

# ST LUKE'S CE ACADEMY

## Behaviour Policy



**Adopted:**

**September 2023**

**Co-ordinator:**

**Mrs N Danylyk**

**Chair of LAC:**

**Mrs S Gibbons**

## St LUKE'S C.E. ACADEMY

**This policy is specific to St Luke's CE Academy, and sits under the overarching SUAT Behaviour policy which can be found in the Education section of the policy page.**

### BEHAVIOUR POLICY

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. As a Church of England school our values are deeply rooted within the Christian faith and we respect and value the individuality of every member of our school community as written in the Church of England's Vision for Education:

Educating for dignity and respect: *the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.*

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 and motto.

St Luke's CE Academy is a loving family that has a heart to be at the centre of the community. Our pupils learn to be positive change makers looking to our own and others' needs. This is underpinned by a holistic approach to life with the golden thread of our Christian values.

#### **Mission statement**

As a voluntary-controlled church school, we strive to ensure the best possible learning journey for children in our care; encouraging the development of values and attitudes, skills and knowledge, that will 'release the potential' in each individual, for the benefit of others, in an ever changing world. As a school community of children, parents, staff and Local Academy Council, we aspire to our actions and attitudes being underpinned by 'The 5Bs of Great Learning' (attitudes):

Be Honest – like Zacchaeus

Be Considerate – like the Good Samaritan

Be Positive – like Daniel

Be Determined – like Noah

Be the Best You Can Be- like Mary

These ways of 'being' are constantly demonstrated and revisited through our daily expectations, our Collective worship and our broad curriculum to review both meaning and practical outworking in terms of the behaviours expected of each member of the school community.

#### **What our pupils say about expected behaviours at St Luke's**

<b>Christian Value (5 Be's)</b>	<b>Good behaviours linked to this Value</b>
<b>Be The Best You Can Be Like Mary</b>	<ul style="list-style-type: none"><li>• Follow the rules</li><li>• Be excellent role models</li><li>• We congratulate each other</li><li>• We try our best in everything that we do</li><li>• We put all of our effort into things</li><li>• Always put others first</li><li>• Use excellent manners</li></ul>

	<ul style="list-style-type: none"> <li>• Dress in the correct uniform</li> <li>• Have the strength to say no if someone asks you to do something that is wrong</li> </ul>
<b>Be Considerate Like the Good Samaritan</b>	<ul style="list-style-type: none"> <li>• help people if they are hurt</li> <li>• show people that we are listening to them</li> <li>• Help charities and those less fortunate</li> <li>• Make people smile</li> <li>• If someone is sad, take time to find out why</li> <li>• We help our friends with their learning</li> <li>• We don't disturb other peoples learning</li> <li>• If someone falls down we pick them back up</li> <li>• let people play and include in our games</li> <li>• give friends a hug if they are sad</li> <li>• include all</li> <li>• are kind to one another</li> <li>• take care of each other</li> <li>• always listen and are available to talk to each other</li> </ul>
<b>Be Determined like Noah</b>	<ul style="list-style-type: none"> <li>• We never give up</li> <li>• We step into the can do circle</li> <li>• We turn a negative into a positive</li> <li>• Try new things</li> <li>• Follow our dreams</li> <li>• Challenge ourselves</li> </ul>
<b>Be Honest Like Zacchaeus</b>	<ul style="list-style-type: none"> <li>• Always tell the truth</li> <li>• Tell someone if we are worried</li> <li>• Say sorry when we are wrong</li> <li>• Be respectful of each other's property</li> <li>• Acknowledge when we make mistakes</li> <li>• Be honest in our learning</li> <li>• Be honest to our friends</li> <li>• Stand up for what we believe</li> <li>• Use our voice to be agents of change</li> <li>•</li> </ul>
<b>Be Positive Like Daniel</b>	<ul style="list-style-type: none"> <li>• We have a positive attitude to life</li> <li>• Try new things</li> <li>• Use strategies to be a positive mind set</li> <li>• Forgive people</li> <li>• Cheer each other up</li> <li>• Greet people with a friendly face</li> <li>• Show sportsmanship</li> </ul>

**Introduction:**

The St Lukes CE Academy community, firmly believe that for children to make outstanding progress in lessons and to make a positive contribution to our school community, behaviour should also be outstanding.

