

St Luke's Park Primary School



Positive Behaviour Policy

'Make Great Choices'

September 2024

Aim

Through promoting positive behaviour we aim to make St Luke's Park Primary school a place where everyone is **Safe, Happy and Healthy** and our pupils have the opportunity to achieve their full potential.

Adult behaviour

- Unconditional positive regard
- Kindness
- Listen
- Recognise and reinforce achievements from all learners at their own levels
- Teach, encourage and recognise positive behaviours in our learners
- Be calm and aim to prevent before sanctions
- Never ignore behaviour whether positive or negative.

Children's behaviour

Children should always be aware of the high standards expected of them and treat each other, adults and their environment with respect at all times.

Parents' behaviour

We expect parents to;

- Be aware that the school has rules and to support them.
- Support the school's decision when applying consequences
- Support the school Rule - **Make Great Choices**

Key Principles to Sustain Motivation and Positive Behaviour: -

- We build positive relationships
- We establish expectations right from the start
- We have whole school consistent routines that we maintain
- We go 'over and above' to recognise 'over and above' behaviour
- We provide choices and consequences to secure excellent behaviour

School Rule

All pupils should follow our school rule at all times.

Make Great Choices

- To be respectful to each other, to parents/carers, staff, and the environment inside and outside of school (this involves being polite, considerate, tolerant of others, acknowledging and stopping for adults, making eye contact while speaking or being spoken to, gratitude, cleanliness and tidiness).
- To be ready to learn and make progress (this includes compliant uniform, equipment, attitude and punctuality).
- To be kind by helping others when they are in need or using manners or just being a **nice** person in general. Treat everyone the best that you can. No matter who they are or how you feel about them you treat them with fairness and respect.
- To be honest by telling the truth, be real with yourself and others about who you are.
- By going 'over and above' in behaviour and learning

It is very important that all staff recognise pupils who follow our school rule. Staff recognise that all pupils are different and that for some 'catching great moments and the use of praise supports pupils to make right choice.

Going 'over and above' behaviour

We recognise and reward learners who go 'over and above' our standards. The use of praise in developing a positive atmosphere in the school cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach. Expected behaviour is clearly defined and communicated to all students. Great behaviour is valued and the system of positive praise and rewards is used to encourage and motivate students. Rewards and praise will be used as much as possible to reinforce our whole school values and expectations, as well as class rules.

Class Dojo Point or Dojo Message home – These are awarded for positive behaviours and choices. Families can link to Dojo accounts to see these points. These are used positively to reinforce expected behaviours. **Dojo points are reset weekly.**

Positive Recognition Note - acknowledgement that communicates positive messages to the child's home. The positive postcard is high level recognition. It is sincere recognition for those learners who have gone over and above consistently in the last week or previous series of lessons.

Teachers' own class-based rewards - teachers implement their own class-based rewards systems that are appropriate and motivating for their class. They may include but are not limited to: a class prize box, pebbles in a jar, party points, raffle tickets.

Recognition board - a recognition board is the simplest way to shift the culture in the classroom. It doesn't prevent you from dealing robustly with poor behaviour; it just means you will be dealing with less of it. The advertising of poor behaviour doesn't help, but routinely advertising the behaviour that you do want does. The focus can be social behaviours or learning behaviours. When you catch the children demonstrating 'over and above behaviour, write their name on the board. The recognition board is not intended to shower praise on the individual but to give recognition for positive learning behaviour. Pursue the behaviour you want by reinforcing it enthusiastically.

Values Awards (also known as Stars of the Week) – Certificates linked to one of our eight school values. Given during assembly on a Friday.

Headteachers Stickers – Given for particularly praiseworthy work or behaviour

Zones of Regulation

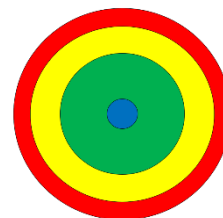
This is an approach to support pupils' self-regulation. The Zones of Regulation links feelings to colours and we represent this on a circle linking the size of the colour to the size of the emotional feeling.

Blue zone – Small/low energy feelings: Tiredness, Boredom, Sadness, Illness

Green Zone – Comfortable energy feelings: Calm, Pride, Focus, Happiness

Yellow Zone – Higher energy feelings: Excitement, Silliness, Frustration, Worry

Red Zone – High energy feelings: Elation, Fear, Panic, Rage



It is normal to move in and out of these different feelings throughout the day and we teach children that different states are appropriate to different situations.

We encourage children to identify the 'Zone' that they are in, consider whether it is appropriate to the situation or whether they need to undertake an 'alerting' or 'calming' strategy to help themselves regulate. The aim is for pupils to stay 'READY FOR LEARNING' by making great choices about their learning and behaviour. All adults that teach the class use the same system for talking about feelings.

Warnings System

Occasionally, children do not make 'great choices' and teachers carefully consider what these behaviours communicate about how the child is feeling in that moment. Children are alerted to the behaviour that needs to change in a respectful way which allows them to change their behaviour and begin making great choices again.

