

St Paul with St Luke Primary School

BEHAVIOUR POLICY

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UNIVERSAL SUPPORT THROUGH POLICY AND PRACTICE:

The St Paul with St Luke Primary School behaviour policy aims to support staff and pupils to develop positive relationships which will lead to a secure learning environment for all. Teaching and learning can only take place in an atmosphere of calm purposefulness. This policy gives guidance to all staff to help them achieve this. It also aims to ensure there is a consistency of approach by all adults working in the school.

The school's approach to behaviour management aims to foster in pupils:

- Good learning behaviours eg: listening, attention, participation, effort, positive attitude, co-operation
- Positive and pro-social values
- Self esteem and confidence
- A positive attitude about their abilities
- A sense of responsibility for their actions
- An understanding of cause and consequence

ROLES AND RESPONSIBILITIES:

The role of the governors and the Headteacher is to monitor the effectiveness of the behaviour policy and to regularly review policy and to report to parents/carers once per year. The governors, with the headteacher, also have responsibility to fairly and impartially consider cases for exclusions of more than 15 days or permanent exclusion.

The headteacher has the responsibility to oversee school systems for behaviour management and to ensure that they are effective.

All adults working in the school have a responsibility for their behaviour as models and for the behaviour of pupils in their care. Misbehaviour in the communal areas of the school, eg: halls, corridors, stairwells, playgrounds, is the responsibility of all working in the school.

Parents/carers also have a responsibility to get their children to and from school on time, to inform the school of anything that may be affecting their child's welfare and to respect the school staff and school rules.

The Learning Mentor and Place2Be counsellors are responsible for supporting pupils who may be experiencing barriers to learning for social, emotional, or behavioural reasons. Their role is to mentor pupils who may be experiencing barriers to achieving their full potential.

A POSITIVE MODEL FOR BEHAVIOUR MANAGEMENT:

We promote good behaviour at St Paul with St Luke Primary School by:

- Noticing and reinforcing desirable behaviours and attitudes.
- Recognising pupil's achievements beyond classroom activities.
- Praising effort, achievement and attitude.
- Building positive relationships with pupils through respect, genuineness and empathy.
- Providing a safe and predictable learning environment where children are not afraid to make mistakes.
- Using incentives, such as praise and encouragement and creating opportunities for success.
- Understanding the emotional aspects of learning and ensuring that children build self esteem.
- Using the school's reward systems.
- Informing parents/carers of their child's success.
- Celebrating success through assemblies and the school's newsletter.

- Displaying work and highlighting achievement.

We teach and reinforce good behaviour through:

- Celebrating Values Week
- Praise and modelling
- Reward systems for whole class: stickers, table points, golden time, marble treats
- Reward systems for individuals: values stickers, praise postcards, class dojo points
- Class and individual responsibilities and privileges
- Awarding of Pupils of the week and Values Awards
- A whole school social, emotional, behavioural skills scheme is delivered through the PSHE curriculum/assemblies and safeguarding lessons.

We correct and respond to misbehaviour by positive strategies, such as:

- Tactical ignoring
- Redirecting
- Commenting on the behaviour and not the pupil
- Being consistent and treating pupils fairly
- Encouraging pupils to take responsibility for actions by assigning them tasks to repair outcomes of misbehaviour
- Allowing pupils time to cool down or take time out within the classroom or another designated supervised space
- Privately discussing a pupil's behaviour with them and making agreements towards change
- Giving pupils time to respond to instructions and preserve their dignity
- Using consistent warnings and being clear about expectations
- Following up reports from pupils and staff of bullying, racial or sexual discrimination and/or any incidents of verbal or physical aggression.
- Informing parent/carers about incidents or concerns and working in partnership with parent/carers

Reward System:

Pupils of the week

Pupils of the week are chosen each week by teachers. Pupils of the week are not only pupils who have made specific achievements but are also those pupils who consistently show desirable behaviour and attitude. Pupils are awarded in assembly and their names are included in the weekly newsletter to parents/carers. Pupils of the week sit at the 'Top Table' in the lunch hall on Fridays.

