



St Luke's CofE. Primary School Behaviour Policy



Through God's love, we are the rich soil where roots grow and seeds flourish. Luke 8:4-15

At St Luke's our vision is that everyone is to be nurtured, respected, and challenged to the best that they can be, where every child is valued for their uniqueness and thus supported in their personal journey of learning and growth within an environment of encouragement, compassion.

“You can't teach children to behave better by making them feel worse. When children feel better, they behave better.” Pam Leo

Date taken to LGB	
Date ratified	
Review Date	
Person Responsible for reviews	DSL/Headteacher

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Policy Statement

At St Luke's, we are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. The Cambridgeshire Step On approach, which guides staff to teach self-discipline and self-regulation not blind compliance, underpins the content of our behaviour policy. Step On is a therapeutic approach to behaviour which recognises that poor conduct is a need being communicated through undesirable behaviour, which echoes the core values within our vision statement, with an emphasis on a partnership to manage poor conduct.

Aim of the Policy

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- To create a culture of exceptionally good behaviour for all purposes.
- To ensure that learners are treated fairly, shown respect and develop good relationships.
- To refuse to give learners attention and importance for poor conduct.
- To help learners take control of their behaviour.
- To build a community that gives recognition to positive behaviours such as kindness, good humour compassion and empathy to others.
- To improve community cohesion where the quality of interpersonal relationships will facilitate good behaviour choices.
- To ensure that excellent behaviour is the minimum expectation for all.

Purpose of the Policy

To provide simple, practical procedures for staff and learners that:

- recognise behavioural norms,
- positively reinforce behavioural norms,
- promote self-esteem and self-discipline,
- teach appropriate behaviour through positive interventions.

Definition of 'consequences'

A consequence is a conclusion derived through logic; it is something that logically or naturally follows from an action. There are two kinds of consequences Protective consequences - removal of a freedom to manage harm Educational consequences - the learning, rehearsing or teaching so the freedom can be returned. It is essential that there is always an educational consequence. We must be able to show how we have helped the student develop new skills or new ways of thinking through discussion, debrief activity or rehearsing. Educational consequences provide the student with the skills and incentives to behave differently when faced with the same set of circumstances. All staff know how children with greater needs are being supported so that there is a whole school team around a child.

St Luke's CofE. Primary School Behaviour Blueprint

Through God's love, we are the rich soil where roots grow and seeds flourish. Luke 8:4-15

At St Luke's our vision is that everyone is to be nurtured, respected, and challenged to the best that they can be, where every child is valued for their uniqueness and thus supported in their personal journey of learning and growth within an environment of encouragement and compassion.

Our Three Rules

RESPECTFUL
READY
SAFE

Adult Behaviour

- Calm, consistent and fair
- First attention given to the best conduct
- Relentlessly bothered
- Recognise over and above

'Catch them getting it right'

- Build relationships
- Praise
- Recognition in school
- Class Dojo messages/ phone calls home

How do we manage difficult or dangerous behaviours? (THINK: Impact and Frequency)

Examples of difficult behaviours: calling out; inappropriate/ offensive language; tearing up work; refusing adult instruction; throwing objects (not directed).

Examples of unsafe behaviours (these are behaviours that put a child or an adult in danger of physical harm): hitting, kicking, biting; directed throwing of objects; leaving school site without

We use a three stage framework to manage these behaviours:

Stage 1: Before a crisis – De-escalation

Stage 2: During a crisis – Management of risk or harm

Stage 3: After a crisis – Reflect, repair and restore (forgiveness)

At St Luke's we believe that difficult and unsafe behaviours should first be prevented where possible, using de-escalation strategies. Where these behaviours do then still occur, they would be dealt with using consequences which have opportunities for the child to learn from their actions. These should serve to be educational and, where required, protective to limit the risk of further harm or disruption to others.

