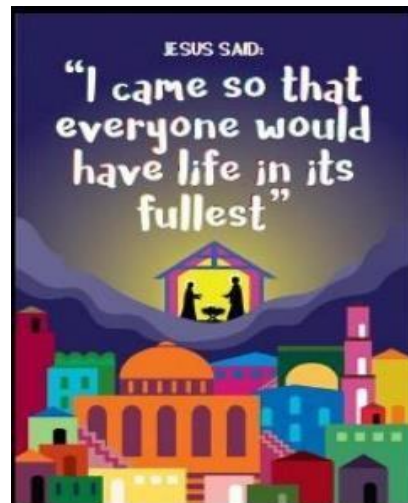




St. Luke's CE Primary School

Where children *flourish*, are *happy* and *succeed*. Living their life to the full.

Believe and Achieve



Working together to be happy; to flourish; to succeed through our Christian Values of friendship, love, patience, forgiveness, trust and respect.

***"I have come that they may have life and have it to the full."
John 10:10***

St. Luke's CE Primary School



Behaviour Management Policy -Stay on Green

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Updated September 2022 Review September 2024

Rationale

St. Luke's CE Primary school provides a journey to discover 'life in all its fullness'. John 10:10. Where children flourish, are happy and succeed.

The staff and Governors at St. Luke's CE Primary School are aspirational and have very high expectations of behaviour. Behaviour management across the school is intrinsically linked to the schools six Christian Values that were chosen by the whole school community. Our distinct Christian values: friendship, love, trust, patience, forgiveness and respect are woven throughout the behaviour policy. Forgiveness and restoration of friendships and relationships is part of our behaviour policy. essential

Our distinctive Christian vision weaves into the fabric of school life, providing children with a mirror for decision-making, and a reason for their actions and behaviour. In making choices about how to act and how to behave, children first become familiar with, and then become guided by these core values.

Our behaviour management policy is positive which encourages helpful attitudes and behaviour. This is best forged within a supportive atmosphere in which pupils are encouraged to foster good relationships and develop high self-esteem. The culture should be one which enables all pupils to give their best in every area of school life. Forgiveness is

The principle behind this system is:

- That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes.
- That teachers integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills.
- Pupils who are regularly following the rules are noticed and rewarded.
- Children understand the meaning of our Christian values and demonstrate this in their behaviour.

The system allows for the following:

- A consistent approach that can be used by all staff.
- Whole class and individual reward system.
- Least intrusive approaches are used to manage behaviour.
- Teaching of specific behaviours and routines.

School Organisation

The behaviour works on the principle that children will 'Stay on Green'. Staff should take global All staff have a shared responsibility with regard to discipline and should take both an individual responsibility for dealing with any situations they see, and a supportive role of each other. Staff should be aware of situations where negative behaviour can occur and must try to keep them to a minimum. Classrooms should be organised to encourage a calm working atmosphere with a noise level appropriate to the age and maturity of the children and the task in hand. All staff members, teaching and non-teaching must be aware of and reinforce the school behaviour policy.

How 'Stay on Green' works

- In all classrooms there are 'Stay on Green' displays.
- On this display in classrooms, all children have a label with their name on it.
- **Each day, children start with their name on green.**
- If children make positive individual choices they are celebrated by being awarded bronze/silver/gold dojos and they place their name onto bronze, silver and gold and the subsequent rewards given.
- The aim is for all children is to 'Stay on Green'.
- Bronze, silver and gold should only be used to praise exceptional behaviour.
- If children make negative behaviour choices they are warned first. If they continue to make negative choices their name will be placed on Blue (Thinking Zone). This is a time for children to reflect on their behaviour and get back to green. Adults should ask the child what they need to do to get back to green.
- The system allows children to reflect on their actions, attitudes, behaviours and if behaviours change (e.g. to be more positive) then they can move back towards green (and then towards gold). Our Christian values are woven throughout the system.
- Continuing or serious negative behaviours will result in the child's name being placed on the Yellow or Red areas of the display and the subsequent sanctions actioned.
- When on Yellow, children are sent to a 'Buddy Class' for a set period of time (max 10 mins).
- Red Behaviour is recorded on CPOMS by class teacher or teaching assistant. Bullying, Racist language needs to be reported to SLT. 'Red Triangle' card sent to the office if needed, SLT will attend ASAP and support as felt necessary
- Break time to be missed if a child moves to red behaviour. Time may be adapted for SEND pupils
- Red reporting slip sent home by class teacher.
- If Red behaviour continues child given a Personal Behaviour Plan. Additionally, it could result in fixed-term or permanent exclusions

When a child moves from green to yellow or red, it is the teacher/teaching assistants responsibility to help the child return to green, by trying to catch the child showing green behaviour. Forgiveness and restoration are a key part of getting back to green.

