.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes. The overall impact of our sanctions will be reviewed by age, ethnicity, gender, special educational needs and disability. From September 2011 behaviour incidents are recorded in the school's management information systems along with pupil achievements.

The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

The governing body reviews this policy annually. Governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Appendices:

Gold Book Certificate - appendix 1

Incident form and reflection sheet appendix - 2

Incident letter to parents appendix - 3

Behaviour Guidelines for Supply Teachers - 4

St Luke's Primary School Gold Book Certificate



Awarded to:

For:

Signed:



Incident Form

Date:

Who, when, where, what? (Please detail incident in factual language.)

Why?

Action taken by person reporting incident:

Reported by:

Referred to:

Action taken by person referred to:

name:

Thinking about my behaviour...

date:



Think

back to what happened...What did I do?



What rule was broken?

What is my side of the story?

What can I do to put things right?

Appendix 3

Dear _____,

I am sorry to inform you that _____ has had their name written in the Incident Book following an incident in which she/he were involved and behaved in a way that is unacceptable in school. We hope that this will be an isolated occurrence.

Our school policy is that a child faces a period of temporary fixed term exclusion if their name appears in the Incident Book three times in one half term. Your child has now had his/her name in the book _____ time(s).

If these incidents take place at lunchtimes a temporary exclusion will mean going home for lunch and staying off the school site at lunchtime for one week.

I hope that you will support us in stressing to your child the seriousness of the situation and that you will encourage them to work hard to make a difference to their behaviour in school.

Yours sincerely,

Headteacher

St Luke's Primary School Behaviour Guidelines for Supply Teachers

Positive Consequences:

- At St Luke's Primary School we model Positive Language to promote good behaviour.
- If a child has behaved well, tried hard or completed good work they can be rewarded with a House Point.
- Aim to give around 3 House Points during each teaching activity in a lesson. Reward children verbally.
 - Reception: Record the house point on the class chart
 - Year 1 and 2: Record the house point on the class chart
 - Year 3 to 6: The children record their own house points on the class chart at an appropriate time
- When marking books, give house points for outstanding effort and work by writing *1HP next to the Next Step marking
- Children can also be awarded House Points at any time for following our Value which is noted on the reverse of this card.

Negative Consequences:

The following sanctions are followed by all staff throughout the school at all times to ensure consistency between teachers, support staff and supply staff.

1. Verbal Warning	Staff member to give a specific verbal warning about what the child needs to do to improve their behaviour
2. Name written on white board	Staff member to write the child's name on the class white board
3. Name is underlined	Staff member to underline child's name. The child loses 5 minutes of their playtime. The staff member should have a positive discussion with the child about their behaviour and specifically why it is undesirable
4. Name is boxed	Staff member draws a box around the name which indicates that the child will miss the next playtime, sitting outside the school office. The staff member is to ensure the child's name is recorded in the Behaviour log
5. Removal	The child is removed from the class and taken to a different class to work or with a senior member of staff depending on the behaviour. Parents / carers are informed
6. Referral to Head Teacher	Referral to Head teacher and parent / carers are informed. Possible exclusion