



Hanley St Luke's C of E Aided Primary School

Learning, Laughing, Loving at Family St Luke's

Headteacher: Mrs L Williamson
Website: www.hanleystlukes.com

Telephone: 01782 234390/1 Email: office@hanleystlukes.com

BEHAVIOUR POLICY	
Date adopted	March 2019
Date reviewed	March 2021
Next review date	March 2022
Subject lead	Lynne Williamson
Governor/Committee (where applicable)	For Statement of Principles Full Board

Our Vision:

Jesus said: 'I have come that they may have life and have it to the full.'

Promoting *life-long learning*

Developing *life-giving relationships*

Exploring *life-enhancing faith*

Inspiring *life-enriching aspiration*

Statement of Behaviour Principles

The governors have approved the following principles to guide the headteacher in designing and implementing the school's Behaviour Policy:

- Every pupil understands they have the right to feel safe, valued and respected, and able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards and sanctions are used consistently by staff, in line with the Behaviour Policy
- The Behaviour Policy is understood by pupils and staff
- The exclusions will only be used as a last resort, and the school follows statutory guidance relating to permanent and fixed-term exclusions as follows:
[Statutory Guidance for those with Legal Responsibilities for Exclusions](#)
- Pupils are supported to take responsibility for their actions
- The school seeks to work in partnership with families to support pupils where there are challenging behaviours
- The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

- Advice and guidance from Department for Education related to use of reasonable force, physical touch and confiscation of items are followed consistently by all.
- This written statement of behaviour principles is reviewed and approved by the full governing body every year..

Behaviour Policy

Please note there are minor adjustments to the policy as a result of the corona virus which are highlighted in red and have been updated March 2021.

Introduction:

At Hanley St. Luke's we strive to ensure that all children are treated fairly and feel happy, safe and secure. We strive to create an atmosphere where all children feel uniquely special as members of God's family and are able to understand, recognise, uphold and promote the values of honesty, courtesy, kindness, perseverance and respect. Our work is underpinned by our vision:

Jesus said: 'I have come that they may have life and have it to the full.'

Promoting **life-long learning**
 Developing **life-giving relationships**
 Exploring **life-enhancing faith**
 Inspiring **life-enriching aspiration**

Hanley St Luke's is proud to be an inclusive school that meets the needs of a range of children- this includes those with complex family backgrounds as well as those with a range of special needs. We understand that many children need help to manage and articulate their emotions and need additional support to conform to our behaviour expectations and we strive to support them to achieve those aims. However, we also recognise that all children have a right to feel safe and secure in an atmosphere conducive to learning so this policy is designed to reflect the work we do, striving to ensure all our children can have the very best of starts in life.

We base our behaviour management on promoting our school rules and values, celebrating the positives and incentivising children to make the right choices and therefore improve their behaviour. However, clear and consistent sanctions will also be enforced as appropriate.

This Policy operates in conjunction with the following policies:

- Anti- bullying
- Child Protection and Safeguarding
- Equality Statement
- SEND
- Teaching Learning & Assessment

In reviewing and implementing this policy the guidance contained in the following Department for Education (Jan 2016) document has been followed :

Policy Aims

- To create a safe and secure environment that promotes effective learning.
- To promote positive relationships between pupils, staff and our community.
- To encourage and support children to become well rounded, self- disciplined, respectful, moral and caring individuals.
- To provide both challenge and support to achieve high standards.
- To support the delivery of highly effective teaching that equips children with essential knowledge and skills to promote academic achievement and an appreciation of learning within a rich and relevant curriculum.