Colour	Behaviour/ Action	Outcome
Gold I have been . . .	<ul style="list-style-type: none"> *Consistently displaying "Silver" behaviour. *Being a shining star over a period of time * Being able to play and work with anyone at any time, making sure no one is left out *Exceeding expectations (Going the extra mile) 	<ul style="list-style-type: none"> *Golden certificate and sticker presented by Headteacher in final Certificate assembly and 3 dojos of the half term * Invite to Golden Brunch Party with Headteacher.
Silver I have been . . .	<ul style="list-style-type: none"> *Consistently showing 'bronze' behaviour *Being a good role model *Including all in games *Knowing 'when' is appropriate to tell an adult * Taking responsibility for my own behaviour 	<ul style="list-style-type: none"> *Silver certificate and sticker presented in class and sent home to parents, plus 2 dojos.
Bronze I have been . . .	<ul style="list-style-type: none"> *Consistently showing 'green' behaviour *Being 'extra' polite without prompting – always using manners, holding open doors *Picking up coats * Helping someone * Talking to each other with respect *Picking up rubbish *Being a good sport 	<ul style="list-style-type: none"> * Bronze sticker and certificate presented in class and sent home to parents, plus 1 dojo.
Green To stay on Green I .	<p>FOLLOW OUR "STAY ON GREEN" EXPECTED BEHAVIOUR.</p> <p>Keep the Golden Rules</p> <ul style="list-style-type: none"> * Be a trier * Be a listener * Be honest & truthful * Be gentle *Be kind *Look after & care for things Keep the corridor rules Respect ALL adults 	<ul style="list-style-type: none"> * In class praise *'I've shown green behaviour sticker' awarded. * Points awarded for green behavior through Class Dojo. Points = prizes (see below in Class Dojo section).
Warning	Child is reminded of behaviour expectations. Appropriate time given for child to address behaviour.	
Blue 'Thinking Zone' – Time to reflect	<ul style="list-style-type: none"> * Any low level disruption such as, talking in class, not listening, rocking on chairs * Calling out, disturbing others * Running / Careless pushing in the corridor * Arguing with peers * Displaying a negative attitude to learning 	<ul style="list-style-type: none"> *Child sent to the blue thinking zone in the classroom. Child must have time to consider their actions and to reflect on their behaviour and what they need to do to 'Stay on Green' (Playground also has a blue zone) *Amount of time away must be suited to the age of child (up to max 10 mins).
Warning	As above	
Yellow To get back to Green I must . . .	<ul style="list-style-type: none"> * Persistent Blue Behaviour * * Tormenting others * * Taking things that belong to others * * Using negative body language * * Insulting others * * Ignoring adults * * Not being honest * * Not being safe in school * * Disrupting the learning of others * * Being disrespectful <p>(Yellow behaviour could be persistent low level disruption, not making the right choices in the blue zone, tormenting others, name calling, throwing things down, using inappropriate language, hurting somebody, taking things you know aren't yours, insulting family members, using negative body language)</p>	<ul style="list-style-type: none"> * Child is sent to a 'Buddy Class' with a yellow card highlighting the reason as to why they have had to leave the classroom and also the set amount of time they are expected to be in 'Buddy Class' for (max 10 mins). * Children to complete in the buddy class. * After this time, child returns to class. *Teacher welcomes back positively and reminds child of behaviour expectations * Child is given opportunity to join class and address behaviour
Warning	As above. However, if a serious incident occurs a warning does not have to be given.	
Red By being on Red, I have . . .	<p>RED</p> <ul style="list-style-type: none"> · Persistent Yellow Behaviour · Leaving class or walking away from an adult, without permission · Bullying · Offensive language and swearing · Intentional discriminatory language · Destroying or deliberately removing property · Intentional discrimination against the protected characteristics (race, religion or belief, sex, gender, disability or special educational need, sexual orientation, gender reassignment) 	<ul style="list-style-type: none"> Red Behaviour recorded on CPOMS by class teacher or teaching assistant. *Bullying, Racist language needs to be reported to SLT. *'Red Triangle' card sent to the office if needed, SLT will attend ASAP and support as felt necessary* *Break time to be missed. *time may be adapted for SEND pupils *Red reporting slip sent home by class teacher *If a child receives three reds in a half-term parents / carers invited into school to meet with the Headteacher or Deputy Headteachers. If Red behaviour continues child given a Personal Behaviour Plan Additionally, it could result in fixed-term or permanent exclusions.