## **We aim to:**

- Understand the world in which each child lives.
- Teach children to understand that their behaviour has an impact on themselves and others.
- Help children achieve self-regulation, tolerance and respect within a Christian environment.
- Provide an environment where pupils feel safe, are happy and that supports learning.
- Be consistent and fair

We believe that good behaviour and self-regulation is based on mutual knowledge and respect. It is expected that some children might make mistakes and test the boundaries within a community of compassion. Positive affirmation should have a place in achieving acceptable behaviour but it must be recognised that consequences will result when children do not accept and follow the behaviour expectations and rules of the school. Acceptable standards of behaviour, work and respect require us all to model by good example. High standards for politeness are expected. Respect is given and expected in return. We believe respect is fundamental to all positive relationships and is taught through the Bible quote:

***Love your neighbour as yourself***- Jesus embodied the centrality of relationships- through which we learn who we are and our responsibility for others (Hebrews 10:24)

This is developed with reflection when things go wrong. At all times, we seek to work in partnership with the child and their parents/carers to achieve our aims

## **1. RELATED SCHOOL AIMS**

- 1.1 To provide a stable, sympathetic, safe and caring school community.
- 1.2 To ensure that the disciplinary and other school issues are dealt with according to a clear, fair consistent and graduated process that involves staff, parents, and where necessary other outside agencies.

## **2. AIMS OF THE BEHAVIOUR POLICY**

- 2.1 To provide a school environment where children feel safe and secure.
- 2.2 To promote a school environment that encourages a positive ethos.
- 2.3 To develop a whole school code of accepted behaviour and courtesy.
- 2.4 To encourage a good climate of co-operation between children and children. Also between children and adults.
- 2.5 To promote an awareness in children to consider the needs and feelings of other children and adults.
- 2.6 To focus on rewarding good behaviour, excellent and improved work.
- 2.7 To encourage children to adopt a good sense of socially acceptable personal behaviour.
- 2.8 To promote an individual's self-confidence in a good learning environment.
- 2.9 To raise the level of an individual's self-esteem.

2.10 To promote an atmosphere that respects the environment of the school with regard to vandalism and the proper use of school resources.

2.11 To promote a sense of a "School Community".

The school does not tolerate bullying of any kind, this includes cyberbullying. Information regarding cyberbullying can be found using the link below: Executive-Summary.pdf (childnet.com) If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. We acknowledge the advice given in the Church of England's Valuing All God's Children document, which has been read by all staff and members of our Local Academy Council. A link to this document is provided below:

[https://www.churchofengland.org/sites/default/files/201711/Valuing%20All%20God%27s%20Children%27s%20Report\\_0.pdf](https://www.churchofengland.org/sites/default/files/201711/Valuing%20All%20God%27s%20Children%27s%20Report_0.pdf)

### **Equality**

Through appropriate treatment of all, St Lukes' CE Academy aims to eliminate unlawful discrimination, prejudice, harassment and stereotyping and strive to maintain policies that comply with current legislation. This applies to all members of the school community

–pupils, staff, governors, parents/carers and community members and is based on the School's Christian values. During the review of this policy the nine protected characteristics of the Public Sector Equality Duty, i.e. race, disability, religion or belief, sexual orientation, pregnancy, maternity and gender reassignment have been considered.

### **3.0 REWARDS**

*At St Luke's we believe in developing and releasing the potential in all children, which is evidenced in our school motto.*

#### **Helping Lights Shine for All- Lukes 11:33**

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.

3.1 Praise - through positive verbal comments.

3.2 Dojo points - We operate a system of reward through Dojo points

Teachers and non-teaching staff, Classroom Assistants, Administration Staff, Lunchtime Supervisors, can give Dojo points to children for following our 5 Be's, good work, good behaviour, helpfulness etc. Points are recorded through class Dojo.

