



**BEHAVIOUR MANAGEMENT POLICY**  
**ST. LUKE & ST. PHILIP'S PRIMARY, A CHURCH OF ENGLAND ACADEMY**



**VISION STATEMENT**

*'The family of St Luke and St Philip's will ensure excellence is encouraged, minds are opened, diversity is embraced, respect is expected and talents are nurtured under the umbrella of God's love.'*

**ETHOS**

Our school provides grounding in the Christian Faith for all its children with emphasis on collective worship as part of its daily life. Our Christian values of trust, truth, love, peace and thankfulness are built into the ethos and teaching of our school with the support of all Governors and staff for its Christian foundation. We also seek to encourage an understanding and respect for other world faiths.

**CHRISTIAN SCHOOL VALUES**



## **DOCUMENT PURPOSE**

This policy reflects the values, philosophy and Mission Statement of St. Luke and St Philip's Primary School in relation to Behaviour Management. It is consistent with the school's agreed aims and objectives and sets out a framework within which teaching and support staff can operate.

## **AUDIENCE**

This document is intended to give a clear outline of the School's approach to Behaviour Management for all staff, governors, Cidari members and parents. It is also intended for the use of the School's Advisory Service when assisting the development of the School's curriculum and for any authorised inspector. Copies of this document are provided for all teaching staff and are available when necessary to support staff, members of the School's Governing Committee and Cidari Multi Academy Trust. A copy of this document is available for the use of parents.

## **AIMS AND OBJECTIVES OF BEHAVIOUR MANAGEMENT**

*AIMS: The Aims of the Behaviour Management Policy are underpinned by the fundamental belief that within a Christian Community we accept each individual as a child of God. This entails that we accept that:-*

- All individuals are unique and of equal value, whatever their abilities, background, physique, experiences.
- All reflect something of the "goodness" of Christ. There is the potential for good in everyone; no-one is beyond forgiveness and redemption.
- Development is to a maturity "measured by nothing less than the full stature of Christ" (Ephesians 4:13). This includes promoting self-discipline and opportunities for responsibility for one's actions, for others and the wider community.
- As well as conferring rights, God also requires rules for living, based on the two great commandments of love of God and love of neighbour following Christ's own example.

These will be the benchmarks against which all the school's interpersonal relationships will be measured.

## **The Objectives of the Behaviour Management Policy are**

- **To encourage all pupils to grow in Christian goodness.**
- **To encourage appropriate behaviour befitting the individual child's age and developing maturity.**
- **To engender feelings of Christian love, care and compassion towards others.**
- **To develop the concept of reconciliation and forgiveness.**
- **To foster a willingness to help others.**
- **To promote honesty.**
- **To develop a respect for others, their beliefs and their property.**
- **To establish personal responsibility for actions and to promote self-respect, self esteem and self discipline.**

## **THE ORGANISATION OF BEHAVIOUR AT ST. LUKE AND ST PHILIP'S PRIMARY SCHOOL**

In order to achieve the above aims, all teaching staff and support staff follow a Positive Behaviour Policy. We believe it is necessary to teach the children how to behave. In order for the children to learn and grow academically, socially and emotionally they need a framework which clearly defines consistent, positive behavioural limits while providing warmth and support for their appropriate behaviour and empowering them with the skills to succeed.

All class teachers have established a classroom environment with rules and specific directions that clearly define the limits of acceptable and unacceptable behaviour. This follows the three key school rules and can also be in the form of a class contract that has been negotiated with all children through PSHE sessions at the beginning of the year. The children are consistently taught to follow these rules and directions – to choose to behave responsibly – throughout the school day and the school year.

Children are provided with consistent positive encouragement and recognition when they do behave. The children know that the teacher has set limits and that they will be consistently rewarded for appropriate behaviour or follow sanctions if they fail to do so.

Parents have an important part to play in supporting the school's behaviour policy. Education is a co-operative effort between school and parents.

### **POSITIVE DISCIPLINE FRAMEWORK**

Every teacher in St. Luke and St. Philip's follows a classroom discipline plan. The plan provides a framework around which all classroom behaviour management efforts can be organised. The aim of the classroom discipline plan is to have a fair and consistent way to establish a safe, orderly, positive classroom environment in which the teacher can teach and the children can learn.

The classroom discipline plan consists of three parts:

- RULES that children must follow at all times.
- POSITIVE RECOGNITION that students will receive for following the rules.
- CONSEQUENCES that result when children choose not to follow the rules.

### **RULES**

Every class in the school need to have displayed the same basic rules:

- Follow instructions first time
- Keep hands, feet and objects to yourself
- To be respectful at all times

These rules are in place all day long, throughout all activities in and out of school. They inform the children clearly what basic behavioural expectations the teacher has.