'All pupils start on green every morning regardless of where the child ended the previous day' Red Triangle cards can be sent to indicate help is needed from a member of SLT. It is the responsibility of the class teacher to explain the help they need, this could be the member of SLT working with the child in the classroom to bring them back on track, this could be SLT removing the child for a short period until the child is ready to work again, this could be SLT taking the rest of the class whilst the teacher deals with the individual child. In all cases the aim is to diffuse the situation as quickly as possible, and to get the child back to a 'learning' state

Outside Class & Playground Positive Behaviour Management:

The principles of the 'Stay on Green' system will continue outside class and playground contexts.

Outside the Classroom:

- All members of staff will support positive behaviour and model our Christian Values
- Adults will have high expectations of learning and behaviour
- Children will be praised for showing positive behaviour and class teachers will be informed by way of a quick note highlighting the areas in which they have displayed positive behaviours.
- Warnings and 'consequences' for negative behaviour given
- If children continue to choose to display negative behaviours, adult can send child to a member of SLT or if the child refuses to go, can ask a member of SLT to come out to the playground (when children reach RED)
- Member of SLT will decide how to proceed

Playground behaviour – Playtime / lunchtime.

- All adults are responsible for engaging with children through play and conversation.
- All adults must be vigilant to address 'tensions' before they result in incidences.
- All adults must deal with incidents appropriately following the principles discussed here.
- Midday Assistants and staff on playground duty, will follow the procedures set out in this policy.
- There are blue thinking zones in the playgrounds where children will be sent. They will then need to tell the supervisor what they have to do to get back to green.
- Yellow behaviour in the playground will result in the child being sent to reflection zone in the playground for up to 10 minutes.
- Red behaviour in the playground will result in SLT involvement through a 'red triangle'.
- Lunchtime staff will inform teachers of reasons for of yellow or red behaviour.
- Key phrase to be used with children – 'What do you need to do to get back to green?'

Additional Rewards

Class Dojos

KS1 & KS2

10 dojos = Avatar (+ sticker)

25 dojos = Cushion for the day (+ sticker)

50 dojos = Prize (+ sticker)

Once the whole class has 500 points the class can choose their reward.

Weekly Class Certificates, Christian Values Led

Class teachers to select one child each week from their class to be awarded a certificate for any behaviour that demonstrates **St. Luke's Christian Values** – Friendship, Love, Patience, Forgiveness, Trust, Respect.

Consequences

Red slips are sent home to parents after a red behaviour and this is recorded on CPOMS. Children receiving 3 red slips will be sent home with a letter informing parents / carers inviting them into school to speak to a member of The Senior Leadership Team.

Physical Intervention

We will make every effort to avoid confrontational situations by using positive language, giving children choices and by building up their self-esteem. Children will also be familiar with thinking zones in and around the school.

In the event that a child is hurting themselves, another child or damaging property all staff have a legal duty of care to intervene. In the case of a non-emergency, the trained staff, who have specific up to date training at this school, will be called to look after the pupils, commensurate with the level of care required. There may also be situations in which a child seriously disrupts good order in the school or causes damage to property. If a member of staff ever needs to intervene physically they will follow specific guidance. All positive handling scenarios must have at least two adults present and all will be logged in the bound and numbered book.

External 'fixed term' Exclusion

We aim to not externally exclude any pupils: incidents of external exclusion are exceptionally rare and are extremely serious. They are at the discretion of the Headteacher, in which case the school Governing Body will be informed.

A Fixed Term exclusion occurs when there is any major disruption of class or serious violation of school values that puts the child or others at risk, for example an assault on a member of staff, an attack on another pupil or causing significant damage to school property.

Permanent Exclusion

Very serious incidents can result in a permanent exclusion at the discretion of the Headteacher.