3.3 Star Certificates - Star certificates are linked to our 5 Be's and can be awarded to children who have been successful and made progress or have been helpful in any way during the week in question. This includes success in all spheres not just in the classroom e.g. behaviour, courtesy etc. These are awarded to children during our weekly celebration assembly.

3.4 Home Achievement's - All pupils are encouraged to bring in any trophies and certificates they may have won outside of school thus, creating a very positive link between home and school.

3.5 Stickers - Class teachers and classroom support staff can give an individually designed sticker that rewards good work or behaviour. These can be put into exercise books or work folders.

3.6 Headteacher - Examples of good work or improved behaviour should be communicated by the child to the headteacher, teacher, or other children during the school week in order to raise levels of self-esteem and motivation.

Systems of rewards will be reviewed on a regular basis with a regard to the attitudes and suggestions of pupils in the school. However positive we may be, there will be a need to apply sanctions when children break school rules. In the first instance the discipline of each child is the prime responsibility of the class teacher. It is in the teacher's own long-term interest to set high standards of discipline in their own class.

#### **4.0 BEHAVIOUR FOR LEARNING – EXPECTATIONS and SANCTIONS**

4.1 The whole school behaviour policy utilises the restorative 'Good to be Green' system.

- The aim is for all children to stay green. However, low-level disruption will culminate in a yellow card being issued. In this instance the child will miss the next playtime and stay in the classroom. Early Years and Year 1 children will sit on the 'thinking chair'
- If a child receives 2 yellow cards in one day, this results in a red card. A straight red card can be given for extreme cases of misbehaviour eg. violence.
- If a child is given a yellow or red card the incident will be recorded by the classroom teacher in a behaviour log (See MONITORING BEHAVIOUR).
- If a red card is given then the child will miss the next 2 playtimes and stay in the classroom. Early Years and Year 1 children will sit on the 'thinking chair' and Year 2 to Year 6 children will use concept maps to identify reasons for their actions. In addition the child may also be sent for reflection time to another classroom (Early Years to Year 2, Year 1 to Year 4, Year 2 to Year 5, Year 3 to Year 6, Year 4 to Year 1, Year 5 to Year 2 and Year 6 to Year 3).
- All red cards will be reported to parents on the same day.

Any 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.

**4.2 Unfinished Work** - To be completed at break-time or can be sent home and, if necessary, with a message to parents to explain the reasons for this.

**4.3 Loss of Privileges** – Other behavioural sanctions may include: removal from extracurricular activities, losing a responsibility role i.e. prefect, house captain or monitor. In exceptional circumstances it could include exclusion from school journeys, visits or special events in school or alternative arrangements would be made.

**4.4 Breakage/Loss of School Property** - If a child is responsible for the breakage or loss of school resources parents will be informed and may be asked to cover or contribute to the cost of replacement.

**4.5 Exclusion at Lunchtime** - For persistent poor behaviour during the lunchtime the pupil will be excluded and, in consultation with parents, will be collected and returned to school over the lunchtime period by a responsible adult. This sanction may be used initially as a short-term measure but may become permanent if necessary.

**4.6 Further Sanctions** - Should all these strategies fail to moderate behaviour it may be considered necessary to exclude a child in consultation with the Governors for a set period of time. In the final analysis it may prove necessary to permanently exclude (See Section 7.0 and 8.0 for further guidance about exclusion).

## **5.0 MONITORING BEHAVIOUR**

Behaviour will be monitored using a system, which works alongside the visual 'good to be green' system. At the beginning of each school day, each child will start as a 'green'. If a child receives a yellow or a red card, the teacher/teaching assistant records this in their class book.

If a child's behaviour consistently becomes 'yellow', or 'red' the class teacher will arrange a meeting with parents to discuss their concerns. If there is still no improvement in the child's behaviour for learning and they still continue to receive yellow cards, this will result in a behaviour plan.