The objective of this practice is to highlight the continually good, to give recognition to non-academic achievements, to highlight desirable attitudes/characteristics, to strengthen home/school links and to acknowledge activities within the community.

Values awards

In classrooms/playgrounds, pupils are awarded values stickers when they display behaviours associated with the school's 6 core values:

- 1 Spiritual and reflective
- 2 Caring and respectful
- 3 Life long learning
- 4 Working together
- 5 Taking responsibility
- 6 Celebrating individuality

When pupils have collected a sufficient number of stickers in their booklets, they are awarded a value badge. Pupils are encouraged to nominate peers for values awards.

Values stickers and badges are awarded in weekly class assemblies to pupils who consistently demonstrate attitudes and behaviours associated with our school values. When a pupil has collected all 6 school value badges they are awarded a £10 book token in the Pupil of the Week assembly.

There is a VALUES Week each term to keep up the momentum and pupils' motivation to follow the school values. During this week all staff carry values stickers around with them and give them to any child at any time they see showing positive behaviour..

All staff are expected to praise pupils regularly, including in the playground, corridors, assembly, lunchtime, educational visits and trips using the language of the school values.

Sanction Systems (Appendix 1 and Appendix 4):

Lesson time

A system of 3 warnings is given in lessons followed by reflection time in a buddy class for 5-10 minutes. This is to consider their behaviour before returning to class and learning. The child will take a red card to the buddy class for the teacher. The child completes a reflection sheet in the buddy class. These reflections must be completed properly as they are an important source of information. At SPSL we consider pupil voice to be paramount in managing behaviour. These reflections need to be stored away in a teacher's folder/file with an accompanying class list to record individual red cards (Appendix 3). If the child continues to behave badly a senior leader will be sent for to deal with the child. This level of red card behaviour will be logged in the Behaviour file in the HT's office and sanctions will be communicated to the teacher and to parents if appropriate.

Sanctions include:

- Missing playtime
- Internal half day or day exclusion in another class
- Missing an educational visit
- Meetings with parents
- Exclusion

Lunchtime Behaviour (Appendix 2):

If a pupil is persistently misbehaving in such a way it disrupts pupils' enjoyment of, and /or safety at lunchtime, eg: causing disagreements/conflict, refusing to carry out adult instructions:

- they will be given 3 chances to stop that behaviour by lunchtime supervisors
- they will then be expected to go to the reflection bench under the supervision of the senior leader on duty

If the disruption is at a level where the pupil should be removed for reasons of health and safety or risk to other pupils well-being; the pupil will be brought to the senior leader to calm down and taken inside:

- The child is expected to complete a reflection sheet
- The senior leader completes an incident form which is filed in the Behaviour File in the headteacher's office. The consequence/sanction will be communicated to the class teacher or to the parents as appropriate.

Other:

If a pupil does not complete their work through misbehaviour, they may be kept in to complete the work during a part of lunch time at the teacher's discretion. The teacher may also choose to send the work home for completion by the following day.

Pupils who engage in physical fighting in the playground or classroom are sent to a member of the senior leadership team. A judgement will be made as to whether they return to their

class or another classroom for the remainder of the day. Parent/carers will be informed immediately and expected to discuss the incident with the senior leader either before collecting their child from school at 3:35pm that day or before their child starts school at 9am the following day.

TARGETED SUPPORT FOR PUPILS WITH SEBD (social, emotional, behavioural developmental) NEEDS:

Some pupils experience social, emotional, behavioural developmental needs for a variety of reasons, eg: early childhood experience, environmental factors, inconsistent parenting, bereavement, bullying/discrimination, disaffection. Pupils are identified through different school systems, such as: pupil progress meetings, SEND highlighting as well as through concerns raised by staff and/or parent/carers. Thought and investigation will be given to gain an understanding of the cause and nature of the misbehaviour and consideration to how the underlying causes can be addressed through intervention and support.

