



St. Luke's Behaviour Policy

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1) **STATEMENT OF PRINCIPLES**

At St Luke's Church of England Primary School, we aim to support children's intrinsic motivation regarding positive behaviours, relationships and learning through the following key values:

- **Courage** (*determination, perseverance, resilience...*)
- **Enthusiasm** (*passion, enjoyment, positivity, optimism, sense of adventure*)
- **Excellence** (*aspiration, inspirational, high personal standards, being prepared to give 100% to everything we do as Jesus gave 100% to the world that he loved*)
- **Fairness** (*Justice and inclusiveness*)
- **Honesty** (*integrity*)
- **Kindness** (*Generosity, truthfulness, speaking well of people, building people up with encouragement*)
- **Partnership** (*togetherness, community, collaboration, cooperation*)
- **Respect** (*empathy – feeling how it is for others*)
- **Responsibility** (*for your own learning, others' learning, behaviour...*)
- **Safety** (*keeping ourselves and others safe*)

We are committed to enabling all children to access learning. We value everyone as an individual, capable of growth, change and development. We have high expectations that support the development of our pupils as considerate and responsible citizens.

We aim to provide a positive, friendly and inclusive culture, where all children, staff and visitors feel safe, respected, supported and free from discrimination of any sort. We aim to provide an environment that supports the development of social and moral awareness for our children.

We recognise that high standards are best promoted when the whole school community (staff, parents, and children) have a shared understanding of what constitutes acceptable behaviour. By promoting positive behaviour, we hope to build individual and collective esteem and encourage good personal relationships.

We promote sensitivity towards the needs of others and encourage all children to take ownership of their actions and behaviours underpinned by a restorative approach that seeks to mend relationships if harm takes place and equips children over time to grow into responsible adults. We encourage the understanding that we all make mistakes, that mistakes enable learning, and that meaningful reflection contributes to healthy reconciliation.

Just as God forgives us, so we encourage forgiveness of one another in recognition of its transforming power. In line with the school values, and embracing God's gift of forgiveness, we recognise its healing nature in terms of mending hurt, both in others and ourselves:

'Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you.'
Ephesians 4:31-32

At St Luke's we strive to develop intrinsic motivation in pupils to work hard, embrace challenge and become better people, in line with the school's mission statement and motto. For this reason, incentives and stickers are used with caution and only in response to clearly defined process, effort and accomplishment of performance goals. Whilst we aim to reward positive attitudes and behaviours, any stickers and praise are given mindfully and authentically. The use of rewards and sanctions is responsive to the individual situation and the individual child and, whilst being applied fairly, take into account SEND, disability and the needs of vulnerable children, offering support as necessary.

Exclusions are only be used as a last resort.

2) RESTORATIVE PRACTICE

At St. Luke's we focus on positive behaviour management and building strong relationships through Restorative Practice.

This strategy complements our belief in building better relationships through following our school values of honesty, safety, respect, responsibility, kindness and partnership.

We believe that if harm takes place, it impacts relationships, and we hope that with support, the children at St. Luke's will learn to take responsibility for these actions, the impact that these have had on others and then the action they need to take to repair the relationships that have been harmed. We believe that by supporting the children in developing this thinking, they will become 'thoughtful' citizens, who will consider their impact on others and this in turn will then mean that over time, any unhelpful behaviours will improve, because children will think before they act.

By giving the children a voice to share how they feel after an event and to explain what happened, we seek to ensure that everyone feels valued and heard.

With restorative practice, if there has been an incident, the children involved are supported by staff to reflect upon the incident, what happened, what the impact was on each person involved and then what we can be done to heal the relationships that have been harmed to build caring, supportive and stronger relationships going forward. There are specific questions designed to guide staff and children through this process (Appendix 4) and to equip the children with a vocabulary to discuss issues with increasing independence over time.

Restorative Practice is based on the importance of communication and expression within a safe environment to find a resolution that will leave all parties feeling a sense of peace with the outcome.

All staff are trained and begin by modelling positive language and behaviour while working to build positive, meaningful and supportive relationships with the children and other adults within the school. Within each classroom feelings play a vital role and time is given to recognise, name and reflect on how they are feeling at points throughout each day.