- Reminder of rule;
- Take up time;
- Distraction/ positive alternative;
- Additional adult support;
- Differentiated working space;
- Escorted in social situations;
- Limited play times/ access to outside space;
- Partner class – working in a different classroom;
- Internal exclusion – working out of classrooms and limited access to out-door play (usually 0.5-2 days);
- Fixed-term external exclusion;
- If a child's behaviour continues to result in harm to learning and/or others, and the child has been unsuccessful in responding to the educational and preventative consequences put in place, this may lead to permanent exclusion.

Restorative Questions

What has happened?
Who has been affected by your actions?
How have they been affected?
What needs to be done to make things right?
How can we do things differently in the future?

Microscript

I wonder if...
I've noticed that...
You know the school rules, Respectful, Ready, Safe.
First we will...then... I expect you to...
Thank you for...

Lunch times

Middy Supervisors are considered teachers of 'soft skills' and the social curriculum. They will promote positive behaviours by following this blueprint and by: verbal praise; house points; modelling and participating in play. They are encouraged to support pupils with friendship difficulties and liaise with class teachers where pupils are not making good choices in their behaviour to offer educational and protective consequences.

Reasonable adjustments:

In line with the SEND Code of practice, which supports reasonable adjustments for pupils with identified Special Education Needs, staff may adapt this policy as necessary, making use of a range of personalised strategies, both to pre-empt incidents, as well as supporting children with additional needs to reflect and progress. This can include individual Pupil Risk Management and Support Plans and Anxiety Mapping, for example.

Behaviour Beyond the School Gates

If a member of staff witnesses or is made aware of criminal, anti-social behaviour or bullying off the school premises, or such behaviour is reported to the school, the school will seek to support in addressing the behaviour. Where a child is taking part in a school organised or school related activity, the usual school rules and sanctions will apply. Where the child is travelling to or from school, wearing a school uniform or is in some way identifiable as a pupil, the school may become involved in the management of such behaviour where it could have repercussions for the orderly running of the school or where it may pose a threat to another pupil or member of the public, or where it might adversely affect the reputation of the school. The headteacher will consider whether it is appropriate to notify the police (if it is criminal or poses a serious threat to another child or member of the public) or liaise with and support parents. If the behaviour is linked to child suffering or where a child is likely to suffer significant harm, the school will follow its safeguarding policy.

Safe Touch

Introduction

The term Physical contact is used to describe the use of touch for many purposes in numerous different contexts. This is a controversial and complex area. There have been instances where schools have had a no touch policy and totally forbade staff from touching children. This is actually against all statutory guidance and is not tenable.

The Children Act 1989 makes it clear that the paramount consideration in any decision should be in the best interest of the child concerned. Paramount in this context means that it should be the first thing people think about and it takes precedence over other considerations.

Physical contact should always be about meeting the needs of the child. Actions that can be ambiguous are open to misinterpretation. Staff should always think before making any physical contact. They should be clear about why their actions are in the best interest of the child concerned. They should remember that some children like physical contact and some do not. This information will be contained in a child's individual plan.

Rationale

Children learn who they are and how the world is, by forming relationships with people and things around them. The quality of a child's relationship with significant adults is vital to their healthy development and emotional health and wellbeing.

Many of the pupils who require emotional support from school may have been subject to trauma or distress or may not have had a positive start in life. It is with this in mind that staff seek to respond to children's developmental needs by using appropriate safe touch.

Our policy takes into account the extensive neurobiological research and studies relating to attachment theory and child development that identify safe touch as a positive contribution to brain development, mental health and the development of social skills. We have adopted an informed, evidence based decision to allow safe touch as a developmentally appropriate intervention that will aid healthy growth and learning.

Our policy rests on the belief that every member of staff needs to know the difference between appropriate and inappropriate touch. Hence, staff need to demonstrate a clear understanding of the difference.

Different types of touch

There are three different types of touch and physical contact that may be used, these are:

1. Casual / informal / incidental touch

Staff use touch with pupils as part of a normal relationship, for example comforting a child, giving reassurance and congratulating. This might include putting an arm out to bar an exit from a room, offering to take a child by the hand, patting on the back or using touch guides to escort children. The benefit of this action is often proactive and can prevent a situation from escalating.

