



**Beeston Hill St. Luke's C of E Primary  
School**

**Behaviour policy**

**(This includes the Governors' Behaviour Principles  
and the Anti-Bullying Policy)**

**Approved: September 2022**

**To be reviewed: October 2023**

## **Governors' Guiding Behaviour Principles**

We believe that all members of our school community should be able to learn and achieve in a safe, secure and purposeful environment. We value the development of strong, positive and appropriate relationships among all members of our school community so that everyone feels welcome and included. We have high expectations of everyone and we will actively promote equality of value whether race, gender, age, sexuality, religion or disability. The behaviour policy is based on our belief in, and respect for, the value and contribution of all members of our community and their right to succeed. We seek to eliminate all forms of discrimination, harassment and bullying. The policy will be applied with consistency and fairness, with regard to each individual situation. The emphasis will be on encouraging positive behaviour through high expectations; a focus on learning; appropriate praise and celebration of outcomes.

When children do not meet the expectations, either through consistent low level disruption or more severe incidences, we will always try to teach the child what is expected, without humiliation or in public view. At these points, we will enable the child to reflect on, and learn from, their behaviour and to make reparation wherever possible. On occasions sanctions may be necessary to demonstrate that challenging behaviour is not acceptable; to provide boundaries and make our expectations clear. Sanctions should be known and understood by all staff and pupils and applied fairly, consistently, proportionally and reasonably. It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student.

The Governors expect the Head teacher to use her discretion in the use of sanctions and to balance the needs of staff, children and parents when considering measures to manage unacceptable/challenging behaviour. For those children with special educational needs, physical or mental health needs, and looked after pupils can experience particular difficulties with behaviour and the school will seek to ensure that such pupils receive behavioural support according to their need. However, when making decisions the school must balance the needs of the individual with those of the school community and where pupil behaviour places others at risk, the safety of the pupil body as a whole is paramount.

The Governing body support the school's authority to consider exclusions, particularly those that are permanent, as the very last resort and expect pupils and parents to cooperate to maintain an orderly climate for learning. Given the overriding need to keep children safe, the school will utilise its powers to search and to use reasonable force in order to keep individuals from harming, or further harming, themselves or others. All such difficult situations will be handled with utmost respect of all the individuals involved, including children, their families and staff.

The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution. The Governors expect the Head teacher to include guidance on the use of reasonable force, within the Behaviour Policy. We will always work with parents and carers to understand their children and their circumstances and believe this relationship is an important part of building a strong learning community. Similarly, given our duty of care to the pupils, this written statement and the policies that both stem from it and are influenced by it (for example, appropriate contact, behaviour, anti-bullying and exclusions) applies to all pupils when in school, when travelling to and from school, and when engaged in extra-curricular activities such as educational trips and visits (residential and non-residential).

## Behaviour Policy at St Luke's

We are committed to providing a kind, caring and safe environment for all our pupils so that they can learn in a relaxed and secure atmosphere.

Our most important school rule is the one which supports 'kind and friendly' behaviour or respect for each other. All children at St Luke's should be capable of repeating and demonstrating this rule. All children at school should be aware of how they can draw any concerns to the attention of staff in the confidence that they will be listened to, and that action will be taken where necessary. We insist that children refrain from hitting back and always seek help from an adult. The staff pupil ratio at St Luke's is such that a member of staff is always available. We ask parents to bring any behaviour concerns to our attention so that issues can be dealt with immediately.

### **Classroom Behaviour and Sanctions**

Class rules are negotiated with the children on the first day of term. The rules are clearly displayed and are read every day at the beginning of morning and afternoon school. The first and most important of these is to be relationship based i.e. kind and friendly. Positive reinforcement of good behaviour needs to be firmly established with the emphasis on praise and telling the children how they should behave rather than how they 'should not'. All children are regularly reminded of the school's systems for rewards and sanctions.

In K.S.1 rewards are primarily based on smiley faces and thank you boxes. (The boxes contain prizes which children choose after gaining 10 smiley faces). In K.S.2 children receive links which they can spend in the 'link shop'.

### **Reminders**

Remind the child of the rules and what will happen if they continue to misbehave.

