



SKERTON  
**ST LUKE'S**  
CE VA PRIMARY SCHOOL

*Opening minds, learning through challenge and celebrating God's world*

POLICY FOR

## **POSITIVE BEHAVIOUR**

Reviewed: September 2018  
Review Due: Autumn 2021

### **School Christian Values**

Generosity, compassion, courage, forgiveness, friendship, respect, Thankfulness, trust, perseverance, justice, service and truthfulness.

### **Bible Reference**

Matthew 7:12 'Treat others as you want them to treat you'

### **Policy References**

This policy is written with reference to the following school policies:

- Care and Control of Pupils,
- Curriculum Policy,
- Learning and Teaching Policy,
- Marking Policy,
- PSHE Policy,
- SMSC (Spiritual, Moral, Social and Cultural) Policy,
- Safeguarding & Child Protection Policy,
- Online Safety Policy, Health and Safety Policy,
- SEND Policy,
- Able Gifted and Talented Policy,
- Assessment Policy & Single Equalities Policy.

Most of these policies are available on the school website. In addition, copies of the following policies are available, on request, from the school office.

## **INTRODUCTION**

Skerton St Luke's C E Primary School promotes a positive approach to all aspects of behaviour. Most of our pupils choose consistently to act appropriately and those with very specific problems can learn to modify their behaviour with support. We recognise that expectations of behaviour must be realistic and consistent. Our school ethos is such that it develops positive relationships between staff and children within a framework of routines and boundaries which are well defined and understood by all.

All pupils are encouraged to develop a sense of responsibility and self-discipline from an early age. Through collective worship, RE, Citizenship, SEAL and Personal, Social, Health Education the moral and spiritual dimensions of acceptable behaviour can be fostered and explored.

## **PRINCIPLES**

At Skerton St Luke's CE School we believe that the relational aspects of behaviour management are paramount to the success of this policy. We believe that positive relationships between all members of the school community are key to promoting and maintaining good behaviour. We expect that positive relationships will make a significant contribution to the ethos of the school.

We work to create a nurturing ethos throughout the school and our restorative approach to dealing with conflict helps to restore and repair relationships. We recognise that good discipline and behaviour is a whole school responsibility. We recognise the contribution that good relationships with parents makes to the success of this policy. We also recognise that a range of techniques and strategies is needed to support the needs of all of our pupils. We expect respectful and good behaviour and encouraged and support all pupils and families to contribute to the positive ethos of the school.

**All staff are trained in Solihull Approach and are encouraged to follow the principles of Containment, Reciprocity and Behaviour Management. Staff work with pupils and their families, where appropriate, to support containment, encourage reciprocity and then manage behaviour.**

**See Appendix 3 for resources related to Solihull Approach.**

## **AIMS**

- ❖ To ensure the safety and well being of all pupils, staff, governors and visitors.
- ❖ To promote a positive, nurturing and restorative ethos in the school.
- ❖ To foster the acquisition of self control, responsibility and accountability.
- ❖ To ensure that all are aware that actions and choices have consequences.
- ❖ To ensure a community in which effective learning and teaching can take place, and in which there is mutual respect between all members.
- ❖ To foster an environment where all gain in confidence and foster pride in personal and whole school achievements.
- ❖ To promote equal opportunities to learning and personal development.
- ❖ To allow pupils and staff to develop and demonstrate positive abilities and attitudes.

## **EXPECTATIONS**

Our Caring Code is based on the following principles:

- ❖ We have the right to be safe.

- ❖ We have the right to be happy.
- ❖ We have the right to learn.

At Skerton St Luke's we follow The Golden Rules:

- ❖ We are safe
- ❖ We show respect for ourselves and each other.
- ❖ We take responsibility for everything we do.

Copies of our Caring Code are displayed around school and constantly referred to as it forms the basis for positive/acceptable behaviour and fulfils our expectations of children.

### **CARING CODE**

At Skerton St Luke's School

- ❖ We look after each other - We don't hurt others.
- ❖ We listen when teachers are talking - we don't interrupt.
- ❖ We look after each other's property - we don't waste or damage things.
- ❖ We are kind and helpful - We don't push or hurt other people's feelings.
- ❖ We are honest - We don't cover up the truth.
- ❖ We work hard - We don't waste our own or other's time.