### **POSITIVE RECOGNITION**

The second part of the discipline plan motivates the children to follow the rules. Positive recognition is the sincere and meaningful attention the teacher gives a child for behaving according to expectations. In St Luke and St. Philip's we provide positive recognition in five ways:

- Praise
- Behaviour awards
- Special privileges
- Positive notes home
- Phone calls home

In every classroom the teacher keeps a positive behaviour log using Class Dojo. The teacher consistently praises children specifically throughout the day and they are rewarded for good behaviour, working hard and being helpful and considerate.

Throughout the day children can gain five points:

- Point 1 - verbal praise
- Point 2 – Sticker
- Point 3 – Certificate to take home
- Point 4 – Sticker from the Headteacher and a prize
- Point 5 – Positive phone call to parents / carers

### **CONSEQUENCES**

Consequences are the third part of the classroom discipline plan.

There are times in school when children choose not to follow the rules of the classroom.

Consequences are carefully planned in every classroom and teachers know in advance how to

respond to children's misbehaviour. Consequences are always presented to the children as a choice.

In this way they learn that they are in control of what happens to them. In every classroom there is a Discipline Hierarchy which is progressive, starting with a warning. Every child follows a consequences element of Class Dojo.

Throughout the school there is a 5 point system:

- 1) *A verbal warning – this gives the child an opportunity to choose more appropriate behaviour.*
- 2) *Time out within the classroom*
- 3) *Time out in another classroom (about 10 mins – work to be taken with them) Y1 – Y2, Y2 – Y3, Y3 go to Y5 and vice versa. Y4 go to Y6 and vice versa. Children will miss a playtime/ lunchtime to complete a Behaviour Reflection form about why he/she chose to break a rule and the correct choice they should have made. (The reflection forms are differentiated according to age and ability. Younger children and those who may struggle to complete on their own will do so with an adult from the class.)  
The form links with our school's Christian values and our scripture (1 John ch 3 v 18) and once completed there is then an opportunity to discuss this with a teacher. The completed reflection form is to be given to the Behaviour Lead (Deputy Headteacher).*
- 4) *Sent to a member of SLT who will talk to the child, the child then works with the Headteacher/Deputy Head.*
- 5) *If deemed necessary/appropriate a child will phone their parent/carer and explain what they have done wrong. Sometimes a parent will be called into school to discuss their child's behaviour.*

Where a child's behaviour is thought to be of concern to members of staff, a STAR behaviour form is completed noting the Setting, Trigger, Action and Response to the incident.

If behaviour at Lunchtime is a particular concern, children may be given lunchtime detention, where they will have the opportunity to reflect on their behaviour.

In cases of severe misbehaviour such as fighting, vandalism or defying a teacher, the child loses the right to proceed through the hierarchy of consequences. Teachers will use the class phone to call the Headteacher or Deputy Head who will remove the child from the classroom. Walkie talkies are also used to request support for behaviour at lunchtime, playtime and during PE lessons outside.

### **FOUNDATION STAGE**

Pre-national curriculum children in Reception are involved in the Positive Discipline Policy as outlined above beginning in the Summer term. Prior to this, a visual chart (eg the cloud system, traffic light system) is used. Children's individual names or photos will be moved up or down the visual chart, dependent on their behaviour. Reflection forms are differentiated and more visual, linking to the story of 'The Colour Monster', which encourages the children to think about their own feelings and how their actions make other people feel.

### **HOUSE POINTS**

Every child in school is in one of four House Teams: Earth, Fire, Water or Air. House points are awarded for good work in books and for children being good role models around school. House points are collected weekly by the Head Boy and Head Girl and the winning team is announced during Achievement Assembly. House teams compete against each other throughout the term and children in the winning house at the end of each term receive a prize.

### **LUNCHTIME**

During lunchtimes, good points may be awarded for children who are modelling the school values and vision.

If needed, a child will be given some time to think about their behaviour and will be shown the following coloured cards -

- **Green card** – thinking time
- **Yellow card** – 5 minutes time out
- **Orange card** – 10 minutes time out, class teacher informed, may receive a warning, may be in dinnertime detention the following day
- **Red card** – Deputy Headteacher or Headteacher called, will receive a warning, will be in dinnertime detention for the following day and maybe longer.

Any child who has to miss some or all of their lunchtime due to their behaviour, completes a lunchtime behaviour reflection form and their name is logged on the detention register, along with the reason for detention.

