

# St Luke's RC Primary School

## Behaviour Policy June 2020



**“At St. Luke’s School we follow the example of Christ. By being God’s disciples here on Earth. We strive to be the best that we can be. To do the best that we can do and to make God proud.”**

<b>Policy Number</b>	1
<b>Target Audience</b>	All staff and parents
<b>Approving Committee</b>	Resource Committee
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<b>Next Review Date</b>	Sept 2021
<b>Policy Author</b>	Mrs C.M Kerrane

<b>Version Control</b>			
<b>Version No</b>	<b>Date Approved</b>	<b>Reviewed By</b>	<b>Changes</b>
V1	Sept. 19	Mrs Kerrane Mrs Bullough	New policy
V2	June 20	Mrs Kerrane Mrs Bullough	COVID-19

## **Introduction**

Discipline within our school stems from our Catholic values and principles of love, care and respect for each other. Our Mission Statement underpins our school behaviour policy as it encourages children to “be the best that they can be”. As a school community we endeavour for our children to ‘grow and learn together as Christ’s disciples here on earth.’

## **Aims and expectations**

It is a primary aim of our school that every member of the school community feels valued and respected and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school’s behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

We aim to encourage self-discipline so that appropriate behaviour is maintained outside of school and the wider community.

## **Rights**

At St. Luke’s everybody has the right:

- To feel happy, safe and secure in school at all times.
- To be listened to and treated fairly and sensitively.
- To know that bullying is unacceptable and will be dealt with accordingly.

## **School Rules**

At St. Luke's we have three simple school rules:

- Ready
- Respectful
- Safe

## **Post COVID-19 Rules**

- We keep our hands clean at all times.
- We use the 'catch it, bin it, kill it' rule.
- We stay with the people in our 'bubble' while we are in school.
- We keep our hands and objects to ourselves.
- We try to follow social distancing rules.

All children are made aware of our rules and these are promoted through:

A consistent use of a recognition board in each classroom.

- A whole school recognition board in the hall.
- High quality teaching.
- Interesting and exciting learning.
- Clear and consistent high expectations.
- Praise for positive behaviour (e.g. verbal praise, stickers, and certificates).
- Communications with parents via 'ParentApp Connect.'
- Certificates during whole school celebration assemblies.
- Post-it notes available for school visitors to write down positive behaviour they may observe.
- Adults and older year groups acting as 'role-models'.
- Recognition of improved behaviour.

Children are expected to be 'ready, respectful and safe' throughout their school day. This includes playtimes and dinner times, in the hall and as they move around school.

## **Recognition Boards**

Classroom recognition boards	Children are recognised and placed on the recognition boards in their class when they are noticed being ready, respectful or safe.
Whole school recognition board (in the hall)	Visitors, sports coaches and all staff in school are encouraged to recognise positive behaviour whilst moving around school and jot such behaviour on a post-it note. These notes are then given to Mrs Kerrane/Mrs Bullough/SLT to be placed on the recognition board during whole school assembly.

## **Rewards**

EYFS	'Bucket Fillers' – Children in EYFS get a bucket on the recognition board when they are observed following any of the three school rules 'ready, respectful or safe.' Once they have 5 buckets they get a sticker on their individual chart. Once their chart is full (5 stickers) they get to choose a prize from the prize box. Headteachers awards, certificates.
KS1	Positive praise, stickers, class rewards e.g. film afternoons/treats of children's choice, Headteachers awards and certificates.
KS2	Positive praise, additional responsibilities e.g. prayer leaders, playground buddies. Headteachers awards and certificates.
Whole School	Where children are added to the whole school recognition board they will gain a place on the 'top table' in the dinner hall on a Friday for an additional treat.

### **Strategies for modifying unacceptable behaviour**

Children are listened to and given the opportunity to discuss issues relating to behaviour so that they can adapt their behaviour in the future and learn from their mistakes.

Younger children/children with additional needs will be spoken to and an explanation will be given as to why their behaviour was unacceptable.

Mentoring (small group support/1-1 support) will be given to identified pupils who may find times when managing their behaviour a challenge.

We feel it is important to promote positive behaviour and encourage self-discipline. However there may be times when a child's behaviour interferes with the rights of others or our school rules. Therefore we have put procedures and consequences into place for staff to adhere to.

This includes:

- Verbal reminders.
- Discussions around such behaviour.
- Withdrawal of privileges/freedom e.g. playtimes/class rewards.
- Restorative practice (circle times/social stories/modelled play).
- Referral to SLT.
- Informing parents/involving parents.

Unacceptable behaviour is logged using an electronic system called CPOMS.

### **Strategies for dealing with persistent unacceptable behaviour**

School policy is to manage behaviour in a positive and supportive way, however there are times where children will need additional support in managing their behaviour. We are aware that parents and outside agencies may need to be involved to support an individual's behaviour and reasonable adjustments may need to be made for children with SEND.