OUR RULES

- **Be Ready**
- **Be Respectful**
- **Be Safe**

During the Pandemic of Coronavirus the following also in encompassed as Be Safe:

- **Arrive and leave school only at your allocated gate**
- **Wash hands using soap thoroughly on arrival to school and at other points throughout day, especially before eating and as directed by an adult.**
- **Use hand sanitiser if hand washing not practical as directed by adult**
- **Follow the one way system around school which means only ever going UP the stairs and Not down unless in the event of a fire.**
- **Follow the 2M distancing marking around school wherever possible**
- **Try not to touch or hug other adults or children (where old enough to understand).**
- **Try not to touch your face with your hands, especially your mouth, nose and eyes.**
- **If you need to cough or sneeze use a tissue and then put it in the bin. If you don't have a tissue then cough or sneeze into your elbow/ upper arm. Immediately wash your hands.**
- **Tell an adult straight away if you feel unwell.**
- **Do not share drinks bottles, food, cutlery or plates and cups etc**
- **Do not bring toys or resources in from home**

- Follow instructions about staying within your allocated group even if you have friends you want to be with in another group on the playground, in the dining room or anywhere else in school.
- You must only use the toilet when an adult tells you it is safe to do so. Flush the toilet after you've used it. If there is someone else in the toilet area or at the sinks you must stay 2m away from them. You must wash your hands thoroughly and dry them.
- You must NEVER spit at anyone or anything. This is VERY DANGEROUS FOR OTHERS
- Only use the resources, equipment or apparatus in the classroom or outside that an adult tells you is safe to use.

Our Values

- Honesty
- Courtesy
- Kindness
- Perseverance
- Respect

Roles and Responsibilities

The Head teacher will:

- Implement the behaviour policy, reinforcing the need for consistency throughout the school.
- Report to governors regarding the effectiveness of the policy
- Support staff when dealing with challenging behaviour and the law
- Be a positive role model
- Ensure the health and safety and welfare of all children (following government guidance for the pandemic)
- Praise and encourage positive behaviour including rewards and celebration assemblies
- Ensure the promotion of the Rules and Values in and around school
- Ensure appropriate use of sanctions
- Work closely with parents /carers of children displaying challenging behaviours

Staff will:

- Plan and deliver effective lessons taking account of children's starting points
- Promote the three school rules and values in and around school

- Reward and praise positive behaviour including Recognition Boards and Over and Above nominations as appropriate
- Offer the children choices and the chance to make the right decision
- Support children with the language and vocabulary they need in order to socialise and develop interpersonal skills
- Be a positive role model
- Inform parents/carers about the welfare and behaviour of their children through Dojo messaging system, face to face or by telephone
- Follow the behaviour policy consistently and report negative behaviour following the correct procedure
- Work in partnership with senior leadership to ensure all agreed strategies and actions are carried out including the use of individual Behaviour plans or Pupil Passports.

Children will:

- Follow the school rules
- Uphold the school values
- Be responsible for own actions and their impact on others.
- Learn to work cooperatively
- Accept sanctions and be willing to be reflective to change behaviours

The Governing Body will:

- Approve the Statement of Behaviour Principles to guide the design and review of the Behaviour Policy
- Carry out its statutory duty relating to exclusions and disciplinary issues
- Review the effectiveness of the policy with the Head Teacher

Communication and parental partnerships

Effective communication and positive parental partnerships are crucial in maintaining high standards of behaviour and consistency. If a child has behaviour which is causing a concern in school, steps will be taken to inform parents. The class teacher will have the initial responsibility for this. Teachers will be responsible for reporting any early warning signs for behaviour and safety to members of the Senior Leadership team so strategies can be put in place and more formal steps can be taken.

The behaviour policy is shared with Parents/Carers. Senior leadership, with the support of the wider team will strive to support and encourage parents to share the same aims of the school in promoting good behaviour. Where appropriate parents will be signposted to additional support where this is needed.

Our Positive Rewards and Celebration Ethos

As a school there are multiple opportunities for children's achievements to be celebrated such as individual class praise systems such as stickers and stamps, class Recognition Boards and Over and Above nomination boxes as well as Stars of the Week. Our weekly

Celebration Assembly focuses on sharing many of these achievements, along with other achievements outside of school.