### **Thinking Chair**

**Use of thinking chair**-for most children a single use of this sanction will be sufficient. The child will be expected to go and sit on the thinking in the correct manner for a reasonable amount of time. In K.S.1 it may be necessary for a child to visit the thinking chair more than once a day. However, frequent visits would need to be raised with a senior member of staff. In K.S.2 however, one visit should be enough of a reminder to address the behaviour and a second offence would require the child being brought to the office by the headteacher. In both key stages it will be necessary for a member of staff to spend time talking through the incident and the outcome. It is essential that adults are the only people directing children to the thinking chair and that staff use their professional judgements to make the right decision at the right time rather than blindly following a set of procedures. Under no circumstances, should children be allowed to comment or involve themselves in the use of sanctions for other children.

## **Office Thinking Chair**

The Headteacher, senior person or Behaviour Manager should be called to collect any child who has already been to the thinking chair, has hurt another child or has been rude to an adult. All staff should use their discretion and apply this sanction in the best interest of the child e.g. in the case of a child who is generally very well behaved and who has never required the office, the teacher should feel confident to adapt the policy accordingly which may result in a particular child not going to the office on a particular occasion.

## **Playground Behaviour and Sanctions**

### **Playtimes**

Children should be supervised out of the cloakroom by the teacher. Cloakroom areas are to be kept tidy, orderly and quiet at all times. At the end of break the teacher must be in the playground on time ready to reinforce lining up rules and prepare children for coming into school correctly. Children must be quiet and attentive in line and only allowed into the cloakroom area when appropriate behaviour has been established.

### **Playground book procedure**

When a misdemeanour occurs, the child must be reminded of the rule they are breaking and asked if they understand what the rule means and reminded of the consequences. Any child persistently ignoring references to the playground rules will have his/her name entered into the second chance book with an explanation that this is a chance to improve behaviour over the week to come. Any child who misbehaves and is already entered into the second chance book during the week previous will automatically be entered into the hand holding book for one day. The child needs to understand what is required to improve their playground behaviour. Some children may require individual behaviour plans in addition to the above, but these will always need to be agreed by the headteacher.

## **Child On Child Abuse**

We recognise that children are capable of abusing their peers and that peer on peer abuse can manifest in many different ways, including bullying, cyber bullying, criminal and sexual exploitation, sexual harassment and violence, initiation/hazing, inappropriate/harmful sexualised behaviours, upskirting and youth produced imagery. It is very clear that this type of abuse should always be treated seriously, and never just as banter or part of growing up or boys being boys. Our school has a zero tolerance approach to such attitudes and behaviours. Mrs Robinson regularly checks the playground and office books for entries which may constitute peer on peer abuse.

What should staff do?

- Always listen carefully to the child and take the report seriously.
- Always investigate the situation carefully.

- Escalate the incident to the safeguarding Team if necessary.

What will happen next?

- The incident will be thoroughly investigated by the Safeguarding Team and/or Mrs Tetley.
- Appropriate action will be taken to resolve the issue.
- Parents will be involved.
- The incident will be monitored over time to ensure a full resolution.

Behaviour is also regularly observed and monitored by senior staff (see monitoring and evaluation file).

Children who do not feel confident about verbally sharing their concern can write it down and put it in one of the post boxes which are checked daily.

We recognise that pupils with SEND may require additional support in order to follow the school rules. Whenever possible, the rules should remain the same as for all pupils but they may need abbreviating to aid understanding for some pupils. Adaptations should be made in consultation with the SENCo and Behaviour Manager but staff should maintain the highest expectations of behaviour as for all pupils.

Staff should be extra vigilant to the possibility of SEND pupils being victims of abuse due to the higher risks presented and must consider that a change in behaviour or demeanour may be an indication of abuse. Staff must follow the safeguarding procedures immediately if they have any concerns regarding a pupil with SEND.

## **Behaviour Reviews**

Behaviour is regularly observed and monitored by senior staff and the Behaviour Manager (see monitoring and evaluation file).

The headteacher will meet weekly with the safeguarding team to review the behaviour books. Individual children are dealt with as stated in the procedures below:

If a child is sent out of the classroom to spend time at the office, their name will be entered in the office book. Once a child has had four entries in the office book in one term, they will be spoken to by Mrs Booth.

Once a child has five entries in the office book in one term, a letter will be sent to their parents informing them and asking them to come in for a meeting with Mrs Booth. An intervention programme will be discussed, implemented and evaluated.