### **IN THE CLASSROOM**

Class rules and responsibilities are agreed at the start of the school year and displayed prominently in class. These may be revisited regularly (at least once each half term). Support is valued and expected from everyone in the school community to promote the qualities of tolerance, politeness, good manners and respect for others and their property. Good behaviour is rewarded. Inappropriate behaviour is addressed and children are supported and encouraged to improve their behaviour.

Understanding and managing feelings and emotions are taught through class topics, the use of SEAL/PSHE and in Family Groups and Worship sessions.

### **IN THE PLAYGROUND/FIELD**

All are expected to follow our Playground Rules and Caring Code. Children are expected to go outside at break/lunchtime as soon as they have left their classroom or the toilet. All children must ask permission of the teacher on duty/lunchtime supervisor to go to the toilet once outside. Coats or belongings should be kept with the child outside until the end of break/lunchtime.

**At lunchtime** children are expected to respect the authority of our lunchtime organisers. Children should display good eating habits/manners. Lunch boxes should be returned to designated places. If first aid is required the child should be taken into KS1 Library by the lunchtime organiser and procedures followed (see Health and Safety Policy).

### **HOW DO WE REINFORCE POSITIVE AND APPROPRIATE BEHAVIOUR?**

At St Luke's we balance positive rewards with defined sanctions so as to maintain each child's self esteem.

In KS2 the children can earn as reward for good work, rising to challenges and making good choices "**Golden Time**" and in KS1 "**Fun Time**"

When staff are particularly pleased with a child, group or class the following systems are also used to promote and reward positive behaviours.

- ❖ Verbal praise
- ❖ Moving a child's peg from Green to Silver and then to Gold
- ❖ Teacher Awards - 1 teacher award = sticker on chart. 10 teacher awards = certificate in Celebration Worship.
- ❖ House points
- ❖ Star of the Week certificate - 1 pupil from each class each week nominated for exceptional work or achievements during the week.
- ❖ Discussion with parent and/or postcard home.
- ❖ Letters home.
- ❖ Verbal praise and/or phone call home to parent.
- ❖ Record of Achievement.
- ❖ Name displayed on Values tree when 'caught' showing that value around school.
- ❖ Any approach that boosts the self-esteem/worth of the child.

### **HOW DO WE MANAGE AND MODIFY INAPPROPRIATE BEHAVIOURS?**

Because of the positive ethos of the school we know that only a small number of our pupils choose to act in an inappropriate and unacceptable way. However, as rules/expectations are clear to all, then pupils will be fully aware of what will be the consequences of their actions.

### **Sanctions**

Sanctions are listed in the Appendices of this policy.

Any behaviour which is deemed to be a serious nature requires immediate action by members of staff at the appropriate level. If behaviour is not addressed, then the member of staff is condoning the behaviour and it is likely to occur again.

- ❖ If there is no improvement overall and behaviour management is a continuous problem then parents are informed and we work together through a home/school liaison book (school action).
- ❖ Parents should be kept closely involved throughout.
- ❖ If problems continue then it may be necessary to graduate to a weekly/daily target card (school action plus).
- ❖ At this stage we would liaise with outside agencies (LEIS) re EBD support.
- ❖ Final response - pupil referral.

Class activities in hall/playground etc come under the rules of the classroom already outlined.

Staff are aware that children respond differently in different situations. One positive strategy that needs careful consideration is not putting certain children into a situation that they will not manage to succeed in, eg giving a job to break up the 1 hour lunch break, not allowing the child to partake in certain unsupervised activities or routines around our school. Anticipation and foresight may prevent or reduce in severity some behaviours. Staff, however, need to be mindful of their responsibility regarding supervision of pupils here and are asked to discuss this method with the SENCO and Senior Lunchtime Organiser if appropriate.

### **SUITABLE APPROACHES TO BE USED BY STAFF**

- ❖ All staff strive to be consistent in their approach.
- ❖ Staff should listen to the child/group in a calm and non-confrontational way away from peers where practicable.
- ❖ If a child/group choose to act in an unacceptable way then it should be brought to their attention.
- ❖ Staff should discuss the behaviour and school expectation with all involved.
- ❖ An explanation should always be given as to why a reward or sanction is being given.
- ❖ Staff should involve the child/group in discussing both cause and consequence of their actions and why the child should think carefully before choosing to repeat it.
- ❖ Staff should reinforce that it is the behaviour and not the child that is not liked.
- ❖ When a sanction has been accepted and completed the pupil should be welcomed back into the classroom with a 'fresh start' not lectured or made to continue the consequences.