	Behaviour Conversation Script
Making Great Choices	When children 'Make Great Choices' they behave in a way that is conducive to learning.
First Warning	<p>___ (pupil's name), I've noticed that you are.....-(identify behaviour) You've chosen to break our school rule of making great choices. If you choose to continue (mention behaviour) then you will receive a first warning.</p> <p>If the child changes their behaviour give positive recognition. Thank you _____ for making the right choice.</p> <p>If the child repeats the behaviour a warning is given.</p>
Second Warning	<p>We continue to remind pupils in a calm manner.</p> <p>___ (pupil's name), I've noticed that you are continuing to-(identify behaviour) You've chosen to continue to break our school rule.</p> <p>You now will be missing 5/10 minutes (depending on the behaviour and child) of either break-time/lunchtime/reward time/time outside the classroom (where appropriate).</p> <p>If the child changes their behaviour give positive recognition. Thank you _____ for making the right choice.</p> <p>If the child repeats the behaviour a second warning is given (possibly reinforced with a visual such as a name on the board)</p>
Time Out	<p>We continue to use offer positive choices and reminders in a calm manner.</p> <p>___ (pupils name), I've noticed that you are continuing to-(identify behaviour) You've chosen to continue to break our school rule. You need to spend time with SLT – (depending on the behaviour and child) either missing all morning/afternoon out of class/phone call to parents/exclusion.</p> <p>If the child changes their behaviour give positive recognition. Thank you _____ for making the right choice.</p> <p>If the child repeats the behaviour then a senior teacher/leader is involved. A Restorative Approach is used to deal with incident or conflict and this would be recorded on MyConcern as a serious behavioural concern. Parents would be informed.</p>

Restorative Approach

The following key questions are used to support Restorative Conversations:-

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who else has been affected by what you did?
- In what ways have they been affected?
- What do you think needs to happen next?
- What will you do different next time?

Additional support

For pupils who continue to have difficulty managing their behaviour, extra support may be required to ensure that effective learning and teaching can take place for all, and to enable these children to participate in the daily school structure.

This may include:

- Regular behaviour target setting (short/long term) above and beyond that done with the whole class
- An individual behaviour chart
- Regular phone-calls or emails between home and school
- Weekly behaviour log
- Using MyConcern to record and track concerning behaviours

For our pupils who have additional support needs; we have individual strategies and approaches in place to support these pupils to be able to follow our school rules and to engage appropriately with others in school.

The power to discipline beyond the school gate

In line with guidance from the Department of Education disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The headteacher may choose to impose sanctions if a child is reported for bad behaviour when:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school
- Or misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public, or could adversely affect the reputation of the school.

Screening and searching pupils

In line with guidance from the Department of Education published in April 2011, the headteacher or an authorised member of staff can search a pupil for any item banned under the school rules, if the pupil agrees. Banned items include knives or weapons, alcohol, illegal drugs and stolen items. The member of staff undertaking the search must be the same sex as the pupil being searched and there must be a witness (also a staff member, ideally the same sex as the pupil being searched). This is more likely to occur in a secondary school, however.

Suspensions

Our aim is to keep all children fully included, engaged and involved in their education. However, as a last resort, it may be necessary to suspend a pupil who displays extreme behaviours to allow time to; reflect and take responsibility, review any support plans, support other pupils or staff affected by the behaviour, carry out a risk assessment or arrange a meeting with the authority.

Fixed-term suspensions and permanent exclusions

We are an inclusive school and will work hard to develop strategies to include all children. However, in certain cases, the school will make suspensions to maintain good behaviour and discipline and to promote the health, welfare and safety of all our community.

Internal exclusion will be at the discretion of senior leaders and will probably be in response to a culmination of behaviour incidents or an extreme and serious single incident. Internal exclusions will be decided and coordinated by a member of senior leadership team.

Only the headteacher can take the decision to **exclude children externally**. A decision to externally exclude will only be taken when all other possibilities and strategies have been considered. Exclusions could be temporary for fixed period of time, or permanent.

Exclusions and suspensions information

The school may suspend a child for one or more fixed periods for up to forty five days in any one year. In extreme and exceptional circumstances the school may exclude a child permanently. It is also possible to convert a suspension to a permanent exclusion if the circumstances warrant this.

If a child is suspended their parents/carers are informed immediately, giving reasons for the exclusion. The headteacher informs the Trust as well as the Local Governing Body about any permanent exclusions and about any suspensions beyond five days in any one term. A Local Governing Body cannot themselves either suspend or exclude a child or extend the suspension period.

The governing body has a discipline committee which is made up of between three and five members. The committee considers any exclusion or suspension appeals on behalf of the governors. When an appeal panel meets to consider an exclusion or suspension, they consider the circumstances in which the child was excluded or suspended, consider any representation by parents/carers and consider whether the child should be reinstated. If the governors' appeal panel decides that a child should be reinstated, the headteacher must comply with this ruling.

Suspensions (and/or permanent exclusions) may occur for the following reasons:

- Persistent disruptive behaviour
- Persistent breaking of school rules
- Making threats to other pupils or staff
- Deliberate damage to school property or resources
- Homophobic or racist language or behaviour
- Assault or violence towards another pupil, child, visitor, member of staff or adult
- Bringing a knife to school or similar objects eg screwdriver
- Bringing illegal or prohibited drugs to school
- Leaving the school premises without permission

- Failure to follow the reasonable instructions of staff eg about learning or behaviour
- Persistent bullying behaviour

Related documents: Examples of behaviours.

Warning Behaviours

- Continually distracting others
- Continually not lining up properly
- Continually not listening
- Name calling and answering back,
- Inappropriate comments, including disrespect to adults
- Repeatedly shouting out
- Repeatedly ignoring staff instructions
- Throwing objects
- Deliberately and repeatedly invading other children's personal space
- Play fighting
- Continual inappropriate noises.

More Serious Behaviours

- Refusing to work
- Refusing to take consequences
- Damaging/ destroying other people's work
- Damaging/destroying display
- Leaving class without permission
- Throwing objects at people