

St Luke's Halsall Primary School



Behaviour Leadership Policy

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Vision Statement

My commandment is this, 'Love one another as I love you.'- John 15 v 12

At St. Luke's Halsall we value each person and believe that there is something extraordinary and wondrous in everybody as unique creations of God.

We aspire to let the love of Jesus run through all we do and are, so shaping us as a family of God, which enables everyone to grow and flourish, spreading His love to all those we meet through our service to others, now and always.

This empowers each one of us to live out and be challenged by our mission of,
'Inspiring lives, building futures together with Jesus'

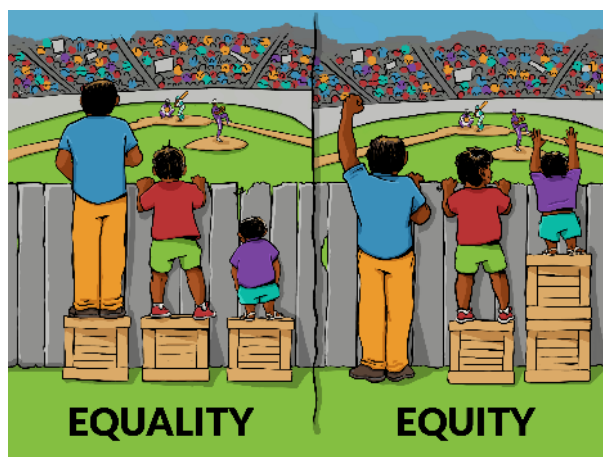
Rationale

As a Christian school we believe it is important to promote a caring and supportive environment to enable all members of the school community to feel secure, valued and understood so that everyone will be able to flourish. The development of personal qualities and social skills and the fostering of socially acceptable behaviour are an integral aspect of the school curriculum and therefore demand careful planning. We aim to nurture Christian values within our school community which are reflected in outside attitudes and behaviours.

Aims:

We aim to:

- uphold and live out Christian Values by continually asking ourselves 'What would Jesus do?'
- **apply positive practices to create a caring, family atmosphere** in which teaching and learning can take place in a safe and happy environment.
- encourage good behaviour by providing a range of rewards for children of all ages and abilities.
- understand that some behaviours are a communication of a special educational or emotional need (whether conscious or unconscious) to which we should respond accordingly, in a caring and sympathetic manner in the hope of achieving an improvement in behaviour.
- help everyone understand that being 'fair' isn't about everyone getting the same but about everyone getting what they need to show the expected behaviours.
- make clear to children the distinction between minor and more serious behavioural incidents and the range of consequences that will follow.



Living Life in Fellowship through Jesus

Our Behaviour Leadership approach is based around living the school's chosen Christian Values.

Over-arching values

Fellowship: We are all part of God's family; we belong to the fellowship of St. Luke's along with all the other children and staff who have been part of this school, following what Jesus teaches. We are part of the family of the church, not just St. Luke's in Crosby, but the church in our country and worldwide.

Love: Love underpins all we teach and all we do, following the example of Jesus who was prepared to give up his life for us. As our school biblical verse guides us: *My commandment is this, 'Love one another as I love you.'* - *John 15 v 12*

Class Values:

Friendship: Jesus had friends who he cared for and who cared for him. Being a good friend is a privilege; friends are loyal, trustworthy and care for each other, especially in the difficult times. The relationships between all the adults in school models how friendships are made and sustained.

Forgiveness: Everyone makes mistakes; it is part of being human. Through the love of Jesus we are given a new start – a chance to say sorry and act upon it. We also teach the children that accepting an apology from someone who has hurt us and moving on is also part of this process of reconciliation. Forgiveness frees us from negative emotion.

Trust: We know that we can trust God and leave our worries and concerns with him. We too should be trustworthy so that we can be relied upon by others and build good relationships with them. We also know that there are people in society who are in positions that we can trust such as school staff, the police and medical staff.

Truthfulness: When your life and words consistently communicate what is honest and accurate, others will learn that they can trust you and believe what you say. Being truthful means reporting details accurately and admitting when you are wrong. Telling the truth can be difficult and often requires courage and humility. Truthfulness is not only speaking facts with your lips, but also acting with integrity and avoiding secret sins, recognizing that God sees and knows everything.

Respect: We believe that we should all treat each other with respect, even though we may not always agree with them. The atmosphere in school is one of accepting and celebrating equality and diversity. Respect for property and for the environment shows how we respect not just the things we own but also that we are stewards of God's creation.

Perseverance: God's love is everlasting and he never gives up on us. This is the example of perseverance we give to the children when we ask them to stick at difficult things, whether it is in their learning or their relationships. This way, there is a sense of achievement and fulfilment.

Compassion: The actions and words of Jesus were full of compassion and we aim to follow his model. We encourage the children to consider what it would be like to be in "someone else's shoes" and to show this empathy through what they say and do, including raising awareness of the issues faced by others and assisting with practical or financial help where we feel it is appropriate to act in this way through events for charities.

Responsibility: From the youngest through to the oldest at St. Luke's, we teach that we have a responsibility for not only how we act and respond as individuals but also as a group, a class or a school. In this way, we will always think "WWJD?" (What Would Jesus Do?) in any situation.

We also refer to other Christian values which are taught to the children via our 'Values Worship'.

