



St. Luke's CEVA Primary School

Behaviour for Learning Policy

Approved by Governors

Approved on: Autumn 2023

Review Date: Autumn 2025

**Aspiring to be just and kind.
Walking humbly with God.
Growing with every opportunity.**

Statement of Principles

At St Luke's we aim to embed an approach to behaviour management which is founded on positive relationships, secure routines, clear choices and consequences, self-discipline and restorative justice. It is hoped that this approach together with our agreed vision, values and aims will contribute to pupils' well being, respect for others and their behaviours for learning.

Our Core Beliefs

- We understand that children are at different stages of social learning and that consistency when supporting behaviour is vital to their development
- We recognise that behaviour is a form of communication for children, and this must be taken into consideration - we need to think about what children might be trying to tell us and why.
- We acknowledge that levels of emotional regulation can impact children's behaviour and that it is important to make opportunities for regular check-ins and sensory/activity breaks
- We appreciate that behaviour can change and every child can be successful, we are careful to label behaviours, not children
- We believe positive, targeted praise is more likely to change behaviour than blaming and punishing.
- We understand that reinforcing good behaviour helps children feel positively about themselves.
- We acknowledge an effective reward system and celebrating success helps to further increase children's self-esteem, enabling them to achieve their full potential.
- We recognise that understanding each child's needs and their individual circumstances helps us to act in the fairest way possible for that child.

Shared Expectations

Consistency is key in managing behaviour, and consistency comes from the adults. Through ensuring consistencies, adults will build respectful relationships with pupils.

- Members of the Leadership Team and/or support staff will meet and greet children and parents at the gate or in other areas of the school.
- Children are greeted at the classroom door and/or in the classroom daily by their teacher and/or teaching assistant. This enables everyone to start the day positively and with a smile.
- 'Zones of Regulation' check ins will help staff to identify whether a child needs any additional support to settle them into the day; this support may take the form of

previously agreed strategies or may draw on Teaching Assistant or Leadership Team support (see behaviour summary)

- Staff will be calm, consistent and fair in their treatment of children, parents and colleagues. Adults in school will avoid shouting at children or becoming emotionally charged and reacting. They will model self-control through their calm approach and will deal with individuals fairly, being careful to label the behaviour not the child.
- Staff will 'pay first attention to the best conduct' and will endeavour to catch children 'doing the right thing' in order to praise and recognise desired behaviours. This encourages children to be role models and makes expectations on behaviour clear for all.

Strategies to Develop Excellent Learning Behaviours

At St Luke's, adults apply the following strategies when shaping and modelling the behaviour we expect:

- Positive Relationships - blending, warmth, kindness and assertiveness
- Establishing Expectations - setting and maintaining high expectations
- Signal, Pause and Insist - getting focussed attention on a signal
- Positive Framing - creating a positive atmosphere through affirmative language
- Rehearsing Routines - designing, rehearsing and reinforcing common class routines
- Choices and consequences - using a choices and consequences system to inspire excellent behaviour

Further information on these strategies can be found in:

Sherrington, T. and Caviglioli, O. (2020) *Teaching Walkthrus; Five Step Guides to Instructional Coaching*. John Catt Educational Ltd.

The strategy is further reinforced by the following You tube clip,

<https://teacherhead.com/2023/06/18/key-behaviour-management-techniques-with-walkthrus-a-free-to-share-cpd-session-from-the-masterclasses-series/>

The main evolution between Upper School (Ys 4,5&6) and Lower School (Ys 1,2&3) is that Upper School will trial the use of Class Dojo as motivational scheme during Aut 2024 and if successful will be rolled out to Lower school Spring 2025.

Going for Gold

Children will be recognised and rewarded for their good behaviour:

- Our approach to behaviour management is restorative with all children beginning on green each day.

- If they are still on green at the end of the day they will receive a teampoint to acknowledge that their behaviour has contributed to a productive classroom
- Children who demonstrate exceptional learning behaviours or one or more of our school values during the day will be rewarded by moving them up the behaviour chart from green to bronze, silver or gold
- Bronze and silver placements are rewarded by a sticker at the end of each day and gold by a sticker and a small prize.
- Pupils who frequently reach gold will be acknowledged and rewarded by SLT

It is important that staff publicly name the positive learning behaviour or value so that other children know what behaviours to aspire to.

Sanctions

When children are finding it hard to demonstrate positive learning behaviours or their behaviour is not reflecting our school vision and values the following pathway should be followed.