Children at St. Luke's continue to evaluate the effectiveness of their own relationships and understand how to be accountable for their behaviour choices.

3) SYSTEMS FOR POSITIVE BEHAVIOUR MANAGEMENT

At St. Luke's we aim to recognise the positive rather than emphasise the negative. For the majority of children this approach will work, with sanctions needed only for a minority of children. The main focus for rewards and sanctions is within the classroom, extending to senior management only where necessary.

We encourage positive behaviour through consistent behaviour management following clearly defined stages. We use a restorative approach to behaviour incidents combined with a variety of positive behaviour management systems.

BEHAVIOUR PODIUM (Appendix 1)

This is a restorative approach to behaviour, where the child seeks to remain on GREEN throughout the day.

- A child can be moved to amber with a warning about their behaviour if it does not reflect the school values.
- A child will be moved to red if behaviour persists, with a sanction appropriate to the age and development of the cohort: e.g. this might be to complete a self-reflection form, either in an allocated area of the classroom or in a 'buddy class'.
- Children with EHC plans will remain in class as removal to another class might prove counterproductive.
- The aim is for any child who is not on GREEN to be supported to manage their behaviour back to GREEN during the day.
- All children start on GREEN every day, so that the system remains restorative rather than punitive.
- For Early Years and Year 1 they have an adapted podium; all children begin each day on the rainbow, above that is the sun and space. Below the rainbow is a grey cloud, then a storm cloud.

INDIVIDUAL BEHAVIOUR CHARTS

Some children with SEN, or social, emotional, behavioural difficulties, may have their own behaviour charts/behaviour plans. The intention is for these to highlight the behaviours that we want to see and to then outline strategies to enable and celebrate improvements over time. More than likely, these will be shared with parents, phase leaders, SLT and the Head Teacher. Where they work most effectively, is where there is a strong link between school and home to encourage the change sought.

REWARDS FOR GOOD BEHAVIOURS

Rewards will be given in recognition of the process of a child's learning, as evidenced in their work, behaviour and willingness to work with challenge, and will be given mindfully.

Operating in this way, we seek to praise authentically for: effort not ability; specifics not generalities; behaviours not the child.

Rewards may include the following:

- Recognition in assembly (child, group or class)
- Tokens and dojos
- Golden time
- Certificates, trophies
- Newsletter recognition
- Celebration Assembly: the school celebrates 1 child in each class on a weekly basis who displays the school's 'value of the week'.

DOJOS

Children may be given classroom dojo points for a range of behaviours. Here are some examples:

EYFS

- Active speaking/listening
- Helping others/working together
- Imagination/creativity
- Showing growing independence
- Making effort
- Positive behaviour

Key Stage 1

- Active speaking/listening
- Leadership and role modelling
- Helping others-team work

- Creativity
- Independence
- Perseverance/working with challenge
- Demonstrating school values
- Positive behaviour

Key Stage 2

- Oracy
- Leadership and role modelling
- Collaboration and teamwork
- Environmental awareness
- Creativity
- Independence
- Resilience
- Demonstrating school values
- Positive behaviour

GOLDEN TIME

This is a period of reward time in recognition of good behaviour, which takes place on a Friday afternoon, and is no longer than half an hour. Children with Golden time will be given a range of choices of activity. Golden time presently runs in Years 2-6. In negotiation with their class teacher, children in Years 4, 5 and 6 may be given permission to run clubs at this time.

HOUSE SYSTEM

The House system operates consistently throughout the school, with staff and children allocated to houses:

- Classes are divided into 5 houses - mixed ability, gender and behaviour.
- Children will receive house tokens for participation and enthusiasm in school events e.g., Collective Worship and displaying positive play within a pair or group whilst in the playground or at lunchtime.
- Children will receive house tokens for walking in a single final line quietly with their hands behind their backs.
- At the end of each half term the winning House will be announced in a Collective Worship.
- At the end of every term the winning house will be rewarded.

4) ROLES AND RESPONSIBILITIES

At St Luke's Primary School, behaviour is recognised to be a collective responsibility between parents, staff, head teacher, governing body, children and other agencies involved with the school. It is vital that the behaviour policy is well understood by staff, parents and pupils and that it is consistently applied by all, working in partnership.

