



Hanley St Luke's C of E Aided Primary School Behaviour Policy

At Hanley St Luke's Our Mission is to:

Promote Christian belief and practice, and to encourage the moral and spiritual development of all people in our school.

Develop in each person a sense of self worth, and the necessary qualities to become a full and valuable member of society.

Encourage the full potential of every child.

Hanley St. Luke's Primary School recognizes that gospel values and the teachings of the church are central to the life of the school. The school seeks to create a "Nurturing Environment" which encourages and reinforces good behaviour where children feel safe and secure, and can develop academically, emotionally and socially. Our children's behaviour is outstanding and we strive to work together to uphold this through our behaviour policy.

Introduction:

Every Child Matters at Hanley St. Luke's and it is our vision to ensure that all children are treated fairly and feel happy, safe and secure. We strive to create an atmosphere where all children are valued and are given opportunities to make their own decisions.

Together we hope to lead our children towards a better understanding of themselves and their actions upon others, as well as increasing their confidence and self esteem.

The school believes that its pupils have the right to learn in a nurturing, supportive and safe environment where all children are recognised for their hard work, good manners and good behaviour.

For the purposes of this policy "good behaviour" can be defined as any positive behaviour where pupils demonstrate that they have good manners, can show respect towards others and have good self-discipline. These behaviours will be encouraged at all times. Behaviour for learning is also embodied within this.

Classroom rules will be developed at the beginning of each academic year through consultation with the whole class. These classroom rules will be part of, and in addition to the golden rules and Class Dojo skills. They will be based around our over-arching approach of children demonstrating good manners, discipline and respect.

The Golden Rules should be:

- displayed prominently in classrooms and around school
- designed to make clear to the children how they can achieve acceptable standards of behaviour.
- agreed with the children so they fully understand them and are able to take ownership of them.
- be kept to a necessary minimum;
- be positively stated, telling the children what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be consistently applied and enforced;
- promote the idea that every member of the school has responsibilities towards the whole. (St Luke's acrostic)
- Each classroom will have a Class Dojo behaviour display.

Aims:

At Hanley St. Luke's we aim:

- To create an environment which nurtures, encourages and reinforces good behaviour.
- To define and promote acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To lead by example.
- To encourage the involvement of both home and school in the implementation of this policy.

School Ethos:

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children. This is underpinned by our school mission statements.

As role models we aim to:

- provide a nurturing and effective learning environment;
- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all.

The Curriculum and Learning:

We believe that our appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid alienation and disaffection which can lie at the root of poor behaviour. Teaching and learning at Hanley St Luke's is underpinned by good behaviour for learning.

It follows that lessons should have clear objectives, which are understood by the children, and follow a mastery approach with the expectation that all children will achieve but some may need additional support to do so (See Teaching, Learning, Assessment and Curriculum Policy)

'Pupil Passports' are utilised to ensure that special needs are addressed, and more able or gifted children are identified and challenged accordingly.

Classroom Management:

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between staff and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Learning environments are bright, welcoming and interactive to encourage all children to feel 'at home'. Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work.

The Nurture Group (Rainbow Room)

The Rainbow Room is based on the 6 principles of Nurture:

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. Nurture is important to the development of self esteem.
4. Language is understood as a vital means of communication
5. All behaviour is communication
6. Transitions are significant in the lives of children.
7. Our Nurture Group consists of a small class of up to 12 children, which provides a safe and secure environment where the different developmental needs of each pupil are catered for.
8. The purpose of the Nurture Group is a flexible preventative resource which is responsive to the particular needs of the children attending school. Staff aim to provide a secure and reliable environment where children can learn to use their curiosity, improve their self

esteem and develop their confidence as well as accessing the curriculum to the best of their ability.

Meet and Greet/ Counselling:

We recognise that other issues in a child's life may directly affect their behaviour in the classroom. Therefore in addition to the referral to the school counselling service we have a trained counsellor who is assigned to working with pupils according to their needs. Our approach allows therapeutic strategies to be used whilst class teachers should be kept informed about why pupils may behave in the way in which they do.