2. General reparative touch

This is used by staff working with children who are having difficulties with their emotions. Healthy emotional development requires safe touch as a means of calming, soothing and containing distress for a frightened, angry or sad child. Touch used to regulate a child's emotions triggers the release of the calming chemical oxytocin in the body. Reparative touch may include stroking a back or an arm, rocking gently or sitting on an adult's lap (lap cushion may be used), hand or foot massage.

3. Contact/interactive Play

Contact play is used by staff adopting a role similar to a parent in a healthy child-parent relationship. This will only take place when the child has developed a trusting relationship with the adult and when they feel completely comfortable and at ease with this type of contact. Contact play may include an adult and child playing a game of building towers with their hands or engaging in a game of chase.

NB The use of touch types 2 and 3 should be limited and only used as part of an identified plan to meet the child's specific needs. This plan must be shared and agreed by parents and carers.

Use of Reasonable Force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, or to maintain good order and discipline in the classroom. This also includes instances where a staff member has to conduct a search without consent as referred to above, where those items could be used to commit a serious offence or to cause harm. Separate advice on the use of reasonable force is contained in the school's Physical Intervention policy.

Appendix A – Behaviour Expectations

ROUTINES		Respectful Ready Safe
What we do	Why we do it	
Attendance and punctuality: We come to school every day and on time	Every second of learning lost builds to minutes, hours, days and weeks of lost learning time that you will never get back	
Walking through school: Teachers will greet us as we come into school and our classroom Teachers will compliment us in school When walking through school as a class, we walk silently When walking through school independently, we walk in silence We show our thanks through non-verbal communication e.g. if someone is holding the door open for us, we smile We greet visitors and adults with a smile and if you know them you could ask how they are	Our school is a calm environment We do not disrupt learning in classrooms Every second of learning lost builds to minutes, hours, days, and weeks of lost learning time that you will never get back. By asking others how they are we demonstrate we are interested in them and makes people feel welcome.	
Sitting at a desk: We sit with our backs straight, both feet on the floor, chairs tucked under. When we are working, we sit up straight.	It shows us, our peers, and our teachers that we are focused and learning We look successful Good posture leads to good handwriting	
Listening and engaging in conversation: When the adult in the class is talking, we look at them. When a peer is talking, we listen respectfully. We wait our turn to make a comment and we do not interrupt.	We look successful We are listening and concentrating on our teacher who is the expert in the room Answering questions allows our teachers to deepen our understanding When we interrupt, we stop people's thought processes and therefore interrupt their learning Imagine if everyone interrupted; it would be chaos. We put our hand up to speak and never shout out The speaker knows we are listening to them	
Handing out resources: Allocated child/children hand out the resources They are handed out promptly and sensibly.	Every second of learning time lost builds to minutes, which builds to hours, which builds to days and weeks of time that you will never get back	

Presentation in books:

Write the full date e.g., Monday 9th July 2021

If we are continuing a piece of work, we write the short date

Use the short date in maths books

Underline our date and learning objective with a ruler

Cross out mistakes with a ruler and a single, straight line

For calculations in maths, use a diagonal straight line to cross out a mistake

No rubbers are allowed unless used by a teacher

In maths we place one number in each box

We never bend our books back

We never doodle in our books

We know exactly what is expected of us so we can quickly fulfil this task when instructed and do not waste valuable learning time

Our books tell a story about how successful we are

An untidy book sends a message that we do not care about learning

Respect for resources:

We tidy up after ourselves.

We never vandalise school property or anyone else's property.

We keep our pencils sharp, whiteboard pen lids on and our glue lids on.

We are considerate to each other and our cleaners – we leave our classrooms neat and tidy

We need to be able to start learning as soon as we enter the classroom

At the end of a lesson:

We leave the classroom immaculate by tidying away our resources.