### **LUNCHTIME**

All staff encourage appropriate behaviour through dinnertime and tackle children who choose to act in an unacceptable way. Lunchtime organisers may opt to use a range of any of the following sanctions:

- ❖ Intervention before the event of any inappropriate behaviour is always preferable and an excellent strategy to use.
- ❖ 1-1/group discussion
- ❖ walk around with the lunchtime organiser for a set time discussing expectation and appropriate behaviours.
- ❖ Use of card system. If the above is having no effect give an orange card. If the behaviour is repeated show a red card.
- ❖ If shown a red card report it to senior lunchtime organiser, who will report to classroom teacher.
- ❖ A serious incident should be reported to the senior lunchtime organiser immediately, who will bring the child into school.

All of our positive behaviour management strategies are underpinned by "Golden Time", SEAL (Social and Environmental Aspects of Learning) work and pastoral support.

### **BEHAVIOURAL DIFFICULTIES**

A child with behavioural difficulties might:

- ❖ Be noisy and demand adult attention
- ❖ Disregard rules
- ❖ Wander around the classroom
- ❖ Be unable to work cooperatively
- ❖ Be verbally or physically aggressive
- ❖ Use unacceptable language
- ❖ Shout out in class
- ❖ Have poor concentration
- ❖ Lack confidence
- ❖ Bully others

Some children with behavioural difficulties can become withdrawn and might:

- ❖ appear expressionless
- ❖ be anxious to conform
- ❖ be ignored by other children
- ❖ have low self-esteem
- ❖ be deeply unhappy
- ❖ lack interest in work
- ❖ lack self confidence
- ❖ be a victim of bullying

### **SOME REASONS FOR BEHAVIOURAL DIFFICULTIES**

Inappropriate behaviour may be the result of:

- ❖ a learning difficulty
- ❖ social and/or emotional difficulties
- ❖ a medical problem

Learning difficulties and behavioural difficulties can reinforce each other. If a pattern establishes then it may well affect future learning. This means that we have to identify Special Educational Needs and target the difficulties. All concerns should be raised with the SENCO.

Medical problems can generate, but are not an excuse for, inappropriate behaviour. A child may have problems with hearing or seeing, and if undetected are enough to cause confusion or distress. Behaviour which is completely out of character may be the onset of illness and this may need to be discussed with the child's parent. There are some conditions which exhibit emotional and behavioural difficulties such as ADD (Attention Deficit Disorder) and ADHD. In such cases we seek expert advice but inappropriate behaviour, if disruptive to the education/welfare of other children, whilst understood, cannot be accepted.

Some challenging behaviour is the result of the child's experiences in the home or out-of-school environment. Some families can find it difficult to provide emotional security for their children for a number of reasons. These may include financial constraints, cultural poverty, ill health or internal conflict. In such cases concerns should be raised with the Child Protection Coordinator, and the Headteacher.

### **MODIFYING MORE COMPLEX BEHAVIOUR**

A small number of our children have behaviour problems that severely affect their learning and sometimes that of others.

Staff are asked to be mindful that some behaviours are acceptable/unacceptable for all.

That all children are different and that behaviour modification programmes will be appropriate to individual children.

That it is important to look at meeting the needs of the whole child - focussing on the cause rather than the effect.

The SENCO/headteacher or Learning Mentor will, after discussion with the classteacher, check the following things are in place and appropriate for the child:

- ❖ appropriate and realistic expectation
- ❖ differentiation of work
- ❖ concentration level/range of activities
- ❖ environmental factors - physical layout of class, noise level and the cultivation of a calm and purposeful atmosphere, lack of space, or social eg a 'peer' audience, an unfamiliar, inexperienced or 'hostile' adult
- ❖ clear expectation known by the child - work/behaviour
- ❖ groupings involving the child
- ❖ unsupervised activities
- ❖ unsupervised movement around the school.

The classteacher is responsible for informing all staff involved with the child throughout the day eg within class, yard duty, dinnertime so that all know what is expected of the child.

Rewards and sanctions will be clearly defined.

Targets will be set with achievements that are appropriate to the child.

The child will be encouraged to self monitor on occasions.

Some children will be involved in the setting up of a personal contract.

Records will be kept.

At this stage the school will be working in partnership with the family and involving external support services in discussion at least. All will contribute to discussion on how best the needs of the child can be met. Formal assessment procedures may need to be pursued - following LEA guidelines (see SEN Policy).