THE ROLE OF GOVERNORS

It is the role of governors to:

- Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.
- The Education and Inspections Act 2006 and DfE guidance (Behaviour in Schools, 2012) requires the Governors to make and frequently review a written statement of general behaviour principles to guide the Head teacher in determining measures to promote good behaviour.
- In line with section 175 of the Education Act 2002 and the Equality Act 2010, Governing bodies must ensure that, in the carrying out of their duties, safeguarding, the welfare of children and equality of opportunity are at the forefront.

THE ROLE OF THE HEADTEACHER

It is the role of the headteacher to:

- Under the School Standards and Framework Act 1998, the role of the headteacher is to implement the school Behaviour Policy consistently throughout the school, to report to Governors, when requested, and to ensure the health, safety and welfare of all the children in the school.
- The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- The Headteacher has access to records of all reported incidents of misbehaviour.
- The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the School Governors have been notified.

ROLE OF THE SENIOR LEADERSHIP TEAM

It is the role of the Senior Leadership team to:

- Review, evaluate and monitor the Behaviour policy as necessary and ensure its implementation across the school
- Maintain an overview of behaviour across the school and respond to behaviour incidents in line with the school policy.
- Be proactive in supporting children, colleagues and parents when difficult situations arise, preventing the escalation of problems, reducing the impact on the school community and maintaining good relations and partnerships with parents/carers through effective communication.
- Work closely with other members of SLT, DSL, and the Community Cohesion officer in response to repeated behaviour issues.
- Work closely with the SENCO in support of children with behaviour difficulties and liaise with appropriate outside agencies.
- Respond to behaviour issues via the Safeguarding route and Child Protection should that be necessary.

THE ROLE OF THE CLASS TEACHER/ SUPPORT STAFF

It is the responsibility of the class teacher and support staff to:

- Provide a good role model and to uphold the values of St Luke's.
- To understand the school's policy for behaviour and to seek to implement it consistently and fairly.
- Be proactive and share responsibility for behaviour around the school and on outings.
- Ensure that pupils behave in a positive and responsible manner, with the school values underpinning behaviour and attitude.
- Maintain high expectations of the children in terms of behaviour and learning; striving to ensure that all children work to the best of their ability and encouraging openness to new learning, exploration and challenge.
- To be pro-active and seek help if finding the behaviour of a child or group of children challenging.
- Treat each child fairly, with respect and understanding.
- Record any significant incidents of unacceptable behaviour and report to the appropriate member of SLT (Assistant head, Head teacher, SENCO, Designated Safeguarding Lead (DSL))
- Liaise with external agencies, as necessary, to support and guide the progress of each child.
- Work in partnership with parents and carers.

ROLE OF MIDDAY MEALS STAFF

It is the responsibility of the midday meals staff to:

- Provide a good role model/uphold the values of St Luke's.
- Be proactive and share responsibility for behaviour around the school at lunchtimes, in the hall as well as either in the playground or in the classroom if the children have to stay inside because of the weather.
- Engage the children in play to keep them occupied in positive activity at lunch time and support the children in developing positive social skills.
- Ensure that pupils behave in a positive and responsible manner, with the school values underpinning behaviour and attitudes.
- If there are any issues between children, using the school's restorative approach to behaviour management, support the children in finding a resolution so that when the children return to class at the end of their lunch time, they are ready to learn.
- Record any significant incidents of inappropriate behaviour and report to the appropriate member of SLT (Assistant head, Head teacher, SENCO, Designated Safeguarding Lead (DSL)).
- Record all Stage 2 and above behaviours in the behaviour log or in a child's individual log.

PARENTAL/CARER INVOLVEMENT

- St Luke's aims to welcome parents into school and promote and develop partnership and good communication between home and school.
- Should parents have a concern about their child's behaviour or welfare, the school encourages early and open communication.
- We work to develop positive relationships with parents through meetings which support maintenance or restoration of relationships and mutual respect.
- Parent/carers can help by signing and adhering to the home/school agreement (Appendix 3)

5) PROVIDING BEHAVIOUR SUPPORT AND GIVING SANCTIONS:

If a pupil's behaviour falls below the standards expected of them the teacher/paid member of staff can use a consequence/sanction for that pupil.