### **Behaviour Plans**

- If a child is put onto a behaviour plan, the class teacher must meet with parents to agree on a formal individual behaviour plan and suitable chart logging behaviour in school and at home. The class teacher and parents must also agree rewards and sanctions to be carried out at school and at home.
- Behaviour charts must be reviewed by the class teacher and parents half-termly. If following this process there is no improvement in the child's behaviour then the class teacher and SENDCO may seek support from outside agencies.

### **Lunchtime Supervisor Monitoring**

- Teaching Assistants will be responsible for monitoring behaviour at lunchtime. Lunchtime supervisors will follow the Good to be Green System, if they feel that a child is behaving in a manner that might be detrimental to other children on the playground. Any incidents of misbehaviour should be recorded and reported to the child's class teacher at the end of lunchtime.

### **The Restorative Approach**

Restorative Practices helps children take responsibility for their own behaviour management by:

#### **1. Focusing on relationships.**

In Restorative Practices, the emphasis is on promoting, fostering and sustaining positive relationships and teaching pupils what to do when there is conflict or difficulty in a relationship. Talking improves understanding and empathy. This takes the retribution out of the equation and lets children know that relationships can be restored after conflict or difficulties.

#### **2. Building empathy .**

Children are made aware of the real consequences of their actions by facing the person who was harmed and hearing how that person feels and what they are thinking. By developing compassion and empathy for others and understanding how their behaviour affects others students can learn to regulate their own behaviour.

#### **3. Agreeing on relevant and supportive consequences**

Reparation is decided between the two parties so that any follow up is relevant i.e. related to the harm e.g. if a pupil spoke rudely to a teacher, then the child may repair the harm by apologising and promising to ask for help when feeling stressed in future; and supportive e.g. the teacher agrees to help the pupil when the work is difficult

#### **4.Using a no-blame approach.**

When children and teachers agree to a restorative conversation, respectful language is used in a non-threatening and non-confrontational manner. When children are given the opportunity to be accountable for their behaviour in a safe, supportive environment, they are more likely to accept responsibility and be prepared to change their behaviour.

#### **5.Giving everyone a voice.**

Children are given an opportunity to speak their truth, to tell their story and be heard. This process gives schools more information about what is going on for pupils and can help teachers assist them to avoid those difficult situations in the future.

#### **Restorative Language When our pupils find themselves in conflict or upset, we will ask them:**

What happened?

What were you thinking or feeling when that happened?

What needs to happen to put this right?

What would you do differently next time?

#### **We might also say to our pupils:**

What would you think or feel if this happened to you?

What are you willing to admit to?

How can we put this right?

What other choice could you have made?

How can you make sure this doesn't happen again?

### **5.1 Special Educational Needs**

#### ***All are made in the image of God, and Loved by God (Genesis 1:27)***

All staff should be aware of children whose special needs require a particular approach, the many complex and different needs of individuals including Dyslexia, Dyspraxia, ADHD and ASD e.g. Autism, impaired vision/hearing, attachment issues. When managing the behaviour of individuals with a special educational need reasonable adjustments will be made, taking into consideration their additional need.

### **6.0 THE ROLE OF THE CLASS TEACHER**

The class teacher discusses the school values and the behaviour for learning criteria, with each class at the beginning of the term and as necessary throughout the year. This way, every child in the



school knows the standard of behaviour that we expect in our school. If there are incidents of misbehaviour, the class teacher discusses these with the whole class during 'PSHE' or circle time sessions.

6.1 The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

6.2 The class teacher treats each child fairly and enforces the classroom and whole school behaviour policies consistently. The teacher treats all children in their class with respect and understanding.

6.3 If a child misbehaves repeatedly, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the headteacher.

6.4 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with behaviour support services.

6.5 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

7.1 It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

7.2 The headteacher supports the staff by implementing the policy and by setting the standards of behaviour.

7.3 The headteacher has the responsibility for giving fixed-term exclusions 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.

## **8.0 THE ROLE OF PARENTS**

8.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

8.2 We explain the school values on the school website as well as reinforcing them regularly at parents meetings, and we expect parents to read these and support them.

8.3 We expect parents to support their child's learning, and to co-operate with school policy.

We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

8.4 If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher and finally if they are still not satisfied they can contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