### **VIOLENT BEHAVIOUR**

The first duty is of care. Whilst we accept that violent and aggressive incidents may be a statistical inevitability, we feel that at St Luke's we strive to develop the whole child. Appropriate and acceptable behaviours and work done on cause and consequences are valued highly within school and the wider community. We also accept though, that despite sound preventative and pro-active strategies being used, there may be occasions when reactive strategies may still be needed when dealing with pupils displaying overtly challenging behaviour.

#### **Children**

- ❖ Children should be separated.
- ❖ Medical attention given if necessary.
- ❖ Head/deputy informed.
- ❖ Parents involved if it is a serious incident.
- ❖ The incident will be investigated in a calm atmosphere - usually after a 'cooling off' period for all involved. The incident will be recorded in the log (headteacher's room). A letter, phone call or a meeting with parents will be set up if appropriate.

#### **Staff**

The headteacher has the responsibility of supporting staff in the reasonable exercise of their duties.

Verbal/physical abuse towards any staff member will be taken seriously. Physical assault on a staff member will result in removal of the pupil to a place of isolation under the supervision of a member of staff. Written reports from all involved will be sought. The Chair of Governors and the LA may be involved. The staff member may wish to seek advice from their professional body/union.

The headteacher will make decisions relating to sanctions, including exclusion. It will depend upon the seriousness of the incident, previous conduct, and the cooperation of the parents.

### **PROHIBITED SANCTIONS**

The law is clear that the intentional use of force as a punishment is expressly forbidden (Section 47, Education (No 2) Act, 1986).

Regulations under the Children Act 1989 provide that certain disciplinary measures shall not be used. The disciplinary measures identified are:

- ❖ Corporal punishment. This means the intentional application of force as a punishment and includes biting, pinching, rough handling, slapping, striking with or without an instrument or throwing a missile at the child.
- ❖ Deprivation of food or drink.
- ❖ The use of withholding medical treatment.
- ❖ Any requirement for a child to wear distinctive or inappropriate clothing.
- ❖ Intimate physical searches.
- ❖ Imposition of fines. Children may be expected to pay fines only when it is directed by a court or for reparation. Staff must check with the headteacher here.

Physical restraint should only be used to prevent a child from harming themselves or others or from damaging property. Restraint should involve minimum reasonable force and should seek to avoid injury. Staff should not attempt to restrain a child if they are likely to put themselves at risk (see Care and Control Policy Appendix 2). Any incident involving physical restraint must be fully documented in the Incident Log Book.

### **BULLYING INCIDENTS**

Refer to School Policy on Anti Bullying.

### **RACIAL INCIDENTS**

Incidents of racial harassment are few at St Luke's School, but each is taken seriously. We feel it is very important to deal with any incident immediately. Apart from damaging the victim's self esteem, it is a wider attack upon the person's family and cultural traditions. It will be made very clear to the child and their parent/carer that racist behaviour does not have a place in St Luke's and is totally unacceptable. All incidences will be logged and reported to Lancashire County Council. In the wider context, as in our anti-bullying policy, the first target to reach is that of prevention before the event. Whole school, class worship and PSHE lessons tackle this in a pro-active way.



### **EXCLUSION FROM SCHOOL**

The power to exclude a pupil from school may be exercised only by the Headteacher. Careful consideration will be given to the use of this sanction as some pupils may try to use this to their own advantage and may be at risk when out of school. The legal responsibility for the pupil's actions rest with the parent/guardian when out of school.

#### **Debarment from midday break**

"Debarment" in this case usually means exclusion from school during the midday break and is only used in few cases and after careful consideration.

The Headteacher has the duty to ensure the safety and discipline of all pupils while they are on the school premises. If a child puts themselves and others at risk or consistently acts in an inappropriate way then this sanction may have to be enforced. It will be for a fixed period. Before the child is accepted back into the family of our school the parent/guardian will have visited the Headteacher to talk through the inappropriate behaviours, and will have signed our Code of Conduct contract. The child will be given a 'mentor' - a member of staff who will monitor and discuss with the child any on-going problems. Full details of definitions and procedures relating to exclusions are contained within LEA guidelines and located in the Headteacher's office.

### **COMPLAINTS**

In the case of a complaint against any pupil or member of staff, by a pupil, parent or staff member, the Headteacher will follow the complaints procedure. In serious incidents it is important that the Chair of Governors and the LEA are kept fully informed at each stage. The Headteacher will keep a detailed record of events following such a complaint. This may be in note form or logged on the computer. Full details of complaint procedures can be found (with guidelines) in the Headteacher's room.