Our Sanctions

Stepped Sanctions. Please note that depending on situation/ severity of rule breaking that all steps may not be followed but this should only be in a minority of cases. All incidents of physical violence instantly move to step 6	
1. REMINDER	<p>Remind child of the rules (Ready, Respectful, Safe) Point out how they are not following the rules and explicitly state what following the rule looks like:</p> <p style="color: green;">Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk as that is safe. Thank you.'</p>
2. First warning	<p>Explain that you have spoken to the child once about breaking the rules.</p> <p>Remind them of expectations and warn that a third occurrence will mean you will speak to them for a few minutes after the lesson/ at playtime/ during lunchtime depending on situation. (EYFS go to thinking spot)</p>
3. Second warning	<p>Explain they have still chosen not to keep the rules so they must now speak to you for a few minutes (go to thinking spot) as per warning in step 2. Explicitly model expectations again and remind of previous successes.</p> <p style="color: green;">Example - Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you'</p> <p>Warn that if they break the rules again then they will need to miss all of playtime (at the moment it's just a couple of minutes to discuss behaviour expectations).</p>
4. Third warning	<p>Explain they have still broken rules so now they must miss all of playtime</p> <p style="color: green;">Example - You are continuing to break the school rule of being respectful. You need to think about the choice you have made at playtime when I will speak to you and you can catch up on your work.'</p> <p>Warn that if you continue to break the rules they will to go to another classroom so that they can reflect on their choices and the rest of the class can work without disruption.</p>
5. Time Out	<p>Explain they have continued to choose to break the rules so they need to think about their behaviour choices in another classroom. Explain the expectations of behaviour and remind of previous successes.</p> <p style="color: green;">Example- 'You have been given clear warnings in this classroom but have chosen to ignore them so now you have lost your right to be here and must think about your behaviour in another room for the rest of this session / next session as appropriate. I will speak to you afterwards about your choices.'</p> <p>Warn that any breaking of rules in alternative classroom/ sent inside if lunchtime will mean a lunchtime detention at the next opportunity/ or sending to senior member of staff depending on situation.</p>
6. Detention/ Senior member of staff	<p>Explain that they must now spend time reflecting on their behaviour during a detention or with a senior member of staff and must think about how they have affected others and how they can start to put this right.</p>

Additional Support for Persistent Challenging Behaviour

The vast majority children respond positively to the rewards and sanctions system in school and behaviour remains positive. However, some children for a variety of reasons, need further support to amend their challenging behaviours over time. Escalation of sanctions without corresponding support is usually ineffective. The school tailors its approach to the individual circumstance of each child in partnership with parents/ carers and any appropriate support agencies. Support strategies may include:

- An Individual Behaviour Plan with clear personalised sanctions and rewards
- Referral to our in- house counsellor for specific work to meet a range of needs e.g. anger management, low self- esteem
- Use of a report card to monitor behaviour and celebrate success
- Referral to our Special Educational Needs and Disabilities Coordinator for tailored support
- Referral to relevant external agencies or alternative provision such as INSPIRE to address individual needs

Special Educational Needs:

- Pupils who have been identified as having a Special Educational Need with associated behaviour challenges will be given appropriate support and targets to encourage, promote and model appropriate classroom behaviour designed, discussed and shared with the pupil and parents (a Pupil Passport). The SENDCO will ensure that Pupil Passports for all children including those with an Educational Health and Care Plan (EHCP) are reviewed and any outside agencies are fully involved as necessary. See SENDO Information Report.

Exclusions:

In exceptional circumstances, where a child's behaviour is not responding to the additional support offered and escalated sanctions and all appropriate advice has been sought from relevant professionals, then a fixed term exclusion may be enforced. However, a single incident of such severity that the health and safety of pupils or staff is at risk, may also generate an immediate fixed term exclusion. In exceptional circumstances where multiple fixed term exclusions have been issued or a single act of behaviour is of the severest nature then a permanent exclusion would be considered by the head teacher seeking advice from the Local Authority Inclusion team. However, where a child is at risk of permanent exclusion, the school will work with all stakeholders to seek to minimise this risk.

