



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

Behaviour policy

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

Updated November 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 Headteacher to use her discretion in the use of sanctions and to balance the needs of children, staff and parents when considering measures to manage unacceptable/challenging behaviour. Children with special educational needs, physical or mental health needs, looked after and previously 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 supports the school's authority to consider withdrawal from class and exclusions, particularly those that are permanent, as the very last resort and expects 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. 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 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.

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. We ask parents to bring any behaviour concerns to our attention so that issues can be dealt with immediately.

Through our positive relationships with pupils, and our extensive reward systems, we encourage all our pupils to follow the school rules.

In K.S.1 rewards are primarily based on smiley faces and thank you boxes. (The boxes contain prizes which children choose after gaining the appropriate number of smiley faces). In K.S.2 children receive links which they can spend in the 'link shop'. The children are praised and continually encouraged to follow the rules and to see the benefit of being kind and friendly.

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

1. Playground people – children are chosen for being kind and helpful
2. Attendance awards
3. Whitehouse Cup for excellent manners
4. Mrs Robinson's excellent behaviour awards – children are chosen who present consistently good behaviour
5. Mile run awards – awarded for effort
6. Resilience certificates

Our school rules are read every day in all classes. Adaptions are made for EYFS, Yr1 and SEND children.

The school rules are clearly displayed and shared every day.

The 2 non-negotiable rules are:

- We are never physically aggressive towards others
- We are always respectful to teachers at all times

If a child breaks either of these rules, a Consequence Card will be given. Staff may contact a senior member of staff at this point if they need to escalate the situation or need support.

- We are always kind and truthful
- We do what our teachers ask us to do
- When someone talks we listen
- We look after our environment

The 2 extra rules for the playground are:

- We stand still when the whistle blows
- We line up silently

Verbal Reminder

All children will be given a verbal reminder if they break the rules and the child will be positively encouraged to follow the rules.

Reminder Cards (used from Y2 – Yr6)

Children will be given a Reminder Card as a visual prompt if they continue to break the rules after their verbal reminder.

Consequence Cards (used from Yr2 – Yr6)

Following a Reminder Card, a continuation of the behaviour will result in the child being given a Consequence Card. If a child's behaviour does not improve after being given a Consequence Card, the child will be given a Double Consequence Card and the teacher will call for the Behaviour Manager to attend the class and work with the child. A senior member of staff will attend if the Behaviour Manager is unavailable. A Consequence Card will result in the child spending the next break or lunchtime with Mrs Tetley discussing their behaviour and learning strategies to help them make better choices.

If a child continues to receive consequences (6 or more) the Headteacher and/or Behaviour Manager will talk to the child, arrange for a 360° conversation with a member of the Safeguarding Team and arrange a family meeting to discuss concerns. If behaviour does not improve, a further sanction will be applied where the child will miss all extra curricular events, trips, playing football at breaks and after school activities. They will be unable to represent the school in any team or social events. This sanction will apply for a duration of 4 weeks or a period determined at the discretion of the headteacher. All of the above is conducted with the involvement of the child and their family and the Headteacher will be at liberty to use her discretion to ensure that the policy is tailored to each individual need.

The completed cards are added to CPOMS in order to monitor behaviour patterns. Any observed patterns are discussed by the safeguarding Team.

Early Years and Yr1 will use a Reflection Area instead of Consequence Cards and hold hands with an adult if they break the rules at playtime. The child will be verbally reminded before accessing the Reflection Area or holding an adult's hand. Time spent in the reflection area and on handholding will be 5 – 10 minutes only.

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 is expected as we understand that this supports 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 a 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 may include:

- Extra reward systems over and above the links and smiley faces.
- An out of hours telephone service to support parents with behaviour concerns.
- Use of restraint if absolutely necessary, (every instance is recorded).
- Withdrawal from class and the use of internal isolation if absolutely necessary, (every instance is recorded).

All of the above are agreed with Mrs Booth and parents are always informed. Support plans and risk assessments are used to record and monitor individual pupils.

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. The SENCo and Assistant to the SENCo can be called to attend if staff need support with the behaviour of SEND 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.

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 information on CPOMS 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 and at Safeguarding meetings

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.

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 poor behavior such as: receiving a Reminder Card, working with Mrs Tetley and missing events.

All teachers are required to listen to children carefully. Mrs Tetley is 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.