



St Luke's Catholic Primary School

Behaviour Policy 2023-24

Mission Statement

As God's family we learn, love and laugh.
 Together: Love one another, forgive one another
 Work together, play together,
 Worship together, be happy together.

Academic Year	Designated Senior Person	Deputy Designated Senior Person	Nominated Governor	Chair of Governors
2019-20	E M Murtagh	M Grealis		P Stitt
2020-21	E M Murtagh	M Grealis		P Stitt
2021-22	E M Murtagh	M Grealis		P Stitt
2022-23	E M Murtagh	M Grealis	G Murphy	P Stitt

Review Date	Changes made	By whom	Date shared with staff/governors
September 2020	References to return following lockdown	EMM	Staff – September 2020 Governors – Nov 2020
November 2021	Removal of appendix referring to bubbles	EMM	Staff – September 2021 Governors – Nov 2021
September 2023	Dates and Personnel	EMM	September 2023

Signed: *P. Stitt* Chair of Governors

Signed: *E. M. Murtagh* Headteacher

Date: September 2023

Behaviour Policy Principles

At St Luke's Catholic Primary School, we endeavor to create a caring ethos where each individual pupil feels safe and secure, and able to thrive to achieve their full potential. We are therefore committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the values of being: 'Ready, Respectful, and Safe.'

Aim of the behaviour policy

- To provide a safe, comfortable and caring environment where optimum learning takes place
- To provide clear guidance for children, staff and parents of expected levels of behaviour
- To provide a consistent and calm approach
- All adults take responsibility for behaviour and follow-up personally
- Adults use consistent language to promote positive behaviour
- To use restorative approaches instead of punishments

Purpose of the behaviour policy

- To provide simple, practical procedures for staff and pupils that:
 - foster the belief that there are no 'bad' pupils, just 'bad choices'
 - encourage pupils to recognise that they can and should make 'good' choices
 - recognise behavioural norms
 - promote self-esteem and self-discipline
 - teach appropriate behaviour through positive intervention

All staff must:

- take time to welcome pupils at the start of the day
- be at the door at the beginning and end of morning and afternoon sessions
- never walk past or ignore pupils who are failing to meet expectations
- always redirect pupils by referring to 'Be Ready, Be Respectful and Be Safe'

The Headteacher and The Senior Leadership Team must:

- be a visible presence around the school
- regularly celebrate pupils and staff whose efforts go above and beyond expectations
- encourage use of positive praise, phone calls/postcards and certificates/stickers/house points
- ensure staff training needs are identified and targeted
- support teachers in managing pupils with more complex or challenging behaviours

Members of staff who manage behaviour well:

- deliberately and persistently catch pupils doing the right thing and praise them in front of others
- know their classes well and develop positive relationships with all pupils
- relentlessly work to build mutual respect
- remain calm and keep their emotion for when it is most appreciated by pupils
- demonstrate unconditional care and compassion

Pupils want teachers to:

- give them a 'fresh start' every lesson
- help them learn and feel confident
- be just and fair
- have a sense of humour

Behaviour for Learning

We recognise that clear structures of predictable outcomes have the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat students down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour."

Paul Dix – Pivotal Education

Our Rules	Visible Consistencies	Over & Above Recognition
1. Be ready 2. Be respectful 3. Be safe	1. Daily meet and greet 2. Legendary Lines 3. Fantastic Walking	1. Recognition boards – Raise the Praise 2. House Points/dojos 3. Certificates 4. Home contact 5. Postcards 6. HT/SLT praise 7. Class Reward/ group reward

Focus: Relentless Routines		
Praise in Public (PIP) Remind in Private (RIP)	Fantastic Walking Around School	Consistent Language TIME IN not TIME OUT that counts.

Stepped Boundaries

Gentle approach, use child's name, child level, eye contact, deliver message

1. REMINDER:

I noticed you chose to (noticed behaviour)

This is a REMINDER that we need to Be **(Ready, Respectful, Safe)**.

You now have the chance to make a better choice.

Thank you for listening.

Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'

2. WARNING:

I noticed you chose to (noticed behaviour)

This is the second time I have spoken to you.

You need to speak to me for two minutes after the lesson.

If you choose to break the rules again, you leave me no choice. You will now sit separately from the rest of the class. It is your time to reflect.

Do you remember when (Model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening / I'm glad we had this conversation.

Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready.'

You have now chosen to catch up with your work at playtime. 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 for listening.'

3. CALMING TIME:

Classroom

I noticed you chose to (noticed behaviour) You need to:

1. Go to the reflection area.
2. Go to sit with other class.
3. Go to sit in a SLT classroom.
4. Go to HT's office.

Playground:

I noticed you chose to (noticed behaviour) You need to:

1. Stand by other staff member.
2. Sit on the bench – time to reflect.
3. Go to HT's office. I will come and speak to you in two minutes.

Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'

TIME IN not TIME OUT that counts.

DO NOT describe child's behaviour to other adult in front of the child

4. FOLLOW UP, REPAIR AND RESTORE

1. What happened? (Neutral, dispassionate language.)
2. What were you feeling at the time?
3. What have you felt since?
4. How did this make people feel?
5. Who has been affected? What should we do to put things right? How can we do things differently?

Please see Appendix A – The Script

Sanctions

Sanctions should

1. Make it clear that unacceptable behaviour affects others and will not be accepted at our school.
2. Not apply to a whole group for the activities of individuals.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure.

Sanctions need to be in proportion to the offence

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

Adult Strategies to Develop Excellent Behaviour

IDENITIFY the behaviour we expect
Explicitly TEACH behaviour
MODEL the behaviour we are expecting
PRACTISE behaviour
NOTICE excellent behaviour
CREATE conditions for excellent behaviour

What good Behaviour in our School looks like?

Expectations in the Classroom - Raise the Praise

Displayed within each classroom is a 'Raise the Praise Board', on which the class teacher will identify the behaviour focus and write it on the board for all to see. When children have been seen clearly and consistently demonstrating this behaviour, their name/picture will be added to the board. This is not to identify the individual and shower them with praise, moreover to emphasise that positive behaviours are achieved through team efforts.

Always listen to the teacher when you are asked to do so
Works sensibly. Do not distract the learning of others.

If you are asked a question or asked to give an opinion put your hand up and wait until it is your turn.
Do not shout out.

Take responsibility for your learning environment; put everything away in the correct place. Make sure
your classroom is clean and tidy at the end of the lesson.

Expectations when moving around School

Fantastic walking – not running
As a class, maintain your Legendary Line
Be respectful of others learning and move around quietly
Take responsibility for opening the door for others
Greet people politely

Expectations in the Playground

Follow the instructions of the adults outside –(particular instructions will relate to being Covid safe)
Tell an adult if you are worried, frightened or sad
Allow others to get on with their own games
Keep hands and feet to yourself
Do not retaliate – always tell a member of staff
Ask permission before going back into the building
Play together and look after each other
Stop and stand still when the bell rings / whistle blown
Walk sensibly to your line – work as a team to create your legendary line

As adults within our school community we act as role models in every sense of the word – attitudes, standards, behaviour, relationships, communications.

Language around Behaviour

At St Luke's Catholic Primary School, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. We should remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child. Conversations around behaviour should be conducted, in the first instance, by the class teacher. Incidents are logged on CPOMS, at the staff member's discretion.

BEHAVIOUR PATHWAY

Reminder

Warning

Time-In/Calm Time

Follow up/Reparative Conversation

Should you feel, using your professional judgement, a senior member of staff needs to be part of the Follow up/Reparative Conversation then follow the guidelines below:

Sent to SLT/DHT/HT

Parents Phoned

Parents Called To School

Seclusion

Exclusion

Extreme Behaviours

Extreme behaviours occur very rarely, if not at all, however, at St. Luke's, the following procedures are in place to deal with the situations effectively ensuring the safety of all.

When dealing with extreme behaviours, a child may need to be restrained if they or another person is unsafe. This will only be used as a last resort and by trained staff only. Where possible members of the SLT should be informed immediately.