We wait for permission to leave.

We tuck our chairs under our desks or stack them at the end of the day.

When we return, we need to be ready to learn immediately

Outside school:

Our conduct is exemplary outside school

Parent helpers on trips are there as a body for pupil adult ratios, not to monitor or manage. A letter will be sent out to parent helpers in advance of the expectations.

We are creating an image of ourselves that we want to be positive

We are representing the school

CONDUCT AND SANCTIONS

What we do

Why we do it

Reminders:

We are given a reminder with an explanation as to why e.g. "I am giving you a reminder for talking and disrupting the learning in the classroom."
Children should be accountable and should give an apology for their behaviour. This should be at a natural break in the session and should be in a private conversation with the adult.
Reminders and reasons are recorded, and more than 3 reminders will be noted on CPOMs.
When someone other than the class teacher gives the reminder, staff inform the teacher promptly so that behaviour can be tracked.

Every single child at our school comes to school to learn
Every single child has the same high expectations on conduct and will receive the same consequences
School rules allows us to work within clear boundaries that are consistent for everyone.
Daily practice will make it a habit and it will become who we are
A reminder reminds us about our choices and gives us the chance to make a positive change
Offering an apology – allows the adult and child to develop a relationship and explore why the inappropriate behaviour happened. Behaviour is an expression of need. These talks help identify that need.
Our teachers want us to succeed so they stick to the boundaries to help us all learn.
By noting on CPOMS, teachers and pastoral staff can help track what triggers are in place for a certain child and work with the child and adults to help them identify how we can help them have a positive experience in school.

We give reminders for:

Not being respectful around the school site e.g., walking silently during lesson times etc
Not being ready and safe e.g., being rude to adults and children including swearing, being unkind to others etc
Verbally or physically aggressive incidents (If a child is physically aggressive in any way, it is an immediate 3 reminders and must go on CPOMs.
Teachers must use their discretion if the incident was worthy of more than 2 reminders)
Disrupting someone else's learning deliberately.
Deliberately refusing to follow instructions (when there isn't an underlying reason or cause of anxiety).

We have disrupted our learning as well as our peer's'
Every second of learning time lost builds to minutes, which builds to hours, which builds to days and weeks of time that you will never get back
We are responsible for our actions
Being unkind can cause someone else to be upset
In order to learn, you make mistakes along the way – we will work with you to help you know the right choices to make that will help you and others have a positive experience in school.
We are respectful and follow instructions the first time

Dealing with consequences:

We respond to consequences appropriately and if this is hard, we will

When we take responsibility for the mistakes we have made, we can learn from them
We are interested in ourselves becoming good people