Playtime and Lunchtime Arrangements

Our supervision staff are a much valued part of our school team and are made up of those who work specifically as playtime/lunchtime support staff and those who also have other roles in school. The school has achieved the Better Lunchtime Quality Mark which ensures that all aspects of our provision offer the best experiences for our children from the food they eat, the dining experience in the school bistro and also out on the playgrounds. The lunch

staff work in partnership with the teaching staff and ensure that good behaviour is celebrated and poor behaviour is identified and reported to the class teacher at the end of the session as necessary if it has moved beyond a second warning; if physical aggression has taken place, then it is reported to a member of the Senior Leadership Team immediately. During the lunchtime, staff may ask children to take time out by standing to the side of the playground or walking round with a staff member as most appropriate to address any incidents not requiring immediate support from Senior Leadership (during indoor play children would be asked to take timeout within the classroom as most appropriate). Poor behaviour is communicated in a class lunchtime book to avoid unnecessary disruption to the start of the afternoon.

Bullying (See separate anti-bullying policy):

Anti- bullying messages are reinforced through our overall Christian ethos and throughout the curriculum as specific topics. Our rule 'Be respectful' is widely promoted and reinforced. Any issues of bullying are dealt with in accordance with our anti- bullying policy [click here](#)

Additional Related Information

Protecting Children from Physical Harm And the Use of Reasonable Force

In exceptionally rare circumstances where a child's behaviour is putting themselves or others at risk of bodily harm and they have failed to respond to requests to stop then it may be necessary for an adult to physically intervene e.g where 2 children are fighting.. Again in very rare instances where a child refuses comply with an instruction e.g. to leave a classroom or come in off the playground, after all other available methods have been employed then they may be physically removed where it is deemed safe to do so. In all such circumstances the school follows guidance set out in Department of Education "Use of Reasonable force- Advice for head teachers, staff and governing bodies" July 2013 and key staff have received MAPA training to ensure safe practice.

During the Coronavirus additional hygiene measures following physical contact should be taken in line with the risk assessment and government guidance.

Use of Physical Touch

Government guidance is that schools Schools DO NOT adopt a no touch policy as "there is a real risk that such policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm" Department of Education "Use of Reasonable force- Advice for head teachers, staff and governing bodies" July 2013.

Also the document states:

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary:

- *holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school*
- *when comforting a distressed pupil*
- *when a pupil is being congratulated or praised*
- *to demonstrate how to use a musical instrument*
- *to demonstrate exercises or techniques during PE lessons or sports coaching*
- *to give first aid.*

At Hanley St Luke's School we follow this guidance for the protection, safety and wellbeing of both pupils and staff.

Confiscation of Inappropriate Items

To comply with the law Hanley St Luke's follows this DFE guidance: ***Searching, screening and confiscation Advice for headteachers, school staff and governing bodies February 2014***

The law allows school staff to confiscate, retain or dispose of pupils' property as a punishment, provided it is reasonable in the circumstances

The most common use of this is where a child is distracted from their learning by fiddling with an item belonging to them which staff will usually remove and return to the child at the end of the day but this may vary depending on the age of the child. However, in the exceptional circumstance that a child brings prohibited items to school, staff have the power to search to confiscate such items. Prohibited items listed in law are as follows:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offense, cause personal injury or damage to property
- any item banned by the school rules which has been identified by the school as an item that may be searched for.

Malicious Allegations

At Hanley St Luke's Primary school allegations of abuse will be taken seriously and acted upon in a fair and consistent way as set out in our Child Protection and Safeguarding Policy [Click here](#). Where allegations have been proven to be malicious the Headteacher in consultation with the governing body will enforce appropriate sanctions as appropriate to the context.