**Appendix 2a)**

**SCHOOL RULES AND EXPECTATIONS FOR ALL PUPILS**

	Classroom	Playground	Dining Room	Moving around school	Toilets
We have the right to be safe... so	We do not hurt anyone. We use our classroom equipment and furniture sensibly. We keep all of the 4 chair legs on the floor. We move around carefully. We keep everything in its place.	We don't hurt anyone. We line up sensibly, giving everyone enough space in the line.	We do not hurt anyone. We sit on our chairs with all 4 chair legs on the floor. When we are told to line up, we do it	We do not hurt anyone We walk on the left of the corridor We walk at a sensible pace We hang our coats and bags on hooks We put our lunch boxes on the stands	We do not hurt anyone We always ask if we need to go to the toilet We wash our hands
We have the right to be happy... so	We listen to others and respect their ideas and opinions. We look after our own property and other people's property. We do as we are asked, first time. We follow class routines and rules. We use good manners. We use appropriate language. We share and cooperate with others.	We respect other people and their space. We choose an activity or chat to a friend. We share equipment.	We use good table manners: - We hold our knife and fork properly - We eat with our mouths closed - We don't	We use good manners to everyone We hold the doors open for the person behind us We 'give way' to people coming towards us We respect the resources and displays around our school.	We use the toilet properly We flush the toilet when we have finished We use the toilet and then leave We respect
We have the right to learn... so	We listen to other people. We share. We take turns. We try our best.	We look after equipment. We help other children.	We help other children	We are in the right place at the right time	We take turns We go to the toilet at the right time

**Appendix 2b)**

**BEHAVIOUR PROCEDURES - REWARDS**

REWARD	BEHAVIOUR	CHILD WILL GET	CELEBRATED IN	WHEN?	HOW MANY?
Teacher Awards	Effort in work, or positive attitude or improvement in conduct	Sticker on chart	Class and 1:1	daily	Limit of 5 in a week
Teacher Award Certificates	Effort in work, or positive attitude or improvement in conduct	Certificate for every 10 TAs earned	Celebration Worship	Friday	Limit of 3 certificates per half term
Star of the Week	Outstanding achievement or effort for the individual or rising to a challenge	Certificate to be taken home and picture displayed.	Celebration Worship	Friday	One child from each class per week
Team points All children are put into one of 4 teams	Meeting LO or achieving a target, or showing improved effort towards meeting a target	Child records team point on chart in class. Year 6 School Councillors collate points each week. Winning team has a trophy displayed with their colours each week. End of each half term the team with the most points earns a mufti day	Celebration Worship	Friday and end of each half term	Mas 50 per class each week
Postcard or note home	A 'big leap' in behaviour or learning.	Postcard or a note home from any adult who notices the 'big leap'	1:1 and with parents	As appropriate	As appropriate
Name moved on the traffic light system	Effort in work. Spotted good behaviour. Above and beyond	Name moved from green to silver to gold	Class with raffle tickets to the prize draw	daily	As appropriate

**Appendix 2c)**

**BEHAVIOUR PROCEDURES - SANCTIONS**

BEHAVIOUR	STAFF ACTION	CONSEQUENCE	RECORDED
Talking in class, annoying someone, being off task, interrupting teaching and learning time.	Verbal warning  De-escalation techniques used	Timeout can be offered to give the child the opportunity to prevent further sanctions being needed	
Continuation of behaviour	Time out table De-escalation techniques used to give pupil chance to 'come back'	Name moved to amber wheel. Time out with work to complete away from others. Miss 5 minutes of play time	Name recorded as a warning
Continuation of behaviour or ignoring direct instruction, using unkind names, low level physical behaviour, being rude to an adult	Child to miss part or all of a playtime or lunchtime play. De-escalation techniques to be used to give pupil chance to 'come back'	Name moved to red wheel. Time out with work to complete away from others Miss play time Pupil to complete behaviour reflection sheet	Name recorded and consequence
Continuation of behaviour or ignoring direct instruction, using unkind names, using physical behaviour, being very rude to an adult	Child to miss part or all of a playtime or lunchtime play. De-escalation techniques to be used to give pupil chance to 'come back'	Teacher to give and arrange appropriate consequence where the child misses some playtime and carries out work missed/ provided Pupil to meet with Headteacher about behaviour (Where possible this will happen within half a day) Behaviour ABC sheet to be completed with HT	Name and consequence recorded as part of ABC
Causing significant intentional harm to a member of staff or another child	Sever clause Must be reported to HT immediately Internal exclusion may be considered Parents required to attend behaviour meeting	Internal exclusion working on own supervised by HT/LM Sufficient work must be provided by class teacher	Teacher to record Parents to be present at meeting