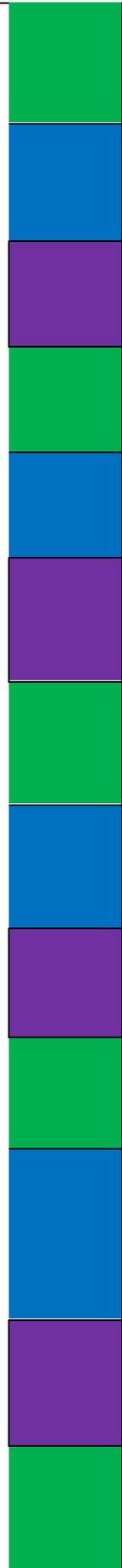
<p>be supported to identify how we can manage our feelings in a positive way. We take responsibility for what we have done and see our role within the actions.</p>	<p>By talking to others about why we have chosen to behave and act in a certain way, they can help us to make better choices in the future.</p>	
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<p>If we feel a consequence is unjust: We wait until the end of the lesson and ask our teacher if we can speak to them, so it does not take up learning time We remain calm and explain why we feel that the reminder was undeserved We understand that a teacher's word is final</p>	<p>We do not want to waste any learning time by having the discussion within the lesson. We understand that it is important that we discuss things in a mature manner and that we learn to see both sides of a discussion</p>	
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<p>Kindness: We give compliments We share We hold the door open for others We include others in our games We ask adults how they are and how their day is</p>	<p>Being kind makes us feel positive, and when we are positive, we are happy, and when we are happy, we achieve If we see someone being unkind, we stand up to them by informing a teacher</p>	
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<p>Gratitude: Thanking those who have taught us Thanking people who show us kindness Thanking our families for what they do for us</p>	<p>When someone shows us gratitude, we feel energetic, enthusiastic, and happy We feel positive towards the person who has shown us gratitude</p>	
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<p>Courtesy: We hold the door open for others When someone asks us how we are, we ask them how they are in return If we would like to speak to someone, we wait patiently for them to finish their conversation and read their non-verbal cues e.g., they will look us in the eye when they are ready to communicate</p>	<p>Intellectual achievement and politeness are needed for success It makes the people we interact with feel valued It is respectful</p>	
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We say please and thank you		
LEARNING BEHAVIOURS		
What we do	Why we do it	
Learning at our school: We work hard We quiz ourselves regularly	We have a growth mindset We learn through retrieval and ensuring new facts moves into our long-term memory Repeating quizzes moves our learning into our long- term memory We can see what we don't know and focus on revising this Having this knowledge makes us successful as we can engage in conversations, ask and answer questions and become lifelong learners	
Reading: At home At school	Without practice we will not improve our decoding and fluency Reading a variety of books improves our writing, vocabulary and general knowledge	
Home Learning: We complete it fully We complete Home Learning to a high standard We present our Home Learning neatly If we struggled on a piece of Home Learning, we can speak to our teacher	Home Learning allows us to revise what we have learnt and commit it to long-term memory We work hard and complete the task fully to make it purposeful	
UNIFORM		
What we do	Why we do it	
Uniform: Black/grey- skirt, trousers or shorts White top- polo shirt with school logo Navy Blue Sweatshirt or cardigan Footwear – sturdy black school shoes Smartness and high standards of appearance are expected at all times No jewellery except small stud earrings Long hair tied back No nail varnish No make up No head scarves unless for religious reasons Our tops are tucked in If you are not wearing the correct school uniform, a note will be sent by Class Dojo to your parents. We will have a discussion if the school can help you be in the right uniform.	We look smart We have the correct mindset to learn We want someone to look at us and think that we are successful If our uniform is a mess, it sends out a message that we don't care and that we aren't successful	

PE uniform: Black plimsolls Black/navy shorts House t-shirt Black/navy tracksuit top If PE kit has been forgotten or is incorrect, a note will be sent home to parents via Dojo.	We look smart We have the correct mindset to learn We want someone to look at us and think that we are successful If our uniform is a mess, it sends out a message that we don't care and we aren't successful	
PE		
What we do	Why we do it	
Changing for PE: We get changed for PE in our classrooms (Year 5 and 6 girls and boys split) We get changed with urgency We leave our belongings on our chairs, neatly folded We get changed in silence within a time limit	Every second of learning lost builds to minutes, hours, days and weeks of lost learning time that you will never get back We know where our belongings are, and they don't get lost	
Outdoor PE: When we get to the playground, we sit in a circle in silence	We are able to track the speaker We do not miss any learning time	
Indoor PE: When we get to the hall, we take our shoes and socks off, line them up against the wall in the order of our line We sit in a circle in silence	We are able to track the speaker We do not miss any learning time If we stay in a line, it is easier to find our shoes at the end of the lesson	
Learning in PE: We track the speaker when they are speaking	We are listening and concentrating on our teacher who is the fountain of knowledge	
Responding to the whistle: When the whistle is blown once, we stop what we are doing, put our equipment on the floor in front of us and track the speaker	Every second of learning lost builds to minutes, hours, days and weeks of lost learning time that you will never get back. It is hard for a teacher to communicate across a large area	