Please refer to Appendix B

The school will record all serious behaviour incidents on CPOMS .

Exclusions will occur following extreme incidents at the discretion of the Head Teacher. A fixed-term exclusion will be enforced under these conditions:

Staff need respite after an extreme incident

The child needs time to reflect on their behaviour

To give the school time to create a plan which will support the child better

The child being at home will have a positive impact on future behaviour

If these conditions are not met, other options may include a day seclusion with a member of the SLT or Headteacher. We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

Physical Attacks on Adults

At St Luke's Catholic Primary School, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our Physical Intervention and Use of Reasonable Force Policy and should call for support if needed. Only staff who have been trained in Physical Restraint should restrain a child.

All staff should report incidents directly to the Headteacher or Deputy and they should be recorded on CPOMS. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be advised to go home by a member of SLT.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but, as adults, we need to still show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.

Permanent Exclusion or Out Of School Transfer

Exclusion is an extreme step and will only be taken in cases where:

Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered. The pupil will be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEND policy.

The risk to staff and other children is too high

The impact on staff, children and learning is too high

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

Application

This Behaviour Policy is for all of our school community. If it is to be effective, everyone must use it with confidence and consistency. There may be occasions when adaptations may need to be applied e.g. swimming pool, or off site competitions or visits but the same principles of promoting good behaviour through the policy will always apply.

Appendix A

The Script

Seven assertive sentence stems to provide a consistent approach among all adults in school.

1. You need to ... (speak to me at the side of the room).
2. I need to see you ... (following the agreed routine).
3. I expect ... (to see your table immaculately tidy in the next two minutes).
4. I know you will ... (help John to clean up the mess).
5. Thank you for ... (not hitting back, lets walk and talk).
6. I have heard what you said, now you must ... (collect you things calmly and move to the thinking spot).
7. We will ... (have a better day tomorrow)!

Seven juicy bits of script

1. You need to understand that every choice has a consequence. If you choose to do the work, that would be fantastic and this will happen ... If you choose not to do the work, then this will happen ... I'll leave you to make your decision.
2. Do you remember yesterday when you helped me to tidy up? That is the John I in need to see today, that is the John you can be all the time.
3. I don't like your behaviour. Your behaviour is disruptive, damaging and dangerous. I don't like your behaviour but I believe you can be a success.
4. I am not leaving, I care about what happens. You are going to be brilliant.
5. What do you think the poor choices were that caught my attention?
6. What do you think you could do to avoid this happening next time?

7. John it is not like you to ...

Appendix B

PHYSICAL INTERVENTION & USE OF REASONABLE FORCE POLICY

Key Points

1. DEFINITIONS

Reasonable force' - actions involving a degree of physical contact with pupils; it can be used to prevent pupils from hurting themselves or others, damaging property, or causing disorder

'Force' can mean guiding a pupil to safety, breaking up a fight, or restraining a student to prevent violence or injury

☑ **'Reasonable in the circumstances'** means using no more force than is needed

☑ **'Control'** is either passive – e.g. standing between pupils, or active e.g. leading a pupil by the arm out of a classroom

☑ **'Restraint'** means to hold back physically or to bring a pupil under control.

2. THE LEGAL POSITION

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force, and it can apply to other adults, e.g. unpaid volunteers or parents accompanying students on a school trip.

Staff should use their professional judgement of each situation to make a decision to physically intervene or not. Staff should avoid causing injury, pain or humiliation, but in some cases it may not be possible. Schools do not require parental consent to use force on a pupil.

3. WHEN CAN PHYSICAL FORCE BE USED

Schools can use reasonable force to:

☑ Remove disruptive pupils if they have refused to follow an instruction to leave

☑ Prevent a pupil:

- disrupting a school event, trip or visit
- leaving the classroom where this would risk their safety or disrupt others
- from attacking someone

☑ Restrain a pupil at risk of harming themselves through physical outbursts

Schools cannot use force as a punishment – this is always unlawful.

The school will record all serious behaviour incidents on CPOMS.