The school will endeavour to address these needs through provision of additional support in the form of:

- individual behaviour support planning and allocation of a class based SEND TA
- referral for counselling with Place2Be
- allocation of time to work with the Pastoral/Learning Mentor
- referral to participate in social, emotional, behavioural skills (SEBD) groups. There are regular intervention groups
- referral for additional English, language, social, emotional, behavioural skills groups, learning mentor interventions.
- referral to the educational psychologist, AWO or SLS behaviour support service or other relevant voluntary agencies
- use of CAF referral for a multi-agency approach eg Team Around the Child meetings

PSP (Pastoral Support Plan) based support:

Early identification of vulnerable pupils presenting with challenging needs is a priority. A behaviour or educational psychologist assessment advice is sought in order to inform personalised planning. Intervention programmes are developed to support the pupil to change behaviours that interfere with their and other's learning; behaviours that interfere with them being included in the classroom and that interfere with their inclusion in the activities and routines of school life.

PSP based support consists of the following:

Relationships:

- Close and intensive working with the pupils helps staff to gain insight into the emotions underlying the behaviours presented.
- Teachers and school staff are supported in their relationship with the pupil.
- A trusting relationship will be built with the pupil and with the pupil's parent/carer.

The intervention programme;

- An individual intervention plan is developed which includes strategies to help the pupil work towards integrating into school life; timetables, for example, may be modified for a period of time to improve the pupil's chances of accessing the curriculum; the pupil may be supported to find ways to interact with their peers through friendship groups and/or social skills support.
- The intervention programme supports the pupil to develop greater self awareness; to be able to begin to identify the 'triggers' and 'flashpoints' of their negative behaviour

and to give them strategies to help them to manage their difficult emotions more productively and express themselves in more pro social ways.

- Clear systems for rewards and sanctions which are unique to the individual pupil are built into the plans. Many of the whole school sanction systems do not have an impact on these pupils and alternative ways of teaching them about consequences to their actions are put in place, for example, that rewards built into their individual plan will be withdrawn.
- In the case of extreme destructive, aggressive or violent behaviour, the pupil will need to be withdrawn and taken to calm down; removal may require physical handling or restraining techniques and the protocol for this is also built into the individual intervention plan and includes signed parent/carer approval. See also the school's physical handling/use of restraint policy.
- In the case where the behaviour has become uncontrollable and presents a risk to the health and safety of the pupils and those around them, despite the consistent and appropriate use of agreed strategies and approaches, the headteacher will direct either an internal or an external exclusion (see exclusions procedure)

Monitoring the impact of the intervention programme over time;

- The extent of pupil engagement in lessons, the number of times a pupil has to be withdrawn to the quiet area and the number of internal and external exclusions are all recorded on the pupil's integration tracking charts. These charts are sent to parent/carers on a half termly basis.
- The pupils' targets are modified accordingly.
- The individual intervention plan is reviewed termly (using the local authority PSP format) and includes the pupil, staff involved in the pupil's school life and parent /carers.
- The overall intervention programme may involve support from additional services; The Support for Learning Service or the Educational Psychologist. CAF referrals for a multi agency approach may be made which can lead to the involvement of CAMHs

EXCLUSIONS PROCEDURE: (in line with Local Authority guidance)

Exclusion results only when the school has exhausted all strategies and available LA support. Internal exclusion is used as a first measure. Incidents which result in a serious risk to safety of a pupil, injury towards other pupils, or damage to school property through vandalism can result in a fixed term exclusion. Exclusions are directed by either the headteacher and parent/carers are informed immediately in writing. For day 1 and 2 of the exclusion, pupils are expected to carry out school work at home under the supervision of a parent/carer. From day 3 of the exclusion, pupils are expected to attend the Pupil Referral Unit or an alternative educational setting.

PARTNERSHIP WITH PARENTS/CARERS:

We recognise that school will continue to raise standards when in partnership with parents/carers. We value good relations with and participation of parents/careers. We will always listen to our parents/carers and do our best to support them whilst working together in the best interest of their children.

Parents/carers can help us by:

- showing a positive attitude towards the school
- taking an interest in their child's progress
- attending meeting with teachers/adults
- informing the school of concerns they may have
- abiding by the home/school agreement

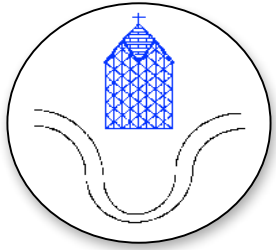
Separate leaflets explaining the support we provide for pupils with social, emotional, behavioural developmental needs (SEBD) are available to parent/carers.