### **CHILD ON CHILD ABUSE**

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers (many of which are listed in the child on child abuse policy) that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable

behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

When an allegation is made by a pupil against another student, or about a child on child incident they have witnessed or been a part of, members of staff should :-

- Log the incident on MyConcern to inform the Designated Safeguarding Leads (DSL)
- Decide in conjunction with the DSL and Behaviour Lead whether the incident can be dealt with efficiently using the school behaviour systems. The school and the Designated Safeguarding Lead will also take account of the wider context in which the alleged incident(s) of child on child abuse took place, for example the physical environment of the school; route/travel to and from school; online environment and gender norms
- If the incident is deemed to be a safeguarding concern, the DSL will follow protocols as outlined in the Safeguarding Policy and Child Protection policy. (See child on child abuse policy for further details).

### **POSITIVE DISCIPLINE AND PARENTS**

If parents are to become partners in their children's education, they must be well informed about the discipline plan in their child's classroom. Every year parents are given a copy of the behaviour expectations in the Home School Agreement, which informs them about the expectations and the rationale for rules, positive recognition and consequences. Parents are asked to go over the plan with their child, sign the slip at the bottom and return it back to school.

Where a child has to complete 3 behaviour reflection forms in one week, or 4 reflection forms over a 2-week period, parents will be invited into school for a meeting to discuss their child's behaviour. If it is deemed necessary, a child may be placed on report for a day or a week, with specific behaviour targets to focus on. Parents will be informed of this and receive a copy of the completed report.

### **POSITIVE DISCIPLINE AND SUPPLY TEACHERS**

To ensure consistent discipline in the classroom a discipline plan is made clearly available when the teacher is not present. Pen pictures are kept in class information files of children presenting particular behaviour problems.

### **POSITIVE DISCIPLINE and SUPPORT STAFF, WELFARE ASSISTANTS, VOLUNTEERS, STUDENTS**

Time is given to explain the discipline plan to all support staff and to explain their role in its implementation. It is made very clear how to deal with both positive and negative behaviour. Members of staff who give good points or warnings to a child not in their class must inform the class teacher, so the points can be logged on Class Dojo.

### **ASSERTIVE MENTORING**

Some children benefit from a more personalised programme of support with making the right choices. In KS2, specific children, as identified through discussion between the class teacher and members of SLT, may take part in the assertive mentoring programme. This involves more 1:1 time with the Behaviour Lead to discuss attitudes to learning and behaviour, setting personalised targets, tracking individual progress through Class Dojo data, RAG rating personal progress and keeping a

Record of Achievement. The programme is discussed and agreed by parents/carers before starting. The programme of support continues for a full year.

### **INDIVIDUAL BEHAVIOUR RISK ASSESSMENT**

If a child continues to struggle with regulating their behaviour, an individual behaviour risk assessment will be completed alongside the child, parents/carers and relevant staff. This will focus on the child's strengths and barriers, proactive measures to prevent certain behaviours and reactive measures if certain behaviours occur. The plan is evaluated after an arranged length of time with parents/carers. The plan is shared with all relevant staff to ensure consistency.

### **SHINE**

To focus on positive learning behaviours in class and around school, the key word SHINE is used as a signal to ensure all children are ready.

S - stand or sit tall

H - heads up, hands free

I - instantly ready

N - notice and be noticed

E - eyes on the speaker

Posters are positioned in classrooms and around school.

### **CHILDREN WITH SPECIFIC BEHAVIOUR NEEDS**

Most children respond well to the Positive Discipline Plan followed in St. Luke and St. Philip's. However, occasionally an individualised plan will be needed to meet the unique needs of a particular child.

The child will be given very specific individual targets e.g. settle to work after 2 minute warning period, leave classroom appropriately. The child will be given an individual behaviour chart and one to one mentor sessions. Parents will be involved and a contract may be signed by the child, parent and Headteacher. Careful monitoring of behaviour will take place, with regular meetings to discuss progress and plenty of opportunities for positive recognition.

A behaviour group will be convened if a child is struggling to follow their individual plan. Children are also able to access mentor sessions with individual members of staff, providing time to talk about their feelings and needs.

### **INCLUSION AND EQUALITY**

Teachers set high expectations for all pupils. Children of all abilities are expected to follow the school rules, or individual behaviour plans, including:

- More able pupils

- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. Teachers also take account of the needs of pupils whose first language is not English. Lessons are planned so that teaching opportunities help pupils to develop their English, and support pupils to take part in all subjects. Class trips and visits linking to learning are planned to ensure they are inclusive for all, where the same expectations of behaviour apply.

We believe all our children are entitled to benefit from equal access to work and equipment regardless of race, gender, intellectual and physical ability, in line with the nine protected characteristics. Classroom management will take into account such issues and materials free from bias will be positively sought.