Playground behaviour

- Three times on handholding- discussion with child
- Four times on handholding- send letters to parents requesting meeting
- Five times on handholding- letter to parents regarding homework club

The first time the child attends homework club they will miss all their plays for one week. The second time the child will miss all their plays for two weeks. The third time the child will miss all their plays for three weeks and so on. Once out of homework club, the child repeats the process as described above.

Sanctions relating to the playground will last for a school year in K.S.2 and a term in K.S.1.

## **Assemblies**

Friday assembly is used to reward good behaviour throughout the school. Please see below for a list of our awards.

1. Playground people.
2. Attendance awards.
3. Whitehouse Cup for excellent manners.
4. Mrs Robinson's excellent behaviour awards.
5. Mile run awards.
6. Resilience certificates

## **Additional issues for staff**

The classroom environment can very much influence the behaviour of children. The way the classroom is laid out and managed can have a major impact on the children's attitudes. A well-ordered, tidy classroom with appropriate resourced areas, providing well matched activities, are important factors in establishing and maintaining good behaviour.

Appropriate school uniform and suitable indoor footwear is expected as we understand that these things also support good behaviour.

## **Additional behaviour Support**

We recognise that some children may need further support over and above our usual procedures. We are very fortunate to have an excellent Behaviour Support Team who are non-class based. Referrals to the Behaviour Team are made via the Safeguarding Team or Mrs Booth.

Further support can be offered to both pupils and their parents and this includes supporting parents with challenging behaviour at home.

Mrs Tetley and the team use a range of agreed and supervised strategies to support pupils with additional needs. These include:

- Extra reward systems over and above the links and smiley faces.
- Extra sanctions in addition to the thinking chair - such as losing minutes at playtimes.
- An out of hours telephone service to support parents with behaviour concerns.
- Use of restraint if absolutely necessary, (every instance is recorded).
- Use of internal isolation if absolutely necessary, (every instance is recorded).

All of the above are agreed with Mrs Booth and parents, then recorded on support plans and risk assessments.

## Our Anti-Bullying Policy by the School Ambassadors.

### 2018

Jason Abakah, Louix Charlesworth, Jasmine Davis, Evie Harper, Luke Hintz, Poppy Thompson-Clark

### 2021

Harrison Chalders, Boubacar Sow, Archie Smith, Layla-Mai Benson, Sirrah Sawo, Elouise Turner.

### What is bullying?

For something to be bullying it has to have occurred multiple times on purpose. Bullying is intentional (not an accident) and repetitive. Bullying can be by one person or a group of people.

Examples include: Fighting (physical contact), Verbal bullying, emotional bullying, cyber bullying,

### What to do if you think you are being bullied:

Talk about it! Tell a teacher or adult who you trust. Ask a friend to help you speak to an adult if you are uncomfortable to doing it yourself.

Speak to your parents or an older brother or sister. Ring Childline (0800 1111).

### How do we prevent bullying at our school:

All pupils follow our rules both inside and outside the classroom.

There are consequences for bad behavior such as: playground books, hand-holding, going to the office to be spoken to by senior staff.

All teachers are required to listen to children carefully. Mrs Tetley and Mrs McCormack are also available outside the usual classroom staff.

Of all the pupils interviewed by the ambassadors during November (2018) no one said they were being bullied. The ambassadors visited all classrooms and spoke to as many children as possible. However, as a school we still need to be vigilant to bullying and know that it could happen here.

This activity was repeated in November 2021, with the same outcomes and the Anti-Bullying policy was refreshed during assemblies.

### Involvement of pupils:

We will:

Involve pupils in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they play in preventing bullying.

Regularly canvas pupils' views on the extent and nature of bullying.

Ensure that all pupils know how to express worries and anxieties about bullying.

Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.

Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.

Utilise pupil voice in providing pupil led education and support

Publicise the details of internal support, as well as external helplines and websites.



Offer support to pupils who have been bullied and to those who are bullying to address the problems they have.

Parents and pupils should always feel able to speak to the class teachers if they are concerned about bullying. Mrs Booth, Mrs Tetley and Miss Lane are also available if required and are on duty at the entrance gates twice a day.

The letterboxes are available in Yr 3/4 and Yr 5/6 for children to share their concerns confidentially and these are checked daily.