

**St Luke's C.E. Primary School**  
**Behaviour Policy**

Behaviour Policy  
Wellbeing Committee  
Reviewed: Summer 2022  
For Review: Summer 2024

This policy is a statement of the aims, principles and strategies of promoting acceptable behaviour at St Luke's C.E. Primary School and should be read in light of the anti-bullying policy. This policy has been the subject of continuous review and revision with pupils, parents, staff and governors.

**Introduction**

At St Luke's C.E. Primary School we believe that setting high standards for behaviour is an integral part of having positive attitudes to learning and raising attainment. We also believe that good manners, good behaviour, respect and thoughtfulness are important qualities for all our children to develop throughout their lifetime. We believe that we have a duty to help the pupils of St Luke's C.E. School to nurture these qualities and values during their time with us.

**Aims:**

- To provide a consistent approach to behaviour management.
- To define what we consider to be unacceptable behaviour, including bullying and discrimination.
- To outline how pupils are expected to behave.
- To summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
- To outline our system of rewards and sanctions.

It is important to establish what is acceptable and unacceptable behaviour in the whole school environment. Classes should establish their ground rules for good behaviour at the start of the academic year. These rules should be reviewed regularly as a reminder to pupils.

At St Luke's we have a child-centred approach to teaching and a good pastoral system to help maintain a safe and happy environment. The aim of our pastoral support is to prevent poor behaviour, rather than merely react to it with punishments. We believe that all teachers have an important role to play in pastoral care of pupils. All teachers plan for pupil's moral, social, cultural and spiritual development and circle time is a regular feature of all classrooms.

**Roles and Responsibilities**

**The governing body**

The governors are responsible for reviewing and approving the written statement of behaviour principles (Appendix 1). The governors will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

**The Headteacher**

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governors, giving due consideration to the school's statement of behaviour principles (Appendix 1). The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

## **Staff**

Teaching staff are expected to be aware at all times of the need to promote the positive ethos of the school and the shared responsibility for the welfare of pupils. Staff should not ignore evidence of disruptive or poor behaviour and should record poor behaviour using CPOMS.

Staff are responsible for:

- Implementing the behaviour policy consistently.
- Modelling positive behaviour.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Recording behaviour incidents (see Appendix 2 for a behaviour log)

The senior leadership group will support staff in responding to behaviour incidents.

## **Parents**

We recognise that the quality of the relationship between home and school is important in promoting good behaviour and discipline amongst the pupils. Parent consultation meetings and general meetings can all help to build worthwhile relationships between home and school.

Parents are expected to:

- Support their child in adhering to the pupil code of conduct.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the classteacher promptly.

## **Pupil Code of Conduct**

Pupils are expected to:

- Behave in an orderly and self-controlled way.
- Show respect to members of staff and each other.
- In class, make it possible for all pupils to learn.
- Move quietly around the school.
- Treat the school buildings and school property with respect.
- Wear the correct uniform at all times.
- Accept sanctions when given.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.

## **Rewards and Sanctions**

### **Rewards**

In any disciplinary process the emphasis should be on the positive approach of encouragement and praise, rather than negative criticism. Where it is considered that criticism is appropriate, it should be constructive in its approach and include advice on how to improve behaviour.

In all classes staff should create opportunities and incentives for pupils to develop the caring, nurturing and co-operative sides of themselves. Special awards for good behaviour, good work etc can be highly significant motivators for many pupils. The list set out below is not set out in any order of priority and are examples of "rewards" that are used at St Luke's:

- Written comments on pupils' work picking out specific points or ideas for positive comment.

- A visit to the Headteacher for commendation.
- A public word of praise in front of a group, class, or the whole school. Superstars are awarded by teachers and are given out to pupils at the assembly each Monday. Headteacher awards are a special award for demonstrating character virtues and are presented to one pupil from each class at the end of the three terms.
- Team points are awarded for positive behaviour or good work/effort.
- Classroom displays of pupils' work and achievements encourages peer recognition of good work and effort.
- Use of the pupil's record of achievement to comment favourably not only on academic achievement but on behaviour, on involvement and on general attitude.
- Affording pupils to undertake specific areas of responsibility, for example school captains and school council members.