Strategies that may be used include:

- Regular communication and discussions between pupil and parents.
- Home/School books to support communication between school and home.
- Learning plans created on Edukey to provide SMART targets and help support a pupil's behaviour.
- Structured break times and dinner times may need to be considered with adult support where necessary.
- Structured learning time (manageable tasks/1-1 support).
- Understand triggers for pupils to help manage their behaviour e.g. ABC charts/5 point scales.
- Referral to outside agencies e.g. Primary Inclusion Team.
- Well-being Coordinator support.
- Fixed-term exclusion.
- Permanent exclusion.
- Use of the sensory space for children to calm down.

### **Positive Handling**

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the DfE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting themselves. The actions that we take are in line with government guidelines on the restraint of children. Careful logs and records will be kept on CPOMS, and parents will always be informed if a physical intervention has been used.

Key members of staff who are 'Team Teach' trained:

Debbie Cranny

Rachael Marsland

### **Emergency Physical Intervention**

Any member of staff may need to implement emergency physical intervention where strategies have been exhausted or the incident requires a rapid physical response e.g. a child running out into the road.

### **Managed Moves**

Occasionally, children don't respond to the behaviour system in place. If the situation starts to cause distress to a child or is impacting on other children then a managed move may be considered. This is done in discussion with parents and is an opportunity for a child to have a fresh start at an alternative school. The Salford LA Managed Move Protocol would be used in this instance and a local school would be found, in discussion with cluster Headteachers and the Local Authority. The protocol suggests regular review meetings with the sending school, receiving school, parents and child, with a final decision being made after 8 weeks.

### **Fixed-term and permanent exclusions**

Very serious incidents including violence or verbal abuse or behaviour threatening the health and safety of the individual child, others or damage to property could result in a fixed-term exclusion. Only the Headteacher has the power to exclude a pupil from school, fixed-term or permanently. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. In severe cases, if fixed term exclusion does not help a pupil, a permanent exclusion can be enforced. It is also possible for the Headteacher to covert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the Headteacher excludes a pupil, parents will be met with face-to-face to explain the exclusion and given paper letters to explain the exclusion confirming the reasons and arrangements for the exclusion. They are explained their right to appeal this decision. The Headteacher will inform the LA and governing body about any permanent exclusion and about any fixed-term exclusions beyond 5 days in any one term. The governing body itself cannot either exclude a pupil; extend the exclusion period made by the Headteacher or listen to appeals.

### **Behaviour from parents/carers and visitors to the School**

Our School encourages close links with parents and the community. We believe that children benefit when the relationship between home and school is a positive one. As role models, and for the safety and well-being of our children, staff and parents, parents and other visitors are expected to behave appropriately when on school premises. Parents and other visitors are expected to show respect and concern for others and support the respectful ethos of our school by setting a good example in their own speech and behaviour towards all members of the school community. Where behaviour falls short of the standards expected, a member of the SLT will contact the parent to discuss this and agree a point of action. If poor behaviour continues a letter will be sent to the parent and governors informed. Any further incidents may result in the school contacting the Local Authority.

### **Complaints**

The availability of a clear policy about reasonable force and early involvement of parents should reduce the likelihood of complaints but may not eliminate them. Any complaints about staff will be investigated through the school's complaints policy. If necessary, the complaint will be dealt with by the Staff Disciplinary Procedures and/or Child Protection Procedures.

### **Note**

*IF AT ANY TIME A PUPIL COMPLAINS OF AN INJURY, OR THE USE OF UNREASONABLE FORCE AS A RESULT OF PHYSICAL MANAGEMENT BY STAFF, THE SCHOOL CHILD PROTECTION PROCEDURES MUST BE FOLLOWED.*

### **Weapons Possession**

It is essential that our whole school community works together to reduce the chances of children bringing a weapon to school. Our school will take appropriate action in relation to any student found to be carrying any instrument used as a weapon with the intention of inflicting harm or intimidation, both on and off the school premises. The police will be informed, and we will request partnership support to ensure the most appropriate solution is found to keep all our children safe. This may include the use of exclusion as a sanction.

### **INCIDENT REPORTING PROCEDURE**

Where an immediate police response to an incident at the school is required, 999 will be dialled. For example: a student has been detained in possession of any instrument used as a weapon with the intention of inflicting harm or intimidation on school premises and poses, or is likely to pose, a risk of:

1. Danger to life.
2. Use or immediate threat of use, of violence.
3. Serious injury to a person.
4. Serious damage to property.

When there isn't such an immediate risk, the incident will be reported on the police nonemergency number by dialling 101. For example, a student has been searched and found to be in possession of a knife which has been seized, and the student does not pose any

further risk as detailed above. Due to the serious nature of weapons possession and potential consequences, contact will be made promptly in order that future risk is managed and behaviour confronted. Schools will retain the weapon in a safe place until police attend and seize the weapon for evidential purposes if appropriate.

*This policy will be reviewed annually and revised accordingly with changing need and local/national initiatives.*