Rewards and Consequences:

Rewards

- All children will receive an immediate positive response for those behaviours we wish to encourage. This may be as simple as praising the child.
- Dojo points are assigned to children demonstrating our Christian Values and other aspects of good behaviour.
- Stickers and stamps are given to pupils for good work or behaviour.
- Values stickers are used for pupils living out one of our special Christian Values.
- Good work produced during lessons will be shared with other staff, always conscious of the need to minimise disruption to other classes.
- Children who produce exceptional work, demonstrate kindness, support other children or demonstrate positive attitudes will, at the discretion of class teachers or support staff, be taken to receive a Golden Headteacher's Award sticker.
- At Friday Collective Worship one child in each class will be presented with a personal merit certificates and a class trophy to keep for the week for their attitude, work, or behaviour.
- A Values trophy and certificate will also be given to one child who has lived out a Christian Value that week.
- Reading tokens are awarded for children who read regularly to allow a child to pick a book from the 'book vending machine'.
- The class with the best attendance each week is rewarded with 5 minutes extra play the following week.
- Children are selected to represent the school at sporting and other events if they demonstrate good behaviour.
- Similarly, residential are held in years 4, 5 & 6 as a celebratory reward for our pupils' excellent behaviour.

Consequences

The Health and Safety of all pupils is of paramount importance and as such must be the ultimate measure of the necessity to sanction pupils. This may result in a small number of pupils being excluded from external visits, residential visits or certain activities within school following a detailed risk assessment.

Each child is given the opportunity to start each day afresh.

All children will be made aware of the sanctions for inappropriate behaviour, lack of effort or poor attitude. If behaviour is inappropriate / unacceptable we will follow guidelines appropriate to the age and development of the child.

- An initial reminder of the appropriate behaviour - use of exemplar behaviours to reinforce the desired outcomes, e.g. 'Please can you make sure you're listening carefully', 'Make sure you are walking inside school.'
- A second clearer reminder using the name of the child and reminder of the expected behaviour.
- This will be followed by a warning that if this behaviour continues a written note will be made of the child's name, which will result in a discussion with the child at playtime / lunchtime.
- If the behaviour persists there will be a loss of playtime, up to 15 minutes depending on severity of disruption caused – child to be supervised. (In the EYFS children may be asked to sit out for a few minutes (up to their age) and will discuss their behaviour with an adult.)
- If this occurs again in the same week, communication with parents and SLT regarding the ongoing persistent behaviour difficulties should be considered and a record created under the 'behaviour' category on CPOMS.
- Children may be asked to finish work at breaktimes or lunchtime for being 'off task' in learning time.
- Persistent unacceptable behaviour, or an incident of a serious nature, will be reported to Headteacher who will inform parents or carers, and record on CPOMS. On some occasions a personalised behaviour plan may be introduced.
- Continued poor behaviour whilst on a behaviour plan will result in further sanctions such as further parental meetings, internal exclusion, or fixed term suspensions if serious enough.

PLAYGROUND BEHAVIOUR:

We believe that it is important for children to exercise, relax and socialise in a safe environment. Inappropriate behaviour can sometimes occur during playtimes. In order to ensure children's safety and well-being, it is necessary to have agreed consequences which staff will exercise in the event of children not adhering to the rules. These are:

- Reminder of rule and warning
- Name and reminder of rule
- Five-minute time out at a location where the staff member is able to supervise.
- Persistent misbehaviour - miss whole of playtime and the class teacher notified.
- Serious incident reported to deputy head teacher or head teacher

A child causing persistent problems in the playground will be seen by the Headteacher. Concerns will be shared with parents, initially in an informal manner. Appropriate action would then be taken. Persistent poor behaviour could lead to the child being internally excluded at lunchtime.

Any incident of 'bullying' will be dealt with in line with our 'Anti-bullying' Policy and recorded on CPOMS.

BEHAVIOUR OUT OF SCHOOL:

The same standards of behaviour are expected of pupils in and out of school. It is recognised that while out of school on day trips, residential visits and going to and from school bad behaviour reflects adversely on the school's reputation in the community. Should pupils behave in an unacceptable manner while out of school the behaviour will be reported immediately to the Headteacher and the parents or carers informed. Such behaviour may result in the pupil being excluded from other activities outside school.

Occasional behaviour outside of school, including online behaviour, may impinge upon relationships within school. If this is the case we will seek to resolve the issue by applying the school's Christian values as a model.

Some forms of behaviour are deemed totally inappropriate and will warrant sending to the Headteacher immediately. These include:

- Violence or aggression to other pupils or a member of staff
- Aggressive language and behaviour
- Complete refusal to co-operate
- Racist, homophobic, transgender or extremist remarks
- Extreme derogatory insults

These forms of behaviour will be recorded on CPOMS by the Headteacher and parents will be informed. Depending on the severity or number of occurrences the head will decide on the sanction imposed. These will include:

- A 'Green' form completed to reflect upon the incident.
- Use of a weekly or daily Report Card which will be required to be signed each day or week by a parent or carer
- Recorded visit and internal exclusion
- Meeting between parents or carers, child and governors
- Fixed term suspension between 1 and 45 days, to a maximum of 45 days per year (reported to Governors and LA)
- Permanent exclusion (reported to Governors and LA)