'Meet and Greet' sessions every morning are used to provide a personal and positive greeting to set the scene for a day of positive behaviour. Effective communication between staff ensures that some behaviour can be pre-empted.

Special Educational Needs:

Pupils who have been identified to have a particular behavioural need will be given appropriate targets and these will then be designed, discussed and shared with the pupil and parents. If a child requires a Pupil Passport, then additional support will be given to encourage, promote and model appropriate classroom behaviour and the class teacher will ensure that any targets are reviewed termly. The SENCO will ensure that Pupil Passports for children with an Educational Health and Care Plan (EHCP) are reviewed and any outside agencies are fully involved if necessary.

Rewards:

At Hanley St Luke's we use Class Dojo as a tool for rewarding good behaviour. This allows for excellent communication between parents and staff about their child's progress, behaviour and the day to day running of the classroom.

Our emphasis is on rewards to reinforce good behaviour, rather than focusing on negative behaviour. We believe that rewards have a motivational role, helping children to see that good behaviour is valued.

The most common reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements.

Staff may use their own individual in class rewards, in addition to the Class Dojo behaviour system and key stage team points. These may include marbles or table points, stickers and stamps or treat boxes. Rates of praise for behaviour should be as high as for work.

Recognition of the following rewards are presented publicly during assembly:-

- Good attendance and punctuality lottery draw
- House points Y2-Y6
- Gold Dojo award winners (Head teacher Award, certificate and badge)
- Sports awards
- Student of the week award
- Writers of the week
- Mathematicians of the week
- Readers of the week
- Work of the Week
- Personal awards achieved by the child out of school

Prizes are also awarded at the end of each academic year for various categories of achievement and are presented publicly in a special ceremony, where family members attend to share in the celebration

Whole School Behaviour System:

We developed our successful system in consultation with staff, children and parents which has evolved over time

The system recognises the good behaviour of children and rewards them for following the school rules. The system is consistent throughout the school from Nursery to Year 6 and is also used in the Nurture Group, at lunch times, after school clubs, trips and on residential visits.

Our school follows the Class Dojo system of a Golden Dojo for 6 Dojo points, and a red card for negative 6 Dojo points. (Every Dojo point awarded is also a team point). All children make reference to the system on display in their classrooms. The system is also displayed in additional teaching spaces and the ICT suite. This is an interactive web-based system, accessible from the class whiteboards but our EYFS children use the concrete symbols rather than those displayed on the whiteboard. Parents have access to the system from Y1 upwards.

Moving up the chart to the Gold Dojo

All children will begin each new day with their name card on the Green Dojo (Mojo) and can move up on the chart to the Golden Dojo once they have received 6 dojo points which will be recorded online using the Class Dojo points system. If a child has displayed good behaviours and is on the way to the Golden Dojo, then they will move their name to the Blue Dojo following +3 Dojo points.

This could include:

- Consistent good behaviour
- Good attitude
- An excellent piece of work
- Consistent good manners
- Helping another pupil or adult
- Asking and answering lots of questions
- Respect
- Effort
- Team Work
- Good Sportsmanship
- Smart appearance
- Being on time
- Being prepared
- Reading at home
- Kindness

If a child demonstrates exceptional behaviour or attitude during the day then they could be moved onto the Gold Dojo. The teacher, or a Dojo helper records these at the end of the day in a Golden Dojo Book. Instant Gold Dojos may be awarded if behaviour or effort is exceptional.

When a child has been on the Gold Dojo five times, then the teacher will present the child with a Dojo monster certificate and a star badge.

When a child has been on the Gold Dojo for every multiple of 5 then they will be given certificates and rewards as appropriate.

When a child has had their name on the Gold Dojo for any multiple of 10, then the Head teacher will read their names out in assembly and present them with certificates and the relevant rewards.

