The St Luke's Way-Behaviour Procedures

3 St Luke's Rules		
	You need to…	**What it looks like…**
1. Be Ready	Follow instructions Stay focused	• Ready to learn: sat up and looking at the person talking • Ready to start work or transition calmly: hands and feet to ourselves-Staying in green • Ready for Collective Worship: still on the inside and still on the outside
2. Be Respectful	Speak politely Look after others, ourselves and our school	• Respectful words • Respectful actions • Respectful to property • Respectful to other people's opinions, efforts and ideas • Respectful to our differences and what each of us need • Walking calmly around school-acknowledging that other children are learning
3. Be Safe	Keep my hands and feet to myself	• Safe hands and feet (keeping them to ourselves) • Safe sitting-facing forwards with feet on the floor • Safe working and playing • Safe hygiene • Safe movement to and around different spaces in our school: -Walking feet -Toilet pass and Corridor pass if needed
At St Luke's we also demonstrate '**Being Loving'** which forms a key part of our vision. We show this by: • Including others • Showing compassion • Acts of kindness		

Recognition and Rewards for Positive Behaviour
• Specific verbal praise that relates to any aspect of the St Luke's Way above. • Individual/Whole class Incentives Dojo points are awarded for children for great behaviour and effort. Whole class Dojos can be awarded for when the whole class. **Dojo points cannot be removed** **Hot Chocolate Friday**-Every Friday at 10:30am, the Learning Mentor and the Child and Family Support Worker collect two children from each class who have earned the highest amount of Dojos. This takes place during Singing assembly on a Friday

KS2 Additional Pitch time:

- Each week a class in KS2 is awarded extra pitch time on a Monday. This is awarded to the class with the class with the best attendance from the previous week.

Achievement assembly:

- Weekly Head-teacher's Certificate – Children from across EYFS-Y6 are awarded a certificate for outstanding effort and/or improved work or behaviour. This could also be linked to an improvement in attendance and/or presentation.
- Weekly Star of the Week Certificate – 1 child per class per week showing the greatest improvement in behaviour/attitude/learning
- Weekly Good Samaritan Leaf and Certificate – This is peer nominated. It is someone who has demonstrated our LIFE principles: Love and Include. A leaf is placed on the St Luke's tree.
- Weekly Subject award: This is for progress/achievement demonstrated in an identified subject area by the teacher.

Termly Prize-giving:

- Parents attend termly prize giving assemblies for each Key stage where we acknowledge individual behaviour, effort, subject achievement and good attendance

We encourage children to visit Senior Leaderers to share their learning and achievements at any time.

Inside Behaviours

Including but not limited to:

- Talking over adult or children
- Getting out of your seat without permission
- Not following instructions
- Distracting others
- Touching other children

Playground Behaviours

Including but not limited to:

- Unwanted physical touch e.g, grabbing, pushing, aggressive tackles
- Overly rough play
- Swearing
- Arguing with the decision of the coach/supporting adult during competitive games
- Using unkind words/ excluding children from games
- Encouraging other children to do the wrong thing
- Not following instructions
- Entering areas that are out of bounds
- Anti-social behaviour in toilet areas

Fundamentals

Underlying our behaviour curriculum are the following principles:

- Certainty in adult behaviour
- Relentless routines
- First attention for best conduct
- Restorative approaches through conversation
- A trauma-informed approach
- Teaching children that all emotions are valid and natural

System to follow for behaviours

<u>Every adult should be aim to follow:</u>

-PIP (praise in public)

-RIP (redirect in private) as much as is reasonably possible.

<u>Our approach:</u>

1. **Acknowledge behaviour** linking to feelings:
   'I think you might be feeling frustrated because your hands are clenched tightly in a ball. Am I right? If so, what would help you right now? Opportunity to **Divert and diffuse –** E.g. "I think Abi needs your help with…'
2. **Reminder**- Positive reframing = reminder of what they should be doing using Ready Respectful Safe. For example, 'I know you can sit respectfully, please show me.' Follow up with proximity praise: Praise pupils nearby, who are doing the right thing/modelling the correct behaviour. It's an indirect way of redirecting others (ripple effect)
3. **Caution** (not recorded on chart) – This is a verbal caution. I am giving you one more chance to show me you can be (link to St Luke's Way)
4. **Start using the class chart**-See guidance below. (Playground adults supporting behaviour in the playground should inform the class teacher when children are collected from the playground and the teacher should add the sanction to the daily record sheet by ticking the next stage. It is important for the teacher to check if the sanction, e.g. reflection/time out has already happened).