This decision must be reasonable: i.e. proportionate to the circumstances and taking into account the pupil's age, any special educational needs, disability, equality of opportunity, religious requirements etc. (Section 91 of the Education and Inspections Act 2006).

Corporal punishment is illegal in all circumstances.

Teachers should consider that sanctions work best when:

- Priority is given to recognition and positive relationships as well as stimulating teaching and learning
- Sanctions are delivered with a sense of consistency rather than severity
- They are given without humiliation or 'put down'
- They are immediate rather than deferred
- They are private rather than public
- They are separate from reward systems
- Children are given an opportunity to talk through their difficulties
- There is an emphasis on repairing relationships after an issue

The school will consider whether continuing disruptive behaviour might be the result of unmet educational, learning or safeguarding needs and whether further partnership with parents and support from other agencies might be necessary.

Teachers will record behaviour incidents on the behaviour log. In this way a clear overview of behaviours and actions is available for information and monitoring purposes. Each child will have a row within the online behaviour book allowing any member of staff to easily see frequency of behaviours and if any behaviours are becoming repetitive. Within the online log any incidents dealt with in class by the staff are marked with a CS, any lunchtime incidents are marked with LS and anything that is brought to SLT is marked SLT.

If a parent is contacted concerning the behaviour then the log will have a note saying the date and parent that was spoken to (containing resolutions that were discussed).

SLT monitor the Behaviour log weekly and keep a running record of all behaviours that are recorded. SLT share and discuss any reoccurring behaviours and address them with the appropriate people. We will also record the frequency of incidents to try and catch them as quickly as possible. SLT will bring children in to speak to them if there have been reoccurring situation. At this stage the children will work with a member of SLT to create a resolution and work on building a more positive behaviour going forward. Parents may be called in the behaviour warrants.

At lunch times, midday staff will record behaviour incidents on the same behaviour log, teachers will be able to check this. These will note what happened, the impact and the resolution. The focus will be on resolution of incidents as and when they arise.

6) STAGED APPROACH TO BEHAVIOUR

The class teacher and other adults will encourage pupils to follow the St Luke's key learning principles and values using in class positive behaviour systems and restorative practices, as detailed above. However, if there are concerns or issues, the following staged approach will be consistently followed.

Stage	Behaviour	Suggested Strategies	Appropriate sanctions	Tracking	Adults involved
Stage 1	<ul style="list-style-type: none"> Off-task behaviours Low level disruptive behaviours <p>Such as; but not limited to:</p> <ul style="list-style-type: none"> <i>Talking when children are expected to be listening/working quietly.</i> <i>Moving around classroom during a carpet session</i> <i>Interrupting other pupils/adults</i> <i>Ignoring instructions</i> 	<ul style="list-style-type: none"> Systems and expectations in classroom to support positive behaviour, use these systems as first port of call. Praising other children's expected behaviour. Praise child for making good choices. Reinforce expected behaviour. Tactically ignore. Facilitate use of emotional language to describe the situation and 	<ul style="list-style-type: none"> Use of the classroom podium, move to yellow if behaviour is recurrent. Reminders Short discussion and review class rules Cool down time if necessary. Focus activity designed around modelling expectations/ behaviours. 	<ul style="list-style-type: none"> Not recorded No other staff members involved Adult to address situation Behaviour recorded if the child is moved onto red on classroom podium. 	<ul style="list-style-type: none"> Class teacher, or other classroom staff Staff on playground duty Midday Meals supervisors
Stage 2	<ul style="list-style-type: none"> Persistent disruption of classroom/playtime/lunchtime/assembly 	<ul style="list-style-type: none"> Use of the classroom podium. Child will be moved to red. Adult to engage in restorative conversation. Child allowed time in the calming space or in a quiet space of their choosing to regulate emotions Small group/ buddy time for children to use social language and engage in activities focussed on feelings and behaviours. 	<ul style="list-style-type: none"> Moving to red will mean missing 5 minutes of break time/golden time. This is at the teacher's discretion. Time out in child's own classroom <p>Then</p> <ul style="list-style-type: none"> Time out in neighbouring classroom. Staff to discuss trends within behaviour and work out triggers. Class team to reflect on addressing times of day/ triggers successfully. 	<ul style="list-style-type: none"> Child moving to red will be recorded on behaviour log. Informal contact with parent by class teacher. This is to be logged. Lunchtime staff to record on behaviour tracker. Behaviour tracker is being monitored by SLT but if you have concerns about ongoing behaviour then please flag to phase leader. 	<ul style="list-style-type: none"> Class teacher Support staff Midday meals SLT tracking behaviour log.