To ensure equality for all, teachers are committed to planning lessons that:

- Eliminate discrimination, harassment and victimisation;
- Promote equality of access and opportunity within our school and within our wider community;
- Promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

### **SPIRITUAL, MORAL, SOCIAL, CULTURAL DEVELOPMENT AND BRITISH VALUES**

The school sets out to plan a provision for Spiritual, Moral, Social and Cultural development, but it is also expected that many unplanned opportunities will occur (especially for spiritual development) and staff are encouraged to "seize the moment" when appropriate. Such moments may have a profound effect on individuals and help children to be reflective about their own behaviour towards others.

The promotion of the 'British Values' of

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

is central to our education as British Values have their origin in the Christian values of our nation.

### **RECORD KEEPING, ASSESSMENT AND REPORTING**

The Behaviour Lead keeps all completed behaviour reflection forms in a file and completes a half-termly tracker to monitor the accumulation of such forms for classes and individuals. Class teachers also print out data for their class from Class Dojo and use this to reward children who have achieved 100% good behaviour each month. The Behaviour Lead keeps copies of this data in the file and monitors across the school for patterns/concerns etc. Individual pupil's achievements will be recorded on short term plans and an annual end of year report will summarise each pupil's attainments in behaviour and conduct that year and suggest targets for future progress if necessary.



The Behaviour Lead also keeps a log of any behaviour incidents which are negative towards any of the nine protected characteristics, or any online behaviour issues (both during and out of school hours). Where staff are concerned that behaviour difficulties are impacting on, or as a result of, the welfare of the child, concerns will be logged on MyConcern in addition to the STAR behaviour log.

### **MATERIAL AND RESOURCES**

Stickers, certificates, positive letters home, badges, good news postcards and tangible rewards are used to reinforce the policy. Every class has a Behaviour Reflection file. Many resources from other subjects (e.g. Personal Social and Health Education, Religious Education, Assembly books, Circle Time resources) are useful in underpinning good behaviour.

### **PRESENTATION / DISPLAY**

All RULES, REWARDS and CONSEQUENCES are clearly displayed in each classroom. Children are encouraged to take pride in the standard, quality and presentation of their work and behaviour.

### **EXPECTATIONS**

At all times staff will insist that pupils work and behave in a way which fully reflects their best abilities. Pupils will be taught to feel a sense of responsibility towards others, to take responsibility for their own actions and to develop a sense of their self worth.

### **SAFETY**

At all times staff will consider the safety of pupils and this will be reflected in classroom organisation, and adherence to school procedures and practices.

### **SCREENING AND SEARCHING PUPILS**

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The **general power to discipline** enables a member of staff *to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.* - School policy states that any items confiscated must be given to the Head teacher or Deputy Head teacher for safe-keeping and then given back to the child's parents/carers.
2. **Power to search without consent** for weapons, knives, alcohol, illegal drugs and stolen items. The legislation sets out what must be done with prohibited items found as a result of a search - *weapons and knives must always be handed over to the police otherwise it is for the teacher to decide when and if to return the confiscated item.* - School policy states that any items other than weapons and knives be given to the Head teacher or Deputy Head teacher who will then contact the parents/carers to discuss the issue. Dependent on circumstances, other agencies may also be informed (Police, MASH team, Social Worker, School Nurse etc.)

The following site gives more detailed information.

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

### **POSITIVE HANDLING**

In rare cases, there may be a need for the use of physical intervention to ensure the safety of a child or children.

This may be

- to prevent a pupil from attacking another pupil or a member of staff, or to stop a fight,
- to prevent a pupil from harming themselves.

Only staff trained in Team Teach Positive Handling will use any physical intervention, and only as a last resort, following the safe techniques taught. Positive handling techniques are used for the shortest possible time; the child will be released from safe hold as soon as the situation is safe. Any incidents where positive handling techniques have been used will be recorded in detail in the Positive Handling log and parents informed by the Head teacher or Deputy Head teacher. (See appendix 1)

All staff are trained in de-escalating techniques to be initially used to try to calm a situation before the need for positive handling. This involves speaking calmly to the child to provide reassurance, removing any persons or objects that are a trigger to a build-up of anger and aggression, using 'Caring Hands' to guide a child away from a situation with either a gentle flat palm of the hand in the middle of the back, a 'caring C' on the elbow or by holding hands. Children are never pushed or pulled to be moved to a different location.