MONITORING AND REVIEW:

The school currently assesses the effectiveness of the behaviour policy in a variety of ways:


- through observations in classrooms by the inclusion manager/SENCO
- through observations and feedback from midday meals supervisors
- joint monitoring of practice with strategic partners
- through partnership with advisors from the SLS Behaviour Support service (via the LEA)
- scrutiny of internal measures, ie: counts of reflection time, internal or fixed term exclusions, referrals to the senior leadership team for serious incidents, bullying and racial harassment report forms
- outcomes of pupils with intervention support from attendance, mentoring, behaviour support planning and/or other agency involvement.
- take up of referrals and outcomes for families in need of support from outside agencies
- pupil feedback through the School Council and annual pupil surveys.

This policy is linked to the inclusion, safeguarding, attendance, special educational needs and disabilities, CYPiPC (looked after children), physical handling/restraint, anti-bullying and equality scheme.

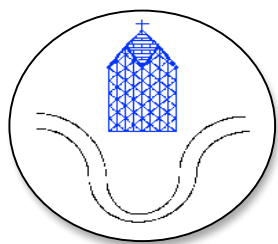


SPSL Primary School

Behaviour Consequences




A Verbal Warning	Second Warning	Third Warning	Red Card
1	2	3	
Talking when the teacher is talking / or a child is talking			Swearing
Interrupting / calling out			Racist/homophobic Comments
Distracting others when the teacher is talking e.g. tapping, making noises...			Fighting
Failure to follow instructions			Spitting
Not listening			Deliberate disobedience (refusal to follow instructions)
Inappropriate body language / movement			Stealing
Defacing or damaging others' / school's property			Bullying
Wandering, not being in the right place			Rudeness
Not lining up correctly			Willful damage to school property
Wasting time during transition from one 'lesson' / 'session' to another			Defacing other children's work
Breaking class rules			
Fiddling with equipment			
Name calling			

Appendix 2



SPSL Primary School

Behaviour Criteria Lunchtimes

Lunchtime Supervisors	SNR Lunchtime Member of Staff / Reflection Time	Head teacher Or SLT
		
Argument -Lunchtime Supervisors to talk to all children involved and agree actions together	Repeated behaviour from first column - 5 -10 minutes	Continual repeated behaviour from first or second column
	Swearing - 5 minutes Name calling - 5 minutes	Racist, Sexist, Homophobic Name Calling
Dropping litter - children to pick up food in playground with gloves	Spitting - 10 minutes (Children to clear up spit with tissues and gloves)	Fighting
Playing with food - children to pick up food in dining hall with gloves	Play Fighting - 10-15 minutes	Stealing
Misuse of Equipment - help to tidy away at end of session	Playing In Toilets - 5 minutes	Bullying
Talking, pushing, messing around in the line - 1 st warning given	Running in corridors -5 minutes	Deliberate disobedience
	Not stopping when the whistle blows - 5 minutes	Willful damage to school property/environment

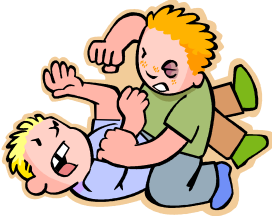
Appendix 4

Behaviour Change Plan KS1

My name and class: _____

Date: _____

What actually happened..



FIGHTING



NOT LISTENING/TALKING



SHOUTING



NOT SHARING

ANYTHING ELSE

What should of happened



TELL THE TEACHER/ADULT



WALK AWAY



LISTEN



GET HELP



IGNORE THEM

Anything else

Comments by adult/Consequences

Behaviour Change Plan KS2

My name: _____ Date: (See sanctions chart appendix 2).

Time: _____ Place: _____

1. What I wanted to happen	2. What I did that was wrong	3. What actually happened
4. The best outcome would be	5. To get the best outcome I must avoid	6. To get the best outcome I need to

Comments and signature of attending adult