	Behaviour	Strategies	Appropriate sanctions	Tracking	Adults involved
Stage 3	<ul style="list-style-type: none"> Child is repeatedly recorded in the behaviour log so they are consistently disrupting their own and others learning. <p>More serious incidents that bypass the class behaviour podium:</p> <ul style="list-style-type: none"> Repeatedly targeting a specific child. Please refer to the anti-bullying policy. Verbal aggression Physical aggression with adults/ children 	<ul style="list-style-type: none"> If the child is demonstrating behaviour which is deemed unsafe, both for themselves and/or others time out of class may be required. Please refer to your phase leader, if they are not onsite, another member of SLT. If a child is at risk of exclusion, make appropriate referrals to outside agencies. Eg: BASS, EP, CAMHS. If behaviour is persistent, and it is believed to be rooted in social, emotional and mental health, then they may be placed on the SEND register. 	<ul style="list-style-type: none"> Formal contact with parents by appropriate member of SLT For repeated disruptive behaviour the child may be put on report. This will always involve an appropriate member of SLT. Internal exclusion – this may be parts, or all of the day dependent on the context of the behaviour. If a child is at risk of exclusion, appropriate member of SLT to meet regularly with Team around the Child to discuss appropriate strategies to prevent exclusion. This may become a Pastoral Support Plan if necessary. 	<ul style="list-style-type: none"> All stage 3 incidents to be recorded on behaviour tracker. Parental contact recorded by SLT on tracker and log. Child may need to have an individual behaviour log. Meetings between parents and SLT will be minuted. 	<ul style="list-style-type: none"> Class teacher SLT External agencies where appropriate
Stage 4	<p>Behaviour</p> <ul style="list-style-type: none"> Repeated Stage 3 behaviour Very serious act of aggression. Serious, deliberate damage to school/pupil property. Children deliberately putting themselves in the way of serious harm. 	<p>Strategies</p> <ul style="list-style-type: none"> Individual behaviour plan devised with support from external agencies. 	<p>Appropriate sanctions</p> <ul style="list-style-type: none"> Parental contact and formal meeting arranged with headteacher Possible fixed term exclusion Permanent exclusion Procedures for a managed move. Consider the use of alternative provision. 	<p>Tracking</p> <ul style="list-style-type: none"> Individual behaviour log. Minutes of all meetings. 	<ul style="list-style-type: none"> SLT External agencies

Behaviour Management in the Early Years

We recognise that children enter the Early Years with different experiences of types of provision and some without prior experience of an educational setting. Many children may go through a time of adjustment, balancing their own emotional needs and ways of expressing themselves with the social needs of the setting and other people. It is up to us as practitioners to understand that some of the behaviours exhibited by children are due to this change.

Positive behaviour management begins with children being able to recognise and express their emotions in a socially acceptable way. In order to aid children in understanding and expressing their emotions all practitioners must be aware of the whole child, be non-judgemental, patient, and always model “good” interactions and expression. We know that children may not always be able to articulate their needs and emotions; it is up to us to facilitate growth in PSED through it being a focused area for the unit, especially at entry times. During their first term we focus on the Prime areas of the curriculum (Personal, Social and Emotional Development, Communication and Language, Physical Development).

Within the process of behaviour management all staff will take these questions into careful consideration before addressing behaviours. We do this as we know that children below the age of 5 are still developing their prime areas. Important information regarding behaviours can be gathered such as:

- When does it happen?
- How often does it happen?
- How do people respond when it happens?

- When does the child not behave like this?
- What is the child trying to communicate?
- Have I discussed this with the parents/carers/EYFS lead?
- Have I got the full picture whether/when this happens at home?
- Have we agreed on behaviour strategies, which are consistent amongst staff?
- Have we agreed ways forward?
- Are there child protection concerns?

