

Behaviour Policy



This policy is intended to be read by teachers, teaching assistants, parents, governors, inspectors, support staff and staff from other schools with which we may have links.

Date Approved: 17th September 2018

Date of Review: Annually, Autumn 2019

1. Introduction

The Governing Body is responsible for drawing up a policy that ensures pupils' standards of behaviour are acceptable and encourages good conduct and respect for others.

The head teacher must publicise the school's behaviour policy within the school and to parents of registered pupils. In particular, the head should bring it to the attention of pupils, parents and members of staff at least once a year.

2. School Ethos

We believe that when judgements about our school are made, they should be based not just upon SAT levels achieved, levels of reading ability, and similar formal data, important though these are. Equally important is our success or otherwise in building and developing a set of values to do with community, citizenship, attitudes to learning, care and consideration for others, and interpersonal skills.

These values together with meeting the needs of every child and striving for pupil and school improvement in the conventional sense make up the culture and ethos of St. Luke's.

The children are taught:

- Respect
- Politeness and care and consideration for others, including visitors and helpers;
- That fighting, bullying and being unkind are not acceptable ways of behaving and have no place at our school;
- To be pleased and proud of their achievements and successes and those of others;
- To help each other;
- To be quiet when it is appropriate;
- To show care and respect for our school environment;
- How to behave, respecting their own and others' feelings and safety;
- To be proud of themselves and their school;
- To strive to do their best and to develop perseverance and resilience.

3. Success Criteria

When monitoring the success of our behaviour policy the following criteria are considered:

- High levels of politeness, to include not interrupting, waiting for turn, being considerate;
- Co-operating with requests and working well with others;
- Children show pleasure when they achieve and are equally pleased with the success of others;
- Children show good levels of sportsmanship, by applauding others, and by accepting defeat gracefully;
- The percentage of children wearing school uniform is high;
- All aspects of the school environment are respected;
- Parents and visitors take away a positive feeling about the school;
- Children and staff are proud of their school; children's concerns are addressed in a sympathetic and supportive manner;
- Pupils demonstrating truthfulness and honesty;
- Attendance is high.

4. Citizenship and Community

We consider this to be a very important aspect of school life, which is promoted at every opportunity. We are proud of our School Council which is an important part of the decision making process in our school. Class Worship is held weekly and is an important vehicle for promoting appropriate values, attitudes and behaviour, as are assemblies which are led by staff and visitors in school and in church.

5. Behaviour and discipline

In the main the behaviour of the children at St Luke's school is very good and we positively promote and encourage good behaviour in a variety of ways including:

- Stickers;
- Team points and prizes;
- Achievement certificates;
- Positive praise including sharing special achievements;
- Head Teacher's awards;
- Lunchtime stickers and awards;

At the start of the school year a code of conduct is drawn up in each class that sets out agreed patterns of acceptable and appropriate behaviour; this is linked to Christian values and British Values.

A variety of approaches are used in school to enable children to deal with conflict in a more positive way (e.g. Magic Script). When behaviour falls below an acceptable standard the following process is implemented:

1. If 3 serious verbal warnings or 3 minor incidents are given over a short period of time, this then equates to a yellow card.
2. Three yellow cards in a half term lead to a red card together with a sanction e.g. being banned from the school disco, not representing the school in a team or being banned from a school club. Where a red card is issued, a letter is sent home citing the events that led to the red card and setting out how the parents can support the schools action.

Parents are informed verbally by the class teacher when a yellow card is given. In exceptional circumstances a red or yellow card may be given in the first instance.

10 team points are lost for a yellow card

20 team points are lost for a red card

Unacceptable behaviour is initially dealt with by the class teacher, then the Key Stage leader and finally the Deputy Headteacher and Headteacher. If incidents are deemed serious such as physical behaviour, inappropriate language, children may be sent to the Deputy Headteacher or Headteacher in the first instance. These behaviours are recorded on our Integris system.

If a child has an individual behaviour plan in place it might be appropriate to withdraw them from the red/yellow card system.

MDA's record and report to the class teacher, head teacher or Safeguarding, Family Welfare Officer as appropriate, any incidents, accidents or instances of behaviour which fall below what is acceptable.

Under some circumstances it may be necessary to exclude children. The exclusion may take the form of a fixed term exclusion or under extreme circumstances a permanent exclusion – please see Exclusion Guidance.

6. Day to Day Physical Contact with Pupils

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, this may include:

- to comfort a pupil in distress (*appropriate to their age and individual specific needs identified through a risk assessment*);
- to direct a pupil;
- for curricular reasons (*for example in PE, Music, Drama etc*);
- in an emergency, to avert danger to the pupil or others;

In all situations where physical contact between staff and pupils takes place, staff must consider the following:

- the pupil's age and level of understanding;
- the pupil's individual needs and history;
- the location where the contact takes place (ideally it should not take place in private without others present).