A record of children in the Gold Dojo book will continue throughout the year and they will be rewarded accordingly, as they achieve more gold Gold Dojos. Rewards include pencils, pencil cases, bookmarks leading to special prizes at the end of the year for children who have been on the Gold Dojo 30 times or more.

Moving down the chart to the Red Card & Sanctions

Although rewards and positive praise are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of, and to discourage unacceptable behaviour to protect the security and stability of the school community.

In an environment where respect is central, loss of respect, or disapproval, is very powerful.

The use of sanctions should be characterised by certain features:-

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.

If a child breaks a school rule then they will be given a warning. If a child continues to misbehave after having a warning then he/she will lose Dojo points. If they end up with – Dojo points, they will move to the amber card, which is a clear warning that they need to modify their behaviour for the better. If they receive -6 Dojo points, or receive an instant red card, then they will move from the Green Dojo (Mojo) where everyone starts each day, to the red card and participate in a lunch time detention in KS2 or a missed playtime for Reception/KS1. Pupils may be sent to members of the SLT to discuss their behaviour. In exceptional circumstances any serious one off incidents will be given instant red cards, and parents may be called or messaged through the Dojo system.

Serious offences warranting an instant red card may include

1. Involvement in a serious fight
2. Violent or aggressive behaviour
3. Using foul language
4. Using Racist or homophobic/ transphobic language
5. Intentionally damaging school property or the property of others.

If a red card is received in the morning, the child will move their name back to the Green Dojo after lunch, if they have attended detention, so they can have a new start for the rest of the day.

If a red card is received in the afternoon session the child will have to attend detention(KS2) or missed play (KS1) the next day. Detention sessions are supervised by a member of SLT.

Children missing a playtime in Reception/ KS1 are required to stand outside the Head's or Deputy's office.

For KS2 pupils if a child has been on the red card three times in a half term then they will be sent to the Head teacher with the red card book (which contains the dates and reasons for being on the red card). The Head teacher will then speak to the child, parents contacted to explain that their child needs to modify his/her behaviour and if he/she is on the red card a further three times then they will be invited into school to discuss the next steps, and the child will not take part in the end of half term treat. For Reception /KS1 pupils any further consequences will depend on the needs and understanding of the child but would usually involve a further missed play or partial missing of the treat if the 6th red card was close to the treat so as to make it a meaningful consequence for the child.

If a child has consistent bad behaviour for longer periods of time, then they may be placed on report by the Headteacher and parents will be asked to discuss and agree sanction and motivations to improve the behaviour.

Exclusions:

Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions/ the removal of Class Dojo points. It is important that the sanction is not out of proportion to the offence. Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Class teachers will liaise with the school SENCO. Additional specialist help and advice from the Educational Psychologist or Inclusion Services may be necessary. However, as a last resort, the Headteacher may issue a fixed term exclusion or in exceptional circumstances a permanent exclusion in accordance with LA and statutory guidelines.

Lunchtime Supervisors:

We have developed a whole school approach to behaviour that includes all of the school community including the lunchtime supervisors. As a school we understand the vital role that they play in consistency of approach and positive reinforcement.

Supervisors may write down the names of any children that have been particularly well behaved, as well as the names of any children who have not behaved well, or communicate information verbally. Supervisors feedback in some way, to the class teacher after every break and lunchtime. Supervisors may award team points for occasion of good behaviour and following the rules.

The teacher will then decide to award or remove a point for Dinner time, depending on the feedback. In this way staff and supervisors are working together, and the children understand that the same high expectations of behaviour are required in all areas of our school.

The whole class or year group should not be punished if it is only a minority of the pupils demonstrating poor behaviour. Only the individuals responsible should be kept in during playtimes or lunchtimes. If it is every pupil in the class or year group, then they may miss their following playtime to practise lining up or think about their behaviour and how it can be improved.