<p>When the whistle is blown twice, we return to the circle with our equipment and sit down to track the speaker</p>		
<p>Sportsmanship: We are honest with scoring We are respectful in how we demonstrate how we feel about a decision We work as a team by taking turns, listening to others, showing kindness We congratulate those who have won even when we are disappointed We do not boast about our wins</p>	<p>We are in PE to learn We must learn to work with people who are not our friends We are honest and trustworthy Everyone needs to work together to succeed in team games We are kind people</p>	
<p>Conduct in PE: We do not shout or scream in PE</p>	<p>Our teacher will think that we are injured People playing the game will not be able to hear the communication with their teammates We will not be able to hear our teacher's instructions</p>	
<p>Resources: We take care of equipment</p>	<p>The equipment belongs to the school and is expensive to replace We need to look after things so that future year groups get the pleasure of using them</p>	
<p>PLAYGROUND</p>		
<p>What we do</p>	<p>Why we do it</p>	
<p>Playing: We do not kick, push, or grab other people when we are playing We walk away or alert an adult if an argument arises Teachers on playground duty will teach us games</p>	<p>We do not want to hurt anyone else We use our self-control so that we don't overreact</p>	
<p>Lining up: When we are asked to go back to class, we finish our games immediately At lunchtime, we walk over to our space on the playground and line up in silence At the end of lunch, we drink water and use the toilet when the first whistle is rung By the whistle, we are lining up in silence</p>	<p>We go back to our classrooms with urgency, so we do not miss any learning time We do not want to knock other children in the playground</p>	

ASSEMBLY		
What we do	Why we do it	
Entering and exiting: We walk in silence	We are not wasting valuable learning time	  
Sitting: We sit in silence unless we are asked to discuss a given question We sit up straight We keep our hands in our laps We do not engage in non-verbal communication	We are respectful to the presenter We look successful We are listening and concentrating on our teacher who is the fountain of knowledge The speaker knows we are listening to them	  

Appendix B Consequence Ladder

This is used for guidance only and is not exhaustive

Step	Examples of behaviour	Dealt With	Consequences	CPOMS Y/N
1	Low level disruption in class And/or Inappropriate play – eg pushing, elbowing, rough play, play fighting	Class teacher/TA/midday supervisor	Class teacher reminds them of behaviour expectations and why – see Appendix B	Y if 3 or more reminders given
2	Continued low level disruption (3 or more reminders given) and/or continuation of rough play –	Class teacher	Child may be asked to move places Work missed may be sent home to be completed or stay in at break if appropriate. Child may be asked to sit at side of the playground for rest of break	Y
3 Phone call to parents	Repeated incidents of the above behaviours. Swearing/pushing/shoving/hitting Suggested bullying, name calling, falling out	Class teacher and inform Deputy Headteacher/SENDCo	The child will be sent to a partner class for rest of session am/pm. If playground-based behaviour – child to miss next day's break/lunchtime. The child will meet with the class teacher to discuss behaviours and agree ways forward. Parents will be called or messaged, and class teacher will share the agreed ways forward.	Y
4 Phone call to parents and follow up meeting	Continued previous behaviours despite intervention Disrespectful to staff or not following staff instruction appropriately Fighting (serious full fight), Bullying, Theft, Using racist, anti-disability or homophobic language without any understanding.	Class teacher and Deputy Headteacher/SENDCo to support	Time off the playground Meeting with parents to discuss ways forward. Internal fixed term exclusion if behaviour is impacting the well-being of other children	Y
5 Meeting with parents	Aggressive behaviour towards staff Swearing at staff Complete refusal to follow staff's instructions Racism or discrimination Proven bullying including any issues involving social media/cyber bullying Threats made against staff Using racist, anti-disability or homophobic language with understanding.	Deputy Headteacher	Meeting with parents to agree ways forward Time off the playground Internal fixed term exclusion for a period of time	Y
6	If behaviour at Step 5 is dangerous or has impeded the well-being of others	Headteacher	Suspension	Y