Class names	**Warning 1**	**Warning 2**	**Last chance**	**Reflection**	**Further escalation**
	"This is now your first warning." **Tick the sheet.**	"This is your second warning. " **Tick the sheet.**	Speak to the pupil privately and give them a final opportunity to change their behaviour and make positive choices. "This is your last chance." **Tick the sheet.** Allow take-up time. After giving the instruction, walk away from the child	When implementing a time out follow the script below: 1, **State the rule broken and or continuing impacting behaviour** *"We have a rule in school about being respectful which means using respectful words and demonstrating respectful actions. You have chosen to continually use negative words which have hurt their feelings."* 2. **Name the sanction calmly** *"That means you now need to take time out away from the group."* 3. **Be clear about what it looks like**	If the behaviour continues, tick this stage. If necessary, the child can have some time away from the classroom supervised by the class TA in the learning zone until they are ready to reintegrate back. If the TA is not present to support the child, then the teacher needs to give the child a corridor pass

				to give them some time and space to do the right thing.	*"You will spend 10 minutes in the reflection space. This is your time out. During this time I expect you to reflect on your behaviour using this template."* <u>Ensure the time out table faces away from the class.</u> **4.Keep connection** *"I'll come and check in with you when the time is finished. After that, we'll talk about how to put things right. This might be with me or our teaching assistant."* The time period is usually for 10-12 minutes taking into account the child's age. **Tick the sheet** 5. **End predictably** Once finished, circle back: *"Your time out is done. Let's think about how to make things better and get back to learning."*	and ask them to report to the member of staff on behaviour response (see timetable).

5. Class daily record sheets are submitted to the AHT and SBM room daily so patterns and trends can be monitored. Sheets also need to be maintained as collective sanctions do impact on children's involvement with their golden time. If children have reached 'Time out/Reflection' on multiple occasions throughout the week then those children will not participate in the reward and will be supervised by the adult in an area of the classroom or another dedicated space.

High Level Behaviour

- Intentional, physical aggression against staff
- Malicious, physical aggression against a peer = kicking/punching/ fighting etc
- Purposely damaging school property = destroying displays, kicking doors/windows throwing items
- Prejudice based incidents and negative language involving any of the protected characteristics
- Recognised cases of bullying
- Leaving the classroom without permission
- Behaviour that endangers themselves
- Repeatedly not following instructions to stay safe
- Swearing

System to follow for high level behaviour

The student is sent to a member of SLT who will decide the most appropriate consequence which may include internal exclusion.

1. When calm the student discusses reparations with managing SLT
2. All school adults responsible for the child should also be informed if they are not aware of the incident already
3. A member of SLT informs the child's parent/carer of the behaviour and further consequence if applicable.
4. Ongoing support/behaviour discussed and implemented including consideration of referral to external agencies e.g. NRC, CAMHS
5. The incident must be recorded on CPOMS by the person managing the initial behaviour. The member of SLT managing the sanction will also complete actions taken on CPOMS

Any potential internal suspension will be decided by the Headteacher and followed by a reintegration meeting with SLT, class teacher, parent/carer and student.

Adapting Sanctions for Pupils with SEND

When working with children with SEND, we have to consider their level of understanding. If the answer to any of the below questions is 'yes' it may be unlawful for school to follow the stated behaviour procedures. The school will make reasonable adjustments to address the incident.

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil likely to behave aggressively due to their particular SEND?
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Suspension – Headteacher ONLY

- A serious or significant incident or repeated incidences of violence against staff/pupils
- Continued refusal to follow adult instruction
- Extreme or repeated discriminatory behaviour
- Serious damage to property
- Ongoing bullying including cyber bullying

System to follow for an External Suspension

1. A suspension is implemented by the Headteacher and only the Headteacher makes the decision to suspend.
2. The parent/carer is contacted. A discussion takes place with the reporting member of staff about how to best communicate this with the student.
3. The Headteacher prepares a suspension letter which is given to the parent/carer.
4. The class teacher provides work for the student to complete at home and shares with the parent/carer
5. A reintegration meeting is held with the student and parent/carer when they return. This may also include a restorative meeting with those affected by the student's behaviour.
6. A behaviour contract/plan is implemented, referral to external agencies e.g. NRC is made if this has not yet been done.