Difficult interactions between children will be addressed through discussion within our whole school restorative approach. All children will express their feelings, respond to the feelings of others and work together to come to a resolution. This fosters confidence, language and independent problem solving skills. We use the following conflict resolution system:

Six steps to conflict resolution

Step 1: approach calmly stopping any hurtful actions

Step 2: acknowledge children's feelings

Step 3: gather information

Step 4: re-state the problem

Step 5: ask for solutions and choose one

Step 6: be prepared to follow up

Our main aim is to create independent, confident children, with a positive self-image and wellbeing, that can problem solve independently, seeking assistance from adults when required.

Biting

Biting is reasonably common in toddlers up to two and a half years old, but it is a behaviour that causes lots of concerns amongst adults and needs to be discouraged. It is important to try to understand why the child is biting and teach alternative solutions. Strategies for when children bite:

- Try to divert or distract the child if you think that they are going to bite (i.e. Jon come and play with the trucks, let's ask Miss Sahota for those Peppa pig pots if she has any)
- Saying 'ouch, it hurts' with an appropriate facial expression
- Encouraging the child to help looking after the hurt child
- Saying 'stop' firmly with an accompanying hand signal
- Regular input on using gentle hands- to be modelled through playing with toys or musical instruments.
- Some children might need alternative things to bite on.
- Use resources to look at what mouths are used for (laughing, smiling, kissing) and look at mouth shapes in the mirror
- Praise the child when they are using their mouth to do the right thing.

Throwing

Children love to throw things. Having something travel in the air and land somewhere new is exciting. When children begin school, where there are lots of children around and adults, throwing becomes more dangerous and there is a greater risk on injuring someone else. Throwing can be done on purpose with the intent of hitting someone or something, but it can also be done by accident. When we encounter a child who has thrown an item, we must look at it in the context. Strategies for when a child throws an item not intended for throwing:

- Talk to the child about why they threw the toy and what they were trying to do.
- Share safe places and toys that can be used for throwing.
- Develop outdoor activities for children to safely throw items and practice directionality and purpose.
- Discuss with all children the potential risks of throwing in a busy classroom.
- Positive praise for throwing items properly and safely. Also praise children for placing items carefully when playing and tidying up.

Hitting, Kicking, Pinching or Scratching

Many children display these behaviours when they arrive in Early Years. They are adjusting to being in a room with many other children who are also not familiar and comfortable with sharing and playing in groups. These behaviours can cause strong feelings amongst the adults who have to deal with them including annoyance, frustration, anger, embarrassment and upset. These feelings are normal. Strategies when children hit, kick, pinch or scratch:

- Establish and teach clear group rules, e.g.: "Remember gentle touches only! Only touch if the person

says it is ok.”

- Lead small group activities focused around gentle hands, feet, elbows etc.
- Staff model how to play in different situations and model language of sharing (pretend to be a child)
- Regular reinforcement of positive behaviours (praise, attention etc.)
- Try distracting and diverting the child by intervening early. (If you watch him/her dealing with a difficult situation, voice out positively how well he is going to share the toys or letting other person getting on the bike)
- Provide activities where children can express their feelings (puppets, animals, circle time, quiet areas)

Refusal

It can be very frustrating when a child refuses to do what is expected of them. Some children are so excited by all the activities around them that they find it difficult to stop. Others are not quite used to doing what is asked by an adult or another child. Staff need to decide how important their request is and decide what “battles” they are going to have and which are best left. Strategies for refusal:

- Giving plenty of warning of change: sand timers or visual timetables.
- Using when... then; when you finish then you...
- Choose activities that they like to build up a habit of compliance.
- Change the activity or social grouping.
- Giving lots of positive attention when child participates in adult-led tasks.

Tantrums

Tantrums are normal part of development for most children. When children enter school a difficult part of being in a classroom is when they want things and they are not given what they want immediately. This often results in them throwing themselves on the floor, kicking, screaming, and/or banging their heads in the hope that this will get them their own way. Strategies for tantrums:

- Diversion/distraction if the tantrum can be spotted early. Swapping with another adult for a fresh approach.
- Ignore the tantrum until it is over and the child has calmed down. Keep reassuring them: “It is ok”
- Provide a calm down space where the child can go and calm down with a special toy to hold and cuddle.
- Teach the child words they can use to express their feelings and encourage them to use them.
- Get another child to come and play with them.
- Positive handling should only be used when there is a risk of harm to the child or other children.

