



At St Luke's we aim to provide a positive and safe environment, in which the children are, and feel, cared for and known as individuals, and therefore are able to flourish socially, emotionally and academically.

This policy aims to provide clarity and consistency to the approaches used in this school for the positive leadership of pupil behaviour. The policy is in support of the school's mission statement.

### **School Mission Statement**

St Luke's exists to promote a quality educational provision, which is built on the ethos of the school, especially the Christian Values of mutual care, respect and responsibility amongst all the school community.

### **Five Be's of Success**

As a school we focus on principles of trust, belonging and personal responsibility and therefore work to develop ways of 'being' rather than creating a list of 'do's and don'ts' to follow.

The Five Be's to Success underpin all expectations related to behaviour leadership and learning

- **BE** the best you can be
- **BE** considerate
- **BE** determined and resilient
- **BE** honest
- **BE** positive (stand in the 'Can Do' Circle)

These ways of 'being' are revisited each term to review both meaning and practical outworking in terms of the behaviours expected of each member of the school community.

The founding principles and understandings, which guide the leadership of behaviour, are as follows:

- Our attitude to towards others and the learning environment will shape our behaviours
- We should be empowered to make choices and to take responsibility for the choices we make
- Recognise the importance of consequences for choices, the chance to redeem our behaviour, and for short accounts to be kept
- At all times, labelling children and creating an identity for them as a consequence of their behavioural choices, should be challenged
- Pursue the aspiration that positive behaviour choices should be intrinsically motivated

This will be achieved by all stakeholders upholding a consistent approach to enabling children to achieve to their highest potential and by acting as role models of behavioural and attitudinal expectations. This can be broken down into the following areas of focus for behaviour leadership:

- Developing positive attitudes to learning
- Cultivating leadership and social responsibility
- Encouraging team work and valuing of others

- Understanding the consequences of our choices
- Being responsible for our own actions
- Learning from our mistakes and making amends

### **Approaches and guidance:**

Setting the highest expectations for behaviour (including engagement in learning, interaction with others, development of leadership qualities, respect for property)

Support in achieving behavioural expectations should be guided by the child's age, ability to understand and ability to achieve.

Ensure consistent, persistent and insistent direction is delivered when guiding behaviour

Emphasise a child's potential if they make the right choices

Encourage independence, so that the children are increasingly able to make the right choices

Reward the positive ('because you have . . .' rather than 'if you . . .') and encourage the children recognise the negative, offering or prompting possible future behaviours

Ensure clear, time-bound sanctions that relate to the area where the child has fallen short of expectations

Comment only on the 'poor behaviour' not the child eg. 'that behaviour was mean-hearted' **not** 'you are mean-hearted'

Avoid responding to unacceptable behaviour in anger

A child must not be physically man-handled to achieve a desired behavioural goal, unless they are physically unable to achieve the goal independently and ' . . . techniques' should be used

### **Sanctions**

The sanction for unacceptable behaviour should be appropriate to the child's age and maturity.

The sanction should be explained to the child and how it is fitting with the misdemeanour.

It should always be possible to follow through on any warning about the consequences of behaviour and therefore warnings should be delivered calmly and with consideration.

Below is a sliding scale of sanctions, which should be used at the teacher's discretion (including the decision to exclude some elements of the scale where the severity or repeated nature of unacceptable behaviour prompts this):

- Reminder of expected behaviour
- Refer to good examples of behaviour by other pupils
- Eye contact, emphasising expectations
- Verbal warning (up to 3)
- Minutes on the board – (which can be earned back but should be served at during the following break time)
- Removal from the room to another appropriate classroom
- Lose a break time – either simply sitting outside the office or conducting a remedial task related to the incident
- Speak with the head teacher
- Speak with parents

At all stages the child should be given the opportunity to turn their behaviour around. Once a positive attitude is restored and is reflected in behavioural choices, then the 'slate' is wiped clean.

Any serious poor or persistently unacceptable behaviour should be reported to the head teacher, at the earliest convenience, even if the child is not sent to the head teacher as part of the discipline process.

If unacceptable behaviour persists, even after the involvement of the parents, the Pupil Discipline Committee of the school Board will convene to determine the way forward, including the consideration of exclusion from the school (either temporary or permanent), in line with the Staffordshire Exclusion Policy.

## **Rewards**

At St Luke's we believe in developing and releasing the potential in all children. We recognise that when a child knows and understands the expectations on them, and these are achieved, it should be acknowledged, as deemed appropriate, by the people concerned.

Below is a sliding scale of rewards, which should be used at the adult's discretion:

- Personal verbal praise
- Public verbal praise
- Sharing of positive behaviour/achievement with others
- House/Team points
- Gold cards – class Gold Cards can also be awarded and after 10 have been gained a class reward can be taken (up to 30 minutes of a chosen activity)
- Visit the head teacher (or other figure of authority)
- Star of the week award

## **Class Rules**

It is expected that all classes will make consistent reference to the Five Be's to focus children's attitude in relation to their behavioural choices. They are likely to reference positive attitudes which discourage inappropriate calling out, inappropriate movement around the class, responsibility for self, others and property, attitude to work, personal space, listening skills, turn taking, group working/co-operation, classroom organisation and giving of one's best. It should recognise that all children are different but that they are all treated fairly, not necessarily identically. It should also emphasise the fact that all children should act as good role models, irrespective of age.

## **Bullying**

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. Bullying incidents are logged and reported to County. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Each year the whole school will engage with activities related to National Anti-bullying Week.

## **Use of Force**

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in Section 93 of the Education and Inspections Act 2006. Teachers in our school do not hit, push or slap

children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. Should this happen, all incidents of staff using force will be logged.

### **Personal Social and Health Education**

The PSHE and Citizenship curriculum will address issues of self-awareness, positive self-esteem and confidence. Children will be encouraged to respect each other and develop independence, responsibility and relationships. We will aim for them to value their achievements and develop strategies to deal with the challenges of life now and in the future. Circle Time delivers the opportunity in all classes to discuss feelings, behaviours and encourages children to feel safe in school. PSHE will also be supported through weekly Learning Forum and British Values will be modelled and upheld.