The following site gives more detailed information.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

### **EXCLUSION**

The Head teacher has the duty to maintain discipline and good conduct to secure an orderly learning environment. We do not wish to exclude any child from school, but sometimes this may be necessary. Only the Head teacher can exclude a child from school. The Head teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. A fixed period exclusion can also involve a part of the school day; for example, if a pupil's behaviour at lunchtime is disruptive, they may be excluded from the school premises for the duration of the lunchtime period.

In extreme and exceptional circumstances, the Head teacher may exclude a child permanently. It is also possible for the Head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. Permanent exclusion would be used for the most serious of incidents or patterns of behaviour.

The DfE document, Exclusion from Maintained Schools – Guidance January 2015 states:

It is for the Head teacher to decide whether a child's behaviour warrants permanent exclusion, though this is a serious decision and should be reserved for:

- a serious breach, or persistent breaches, of the school's behaviour policy; or
- where a pupil's behaviour means allowing the pupil to remain in school would be detrimental to the education or welfare of the pupil or others in the school.

The Head teacher should be confident in using exclusion where it is deemed it to be a lawful, reasonable and fair sanction. The use of exclusion should reflect the importance of good behaviour for the education and welfare of all pupils. In considering whether to exclude a pupil, the Head teacher should weigh up the seriousness, or persistence, of the pupil's behaviour, together with the impact of not excluding the pupil on the school as a whole and the integrity of its behaviour policy.

Before the decision to exclude is made, the Head teacher will naturally consider all relevant facts and firm evidence and allow the child to give his or her account of any incidents.

Every effort will be made by staff to identify pupils at risk of exclusion, and to put in place strategies to address problematic behaviour. The Inclusion Manager will seek guidance from relevant external professionals prior to exclusion. When a child has displayed persistently poor behaviour prior to exclusion, parents will already be aware of their child's behaviour difficulties and will have been in contact with school on previous occasions.

If the Head teacher excludes a child, the parents are informed immediately, giving reasons for the exclusion. The Head teacher also informs the governing committee, the CEO of Cidari Multi Academy trust and the Local Authority of all exclusions.

The Head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing committee. The school informs the parents how to make any such appeal. When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Head teacher must comply with this ruling.

The following site gives more detailed information

<https://www.gov.uk/government/publications/school-exclusion> (updated July 2017)

### **CONDUCT OUTSIDE SCHOOL**

What the law allows:

*Teachers have the power to discipline pupils for misbehaving outside of the school premises 'to such an extent as is reasonable'.*

*Maintained schools and Academies' behaviour policies should set out what the school will do in response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.*

School policy states that staff members may discipline pupils outside the school premises for misbehaviour in accordance with the behaviour policy guidelines when pupils are -

- taking part in any school-organised or school-related activity,
- travelling to or from school,
- wearing school uniform or are in some way identifiable as a pupil of the school,
- behaving in a manner that could have repercussions for the orderly running of the school,
- posing a threat to another pupil or a member of the public,
- behaving in a manner that could adversely affect the reputation of the school.
- conduct outside the school which is contrary to the distinctiveness of our Church of England School.

This policy complies with section 89 of the Education and Inspections Act (2006) and the statutory guidance Behaviour and Discipline in Schools (advice for Headteachers and school staff - 2016)

The following sites give more detailed information

<http://www.legislation.gov.uk/ukpga/2006/40/section/89>

[https://www.go.uk/government/uploads/system/uploads/attachment\\_data/file/488034/Behaviour and Discipline in Schools - A guide for headteachers and School Staff.pdf](https://www.go.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

**RELATED POLICIES**

- Safeguarding and Child Protection policy
- Online Safety policy
- Social Media policy
- Anti-Bullying policy
- Keeping Children Safe in Education

This policy is reflected in all pupil-based policies in school.

Policy written by: *A. Webster - Deputy Head*

Policy reviewed: September 2024

Agreed by governors: \_\_\_\_\_

Next review date: September 2025

Appendices

Explanations

CEO	Chief Executive Officer
DfE	Department for Education
KS1	Key Stage 1
KS2	Key Stage 2
LA	Local Authority
MASH Team	Multi-Agency Safeguarding Hub
RAG Rate	based on a traffic light system (red, amber, green ) used to signify different scale ratings.
SLT	Senior Lead Team
Class Dojo	Computer based system for tracking children's behaviour - accessible by parents on computer, tablet or smart phone.
MyConcern	Computer based system for recording any concerns regarding a child's welfare
STAR behaviour log	The <b>STAR method</b> is a structured manner of responding to a <b>behavioural</b> -based interview question by discussing the specific situation, <b>task</b> , <b>action</b> , and <b>result</b> of the situation you are describing. Situation: Describe the situation that you were in or the task that you needed to accomplish