### **Sanctions**

Whatever the sanction may be it is less likely to be effective if over-used. Even in a well-ordered and positive environment it may be necessary from time to time for the sanctions outlined below to be applied:

- Removal from the group/class to another class or to work outside the Headteacher's room.
- Withdrawal from break or lunchtime privileges.
- Withholding participation in any school trips or sports events that are not an essential part of the curriculum.
- Carrying out a useful task in the school.
- Exclusion, fixed term or permanent (see Exclusion Policy).

Where pupils continue to confront authority during the lunchtime break and pastoral support and discussions with parents have little effect on changing pupil behaviour the Headteacher will debar the pupils from school throughout the lunch break. The following procedure will be followed:

- In the case of a pupil whose conduct during the midday break is becoming unacceptable, the Headteacher will warn the parents in writing of the possibility of debarment.
- If the poor behaviour continues, despite warnings, it may become necessary to impose a debarment. The Headteacher will write to parents to inform them of the times during which the pupil is not allowed on school premises and the period of debarment.
- Where a pupil is in receipt of free school meals, the Headteacher will ensure that the meal is supplied to the pupil before he or she leaves the premises.
- Debarment from the midday break does not preclude the pupil being excluded from school if behaviour during the school day warrants such action.
- If the parent of the child is unable or unwilling to co-operate with the school in the debarment of their child the Headteacher will consider exclusion or the use of other sanctions as an appropriate response to the pupil's misbehaviour.
- A record will be kept of pupils debarred from school during the midday break.

### **Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our Child Protection and Safeguarding policy for more information.

### **Playtime/lunchtime**

Good behaviour must be encouraged at all times throughout the schools. It is important to remember to praise pupils for good behaviour. General behaviour incidents can often be dealt with by talking through events with the pupil or giving them 'time out' to calm down and review their behaviour.

In the event of unacceptable behaviour being identified which cannot be dealt with by lunchtime supervisor, the class teacher must be notified. Blatant disobedience must be reported to the Deputy Headteacher who, if necessary, will consult with the Headteacher with a view to informing the pupil's parents.

### **Off-site Behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

### **Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our Allegations of Abuse against Staff policy for more information on responding to allegations of abuse against staff or other pupils.

## **Behaviour Management**

### **Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Display their own classroom agreement (rules).
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons.
  - Establishing clear routines.
  - Communicating expectations of behaviour in ways other than verbally.
  - Highlighting and promoting good behaviour.
  - Concluding the day positively and starting the next day afresh.
  - Having a plan for dealing with low-level disruption.
  - Using positive reinforcement.

### **Physical restraint**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder.
- Hurting themselves or others.
- Damaging property.

Incidents of physical restraint must:

- **Always be used as a last resort.**
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to parents (see Physical Restraint policy).

### **Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Child Protection and Safeguarding policy.

### **Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

The school is well aware of the link between low attainment and poor standards of behaviour. We value parental involvement in all aspects of school life and believe that if parents support the school behaviour policy it is more likely to be effective.

It is recognised that dealing with behaviour difficulties can be very stressful for staff. The school is committed to the view that dealing with difficult behaviour is the collective responsibility of all staff in the school immediately concerned with a pupil.

In this school we recognise that problems are normal where young people are learning and testing the boundaries of acceptable behaviour. Our success as a school is tested not by the absence of problems but by the way deal with them. We prefer to have few school rules. We seek to establish good practice, understanding and mutual commitments. The guiding principle for all of us in school is that everyone will act with courtesy and consideration to others at all times.

### **Training**

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Behaviour management will also form part of continuing professional development.

### **Reviewed Summer 2022**

### **Appendix 1: written statement of behaviour principles**

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to pupils at all times.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is understood by pupils and staff.
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.
- Pupils are helped to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Wellbeing Committee every three years.