- Calmly and confidently reiterate the behavioural expectations and parameters for the given activity.
- Identify and remove any obvious barriers to these behavioural expectations being met
- Praise and reward good models of behaviour
- Give one clear warning non verbal or verbal about the consequences of a child's/children's current behaviour and if it continues, move to the appropriate level of sanction (see below)

[*Please remember when moving a child to blue, you should always remind them that a positive change in behaviour will enable them to get back to green.](#)

Colour	Examples of behaviours	Consequences
Uncooperative Time Out	<ul style="list-style-type: none"> → Not focusing on the learning task → Distracting others from learning → Not giving their best → Not cooperating with others → Talking or calling out during teaching time → Getting out of seat during focus times → Having a negative attitude in the classroom or on the playground 	<ul style="list-style-type: none"> → Move the child's name to blue → If behaviour is rectified restore to green → If negative behaviour continues, give 5 minutes timeout in class → If it still continues give 10 minute time out at break time to reflect → <u>Restorative conversations</u>

Unhelpful Reflection Time	<ul style="list-style-type: none"> → Repeatedly not following instructions → Taking or damaging other people's property → Name calling → Tormenting other children → Throwing things → Rudeness → Refusal to work → Incidents on the playground involving the above 	<ul style="list-style-type: none"> → Instant "Time Out" inside the class or in another class (5 mins) → "Time Out" during break (15 mins) → 'Reflection Time' with SLT (30 mins) lunchtime. Reflection sheet, plus missed work completed → <u>Restorative conversations</u> <p>Reflection sheets sent home to parents if two occurrences.</p>
Unkind Parent Meeting	<ul style="list-style-type: none"> → Walking out of class → Racism → Sexism or Sexual Harassment → Intimidating behaviour → Bullying → Fighting → Swearing → Stealing → Serious playground incident → Continuation of yellow behaviours 	<p>CT should inform SLT. Parents to meet SLT.</p> <ul style="list-style-type: none"> → Reflection Time with SLT → Parent Meeting → Setting up of Individualised Behaviour Plan → <u>Restorative conversations</u> → In school Exclusion → Fixed Term Exclusion → Permanent Exclusion

Special Educational or Social, Emotional and Mental Health Needs

Occasionally, some children may behave in unacceptable ways because of additional needs. In this instance unacceptable behaviours (Amber/Red behaviours) may be expedited through our system of sanctions in order to be dealt with more quickly by a member of the Inclusion Team or SLT. If this occurs, a focussed discussion involving SLT and the staff members will be arranged to discuss what happened.

Where children demonstrate repeated misbehaviour, not responding to strategies in place and/or where the safety and learning of others is being seriously hindered, we may make a referral to our Inclusion Team (including the SENCo and the Emotional Literacy Support Assistant), to consider whether the child has underlying Special Educational or Social, Emotional and Mental Health Needs. The procedures for meeting those needs are set out in our SEN policy. We may feel it is appropriate to put in place different provisions to support such children, which could include additional support in the classroom (such as individual workstations, reward charts, additional adult support etc.) or outside the classroom (sensory breaks, or alternate provision at play time time and lunch time)

Positive Handling Plans

Some children may have bespoke 'Positive Handling Plans' that detail additional support, strategies and expectations.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is at risk of being unsafe. This will only be used as a last resort and by experienced, trained staff only.

The school will record all incidents of 'Positive Handling' in the Bound Book.

Suspensions will occur following extreme incidents at the discretion of the Head Teacher (or Deputy Head Teacher in their absence). A fixed-term suspension, which will only be used rarely in our school, will be enforced under these conditions:

- staff need respite after an extreme incident;
- the child needs time to reflect on their behaviour;
- to give the school time to create a plan which will support the child better;
- the child being at home will have a positive impact on future behaviour.

If these conditions are not met, other options may include a day or part day's withdrawal with the Head Teacher or another member of the SLT based in another part of the school. We understand that throughout this process it is imperative that we explain to parents what is happening, why it is happening and the timescales involved.

Permanent exclusion will always be a last resort and the school will endeavour to work with the family to complete a managed move to a more suitable setting where possible. In all instances, what is best for the child will be at the heart of all decision making processes.

More information about Suspensions and Permanent Exclusion can be found in the Schools 'Suspensions and Permanent Exclusion Policy'

The role of the parents

At St Luke's, active parental involvement is welcomed, appreciated and deliberately encouraged in order to:

- ensure that children attend school regularly, arriving on time, alert and ready for the tasks ahead and are collected, promptly, at the end of the day;
- understand and reinforce the school language and values as much as possible, maintaining good communication with staff;
- support the work of the school as staff seek to support the whole family.

We will always aim to contact parents quickly when there are concerns about deteriorating levels of acceptable behaviour. However, staff will not routinely contact or inform parents of minor incidents.