Inappropriate language

When children swear or use bad language they are usually copying someone they might have heard elsewhere. They do not usually understand what the words mean but may have noticed the reactions or the emotion that accompanies them. The more attention they get for using these words, the more likely they will continue using them. Strategies for inappropriate language:

- The occasional “We don’t use those words here” ensuring that the same strategy is used at home at the same time.
- Offer the child alternative words they can use to express themselves.
- Activities around “Words are not for hurting” and kind word small group sessions with friends.

Definitions:

Calm down space- This is a space in the classroom where children can access feelings charts and have a cuddle with toys or quiet space to reflect. Children can choose to sit here alone or with an adult. This space should be in a place where it is calmer or quieter. If needed they can request to use a space in the classroom that makes them feel calm and secure if the designated space does not work for them or if staff find that the child responds better to calming down in another place. (To be set out with child and member of staff). Children can also choose to go to this space if they would like some quiet or calm time.

Behaviour podium (Stage 2)- In Early Years and Year 1 this podium consists of 5 stages.

Outer space: children go for making a second amazing choice to do something kind or exceptional (i.e. taking initiative to help others, care for the classroom, try something challenging, or conquer something they were nervous or worried about before).

Rainbow: This is a happy place where children go when they make their first amazing choice to do something kind, thoughtful or exceptional (i.e. taking initiative to help others, care for the classroom, try

something challenging, persevere to achieve something new and exciting, or conquer something they were nervous or worried about before).

Sun: This is where everyone begins their day. They are happy and starting on a sunny foot for the day.

Cloud: This is for a child that has displayed a behaviour on the behaviour podium, has been given a verbal warning but has continued with the behaviour.

Rainy cloud: A child would be placed on the rainy cloud for multiple behaviours that are opposite of our school rules and values, that are dangerous towards other children and at this stage the parent will be notified verbally at the end of the day.

*Note:

- Children are reset to the sun every day. No rewards are given for any of the behaviours.
- Feeling chart- A space where the 4 zones of regulation are displayed by colour and picture. This should be where the child can access it or see it to support them in discussing their feelings.

8 EXCLUSION:

The Headteacher can exclude your child:

- If they misbehave *in* or *outside* of school.
- as the result of a *serious incident*.

Prior to the exclusion of a pupil, the following steps will be taken at St. Luke's (unless in response to a serious incident):

- Full consultation with parents well before the stage of considering exclusion is reached
- Full consultation with all relevant staff about the pupil's challenges
- Involvement of the pupil where appropriate including reasons for action taken
- Discussion with the SENCO/Inclusion lead and any relevant outside agencies including the LA
- An opportunity for parents to present their case
- Pastoral support plan written and implemented

If a child is excluded:

- St. Luke's will let the parents know as soon as possible and follow up with a letter stating how long the child is excluded for and why. Guidance from the DfE and London Borough of Tower Hamlets will be followed
- The parents will be told how to challenge the exclusion, if they want to.
- The school has the right to exclude a child on the same day in response to a serious incident, but we recognise that we may need to be flexible over when the child is collected on that same day.

There are 3 kinds of exclusion:

Internal exclusion:

- An internal exclusion will be a fixed time that a child is away from their class including break times and lunch times.
- Dependent on the context, the situation of the internal exclusion may differ.
- At the end of the internal exclusion period, there will be a point of reflection and a plan made for reintegration back into class. A member of the SLT will support with restorative conversations as needed.

Fixed period exclusion:

- A fixed period exclusion is where a child is temporarily removed from school. They can only be removed for up to 45 school days in one school year, even if they've changed school.
- If a child has been excluded for a fixed period, St. Luke's will set and mark work for the first 5 school days.
- If the exclusion is longer than 5 school days, St. Luke's will arrange suitable full-time education from the sixth school day, e.g. at a pupil referral unit.

Permanent exclusion:

- Permanent exclusion means a child is expelled. Tower Hamlets local council must arrange full-time education from the sixth school day. It is the parent's responsibility to make sure that the child attends.