**Appendix 2d)**

**POSSIBLE STRATEGIES FOR DE-ESCALATING CHALLENGING BEHAVIOUR**

- ❖ 'way back' offered and explained (face saving)
- ❖ Distraction
- ❖ Reward to making 'right' choice or decision
- ❖ Restriction of school based activities
- ❖ Increased frequency of personal tutorials
- ❖ Special seating arrangements classroom/ dining room/ meeting room
- ❖ Post school telephone call home to give feedback
- ❖ Pre-school telephone call, to ascertain mood
- ❖ Timeout table used in class
- ❖ Behaviour management plan established/ revisited
- ❖ TA support in class
- ❖ Planned withdrawal
- ❖ Detentions/ timeout especially managed
- ❖ Parental arranged attendance in school/ class
- ❖ Individual monitoring sheet employed
- ❖ Specific time with external support
- ❖ Specific TA support in particular lessons
- ❖ Additional external professional support in class
- ❖ Adjusted timetable

**Appendix 2e)**

**INCIDENT RECORD SHEET**

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

**Date:** \_\_\_\_\_ **Completed by:** \_\_\_\_\_

Where/ When?

Before school		In Class	
Morning playtime		Around school	
Lunchtime		After school	
Afternoon playtime		Other (specify)	

Type of Behaviour

Repeated calling out		Lying	
Disruptive behaviour		Rudeness	
Fighting		Name calling	
Violent behaviour			
Swearing			
Refusing to follow staff instructions			

Comment

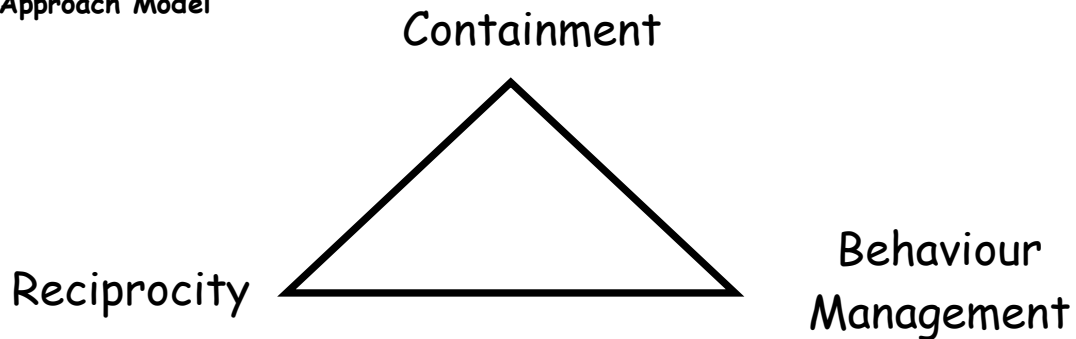
Action

Cooling off period		Red card	
Parents informed verbally		Referred to HT/ LM	
Letter sent to parents		Managed move/ internal exclusion	

SERIOUS INCIDENT		RACIST INCIDENT	
------------------	--	-----------------	--

**Appendix 3**

**Solihull Approach Model**



**Containment**

Containment requires two people in a reciprocal relationship. The adult provides the containing experience for the child. The child should not be expected to provide a containing experience for the adult.

**Reciprocity**

Reciprocity describes the sophisticated interaction between a child and an adult where both are involved in the initiation, regulation and termination of the interaction. Reciprocity can also be used to describe the interaction within all relationships.

**Behaviour for Learning** includes:

- ❖ The containment of children's emotions/ anxieties so that the child can concentrate and think.
- ❖ Reciprocity between the teacher and child so that the child is regulated enough to take in and process information.
- ❖ Optimal brain development so that the child has neural pathways to both self-regulate and to learn.

**Behaviour Management**

Behaviour Management is part of the ordinary process of normal development whereby school practitioners teach children self-control, thus enabling the child to participate in learning. Staff in well-functioning schools work together to place reasonable boundaries on the child's behaviour. They encourage the child with attention and other rewards. Gradually, the child becomes able to internalise both restraints and the satisfactions for himself. This facilitates learning and development.

**Use of SAFER**

See

Acknowledge

Feel

Empathise

Revisit