Homework

Throughout the school homework is given in the form of regular reading, learning of times tables and spellings and the occasional additional research project etc. Children in Y6 may be given additional written tasks with a specific deadline for hand in. Missing the deadline for homework may result in loss of a dojo and a miss of playtime depending on the circumstances and at the discretion of the teacher.

P.E KIT

If a child forgets their P.E kit, they will be given a warning and they will be expected to bring it in for the next lesson. They may, if possible, be allowed to borrow spare kit if this is available. They will however be expected, where practical to take part in the P.E. session by helping with equipment, evaluating or taking part in any practical task that is safe to do so wearing their school uniform. Dojo points may be lost for repeated failure to provide the correct kit, depending on age and circumstance.

Bullying (See separate anti-bullying policy):

Any instance of bullying is taken seriously, investigated with care and reported to the Senior Leadership Team. The child will be warned in the first instance, but if the bullying is repeated, sanctions used for serious offences will come into force. Anti bullying messages are reinforced throughout the curriculum as specific topics as well as everyday reinforcement of our Golden Rule 'to respect each other'.

Communication and Partnership with Parents:

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is strongly encouraged. Parents are invited to sign up to Class Dojo where they can be directly messaged/directly message the teachers in their child's year group. They can also receive information on Class story to receive reminders and see what their child has been doing/ learning about in class. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour, as they will have received information in the build up to this.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Head teacher so that strategies can be discussed and agreed before more formal steps are required.

The school will communicate policy and expectations to parents. Where behaviour is causing concern, parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

At Hanley St Luke's we will:

- Promote British Values and our Gold Star Rules at all times.
- Follow the guidelines set out in this policy.
- Display and encourage the Class Dojo system
- Continue to have a firm but fair discipline structure
- Reward positive behaviour in all children
- Deal quickly, firmly and fairly with any complaints,
- Review the school policy and its degree of success.

Additional Related Information

Protecting Children from Physical Harm And the Use of Reasonable Force

In exceptionally rare circumstances where a child's behaviour is putting themselves or others at risk of bodily harm and they have failed to respond to requests to stop then it may be necessary for an adult to physically intervene e.g where 2 children are fighting.. Again in very rare instances where a child refuses comply with an instruction e.g. to leave a classroom or come in off the playground, after all other available methods have been employed then they may be physically removed where it is deemed safe to do so. In all such circumstances the school follows guidance set out in Department of Education " Use of Reasonable force- Advice for head teachers, staff and governing bodies" July 2013 and key staff have received MAPA training to ensure safe practice.

Use of Physical Touch

Government guidance is that schools Schools DO NOT adopt a no touch policy as 'there is a real risk that such policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm' Department of Education " Use of Reasonable force- Advice for head teachers, staff and governing bodies" July 2013.

Also the document states:

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary:

- *holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school*
- *when comforting a distressed pupil*
- *when a pupil is being congratulated or praised*
- *to demonstrate how to use a musical instrument*

- *to demonstrate exercises or techniques during PE lessons or sports coaching*
- *to give first aid.*

At Hanley St Luke's School we follow this guidance for the protection, safety and wellbeing of both pupils and staff.

Confiscation of Inappropriate Items

To comply with the law Hanley St Luke's follows this DFE guidance: ***Searching, screening and confiscation Advice for headteachers, school staff and governing bodies February 2014***

The law allows school staff to confiscate, retain or dispose of pupils' property as a punishment, provided it is reasonable in the circumstances

The most common use of this is where a child is distracted from their learning by fiddling with an item belonging to them which staff will usually remove and return to the child at the end of the day but this may vary depending on the age of the child. However, in the exceptional circumstance that a child brings prohibited items to school, staff have the power to search to confiscate such items. Prohibited items listed in law are as follows:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offense, cause personal injury or damage to property
- any item banned by the school rules which has been identified by the school as an item that may be searched for.

Policy reviewed June 2018