Schools may choose to use touch with children for a variety of reasons but, in general terms, they would normally do so for comfort, reward or guidance. It should be acknowledged that some children will not want to be touched. This should be respected.

*** Hugging**

A sideways on hug, with the adult putting their hands on the pupil's shoulders is the safest way to do this as both hands of the adult can be seen. Hugging can be used either standing or seated. This discourages 'front on' cuddling and placing the adult's hands on the shoulders limits the ability of the pupil to turn themselves into them.

*** Hand- Holding**

It is natural that young children sometimes enjoy being able to hold hands with adults around them. This is perfectly acceptable when the hand holding is

compliant. However, if the handholding is being used by an adult as a method of control to move pupils, this can become a restraint. Therefore, the best practice is the use of the 'offering an arm'. This is done by the adult holding their arm out, and the pupil is encouraged to wrap their hand around the adult's lower arm. The adult's other hand can then be placed over the pupil's for a little extra security if it is required. In summary, it is generally deemed appropriate to touch others on the upper arm and shoulders.

* Lap- Sitting

There are clearly potential issues with this and, as such, lap-sitting should be discouraged, so neither staff nor pupils are vulnerable. Pupils should be taught to seek comfort / attention through other means. If a pupil attempts to sit on an adult's lap there should be immediate active guidance to a more appropriate seating position alongside the adult.

7. De-escalation Strategies

It can be very helpful to consider behaviour as a form of communication. When examining and talking about challenging behaviour, it is useful to separate it into two types: difficult behaviour and harmful behaviour.

Difficult Behaviour: interferes with learning/disrupts the day to day functioning of the school/is less likely to be responsive to the usual range of interventions identified in this behaviour policy.

Harmful behaviour: physically aggressive/verbally abusive/destructive/self-harming/striking another adult

All responses to difficult behaviour should be consistent, respectful, calm and logical.

When faced with potentially harmful behaviour, a 'script' may prove useful in de-escalating it. The pupil should be spoken to calmly, assertively and respectfully at all time. Simple de-escalation phrases are recommended: for example;

1. Name (*Use the pupil's name*)
2. I can see there's something wrong (*acknowledge their right to their feelings*)
3. I'm here to help (*tell them why you are here*)
4. Talk and I'll listen (*it may be possible staff to find out how the situation has developed, or how it may be resolved*).
5. Come with me and we can.....(*give them an 'out' to withdraw from the situation*)

During this period, the pupil should be given physical space and time to recover and respond to requests. Where de-escalation has not been possible, and difficult or harmful behaviour continues, they should be guided / supported from the classroom to a place of safety, with the assistance of another member of staff. Where this is not possible, an alternative is for the rest of the class to be removed from a potentially dangerous or harmful situation. Staff should always stay with the pupil, but at a safe distance (this is usually at least an extended arm's length away from them). At this point, it is important not to raise the stress of the pupil further. Staff should maintain an open stance, actively guiding them to a place of safety, rather than blocking them or backing them into a corner, as this could escalate the situation.

Where a pupil has an agreed behaviour management plan, it should outline the approach to managing them and staff should follow the plan at all times to prevent further harmful behaviour. It should be recognised that the member of staff in this

situation may be stressed themselves and the use of simple de-escalation phrases (as above) may significantly help both staff and pupil involved. In summary, best practice is that when any pupil behaves in a harmful way, staff must ensure that any action they take is clearly reasonable, proportionate and necessary in the circumstances.

8. Use of reasonable force and restrictive physical intervention (restraint)

Please see 'Keeping Pupils and Staff Safe- management of behaviour in schools, including use of physical contact and restrictive/non- restrictive physical intervention to address difficult and harmful behaviour.' Autumn 2018, pages 9-11.

Where it has been deemed necessary to use a restrictive physical intervention, the detail of this should be accurately recorded and the incident communicated to parents. Parents should be informed of the incident initially by phone and it should then be followed up in writing (letter guidance and incident form, Appendix A and B in above mentioned guidance).

9. Bullying

See separate Anti- Bullying Policy

10. Equal opportunities and multicultural education

Equal opportunities and multicultural education are intrinsic to our school values. Everyone in our community is entitled to be respected.

One of our school aims is

“To develop a child’s growing respect for themselves and others irrespective of race, age, gender, faith, or ability”

It is a legal requirement for all schools to have a race equality policy. We have a duty to report incidents of a racist nature to County Hall. Anyone who continuously displays disrespectful behaviour/a number of incidents will be reported to County Hall.

The policy will be updated in Autumn 2019