Children with Social, Emotional and Mental Health needs:

Where *social, emotional and mental health needs are persistently a barrier to the child's learning*, the child may:

- Be put on the safeguarding/pastoral register and regularly monitored by staff and senior leaders in the school's Safeguarding meetings;
- Have additional targeted behavioural support plans;
- Be targeted for additional social and emotional support in conjunction with the school SENCO;
- Be put on the SEND register and provided with strategies of support from the class teacher, with advice from the SENCO;
- Be referred to outside agencies (such as CAMHS (Child and Adolescent Mental Health Service), BASS (Behaviour and Attendance Support Service));
- Receive intervention programmes of support;
- Be moved to an EHC plan should social, emotional and mental health continue to impact on the child's development and welfare.

At all times parents will be kept informed and encouraged to be active partners with the school in terms of meeting the child's needs.

There may be times when behaviour is not improving and for a small minority of children that may need a more personalised approach.

9 POSITIVE HANDLING:

At St Luke's, we are committed to a positive behaviour policy that encourages children to make positive behaviour choices. However, we recognise that children sometimes do make the wrong choices. On rare occasions this may result in a situation that requires some form of physical intervention by staff. Guiding, prompting may be used by staff, as a preventative strategy, to redirect or divert children.

Staff have Positive Handling Training (Team Teach) to enable safe restraint should this be necessary for the safety of the child and others. The school ensures a continuous cycle of training to encompass all staff over time. In the event that intervention is required, the trained staff for each phase will be called upon. More information regarding this can be found in the school's Positive Handling Policy.

10 CONFISCATION OF INAPPROPRIATE ITEMS:

At St Luke's, we follow the DFE advice on searching, screening and confiscation of items.

The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property without liability for damage or loss of any confiscated items.

Power to search without consent, allows staff to search for "prohibited items" including:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

In the event of the school needing to search a pupil, we will always seek consent from their parents/guardian. We will invite them onto the school site in the event of this happening.

Appendix 1: St Luke's Behaviour Podium



Appendix 2.

REVIEW AND MONITORING:

The Behaviour policy operates in conjunction with the following policies:

- Anti-bullying policy which includes guidance on how the school seeks to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying
- Positive Handling Policy
- Internet safety policy
- Special Educational Needs (SEN)
- Equal Opportunities policy
- Attendance policy
- Safeguarding and Child protection policy

This policy should be reviewed in conjunction with these policies, in accordance with the school's review cycle.

Appendix 3

St Luke's Church of England Primary School – Home/School Agreement

The parents/guardians

I/we shall endeavour to:

- See that my child attends school regularly, on time and properly equipped.
- Inform the school as soon as possible on the first day of my child's absence
- Keep the school informed of any concerns or problems which may affect my child's work or behaviour
- Support my child in homework and other opportunities for home learning
- Get to know about my child's life in school by attending Parent's Evenings
- To discuss progress, reading weekly newsletters and endeavouring to support school events
- Support the school policy for behaviour and encourage my child to keep to the school's Code of Conduct and School Rules
- Support the school's policy on uniform

The school

The school will endeavour to:

- Care for your child's safety and happiness
- Provide a balanced curriculum whilst meeting the needs of your individual child
- Keep parents informed as to their child's progress and any concerns about behaviour, work or attendance
- Hold regular Parent's Evenings and provide an annual written report
- Set and mark homework
- Be open and welcoming and offer opportunities for parents to become involved in the daily life of school

The child

The child will endeavour to:

- Follow the school's key values and principles
- Respect other children's culture, race, feelings, beliefs and values.
- Accept responsibility for the things that I do.
- Be responsible for my school and home work.
- Ask for help if I need it and try my best in all that do.
- Ensure that I take home all school letters.
- Take good care of the building, equipment and school grounds.
- Behave in a safe way.

Signed: _____

Parent of: _____

Signed: _____ Headteacher

Appendix 4

Restorative Practice Questions

RESTORATIVE QUESTIONS I

When things go wrong...

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done?
In what way?
- What do you think you need to do
to make things right?

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RESTORATIVE QUESTIONS II

When someone has been harmed...

- What did you think when you realized what had
happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things
right?



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