Special Needs – Individual Behaviour Plans

If a child has been identified as persistently displaying disruptive behaviour, the class teacher should refer the child to the SENCO who will review the use of behaviour strategies being used and consider next steps. This is likely to be an individual behaviour plan for a defined period of time.

Where appropriate, the SENCO may consider a 'multi agency assessment' by referring a child to a number of external agencies to support the school in gaining a wider assessment of a child's need. Such agencies may include the Local Authority's Fair Access Team, Healthy Young Minds (formally known as Child Adolescent and Mental Health Service (CAMHs)) and Rochdale Additional Needs Service (RANs). Assessments by external agencies will only be carried out in agreement with parents who will have been consulted throughout the whole sanction process noted within this policy.

General Guidance on Dealing with Children in the Classroom

As a member of staff, your aim is to nurture children and help them to learn to manage their own behaviour, helping them to take ownership and be responsible for that behaviour. It is important to teach children that they always have a **choice** as to whether or not they keep a rule, but with choices come consequences (positive and negative).

Some Basic Principles

-Keep Calm

It is important to keep calm in the vast majority of situations. "Theatrical anger" has its (very limited!!) place, but a teacher who is out of control through real anger is likely to react in unhelpful and ill-conceived ways. Where possible, pre-empt situations when they are small enough to be easily coped with and well before you get to "screaming pitch". Keep your voice calm and quiet. Remember that the first person to be calm in any situation should always be the adult.

-Blame the Act, Not the Person

When criticism is given it should be directed at the act not the person, the behaviour not the child personally. For example not: "You are a rude boy" but, "Shouting at me was a rude way to behave, and is breaking one of our Golden Rules". Aiming the criticism at the behaviour and not the child reduces both the risk of labelling and resentment.

-Postpone the Resolution of a Problem

Not all problems have to be solved when and where they occur. Whilst any immediate dangers must be instantly acted upon, postponing the resolution of a problem for a short or a longer time can have advantages:

- a) it allows the both sides time to calm down and listen to reason
- b) an audience is avoided
- c) it can allow thinking time
- d) it may not be so disruptive to either your teaching or the children's learning

Make sure you **DO** follow up though - a child must have **certainty** that you *will* follow it up. If necessary keep a note book.

Rewards and Sanctions

Be aware that some "sanctions" can function as rewards to some children and vice versa. Ensure that your system of rewards and sanctions is implemented consistently with all children. Avoid punishing all the class or group. Always find at least a few who are rewarded for doing what was right.

Remember if you let a child off when they are committing misdemeanors:-

- i] you lose self-respect
- ii] the child loses respect for you

- iii] you give the child an over-inflated idea of their own importance and how they can treat others
- iv] you make it much harder to deal with next time
- v] you allow others to see them get away with it so that they may model that behaviour too
- vi] you make it harder for the child to respond correctly in the next situation where they are faced with the same choice – ie: whether or not to choose the correct behaviour

-Use of Attention

Far too often children gain more attention for behaving badly than behaving well. It is important that children are noticed when they are behaving well. Tactically ignoring certain minor misbehaviours may ensure that the child doesn't get too much attention. Remember when a child is misbehaving it is important to ensure that they do not become the centre of adult or peer attention. Always discipline quietly, preferably out of earshot or sight of their peers.

All staff have the responsibility to acknowledge other classes' behaviour around the school, complimenting and praising positive behaviour so that classes can 'catch a compliment.'

-The Principles behind Positive Correction

Our job is to **correct and guide** but, as teachers, we have the decision as to whether to use our "heads" or to give "gut responses". Our ability to deal with minor (and major!) classroom distractions and interruptions is much more effective if we use our heads!

Reasons for Correction:

- so that children own their own behaviour
- so that they respect the rights of others, including the right of the teacher to teach and the other children to learn
- so that children develop positive self-esteem
- to enable all in the classroom to build workable relationships

It is often secondary behaviour - the tone of voice, body language, having the last word - that makes us angry. Sometimes the secondary behaviour goes far beyond the primary behaviour that first drew our attention to the child.

Always deal **ONLY** with the primary behaviour at the time. If necessary tackle secondary behaviour at an alternative time - or if it is minor learn to tactically ignore.

-Key Things to Remember

1. The language we use. We need to think about it and whether we are "saying" things we don't intend either verbally or with things like tone, body language etc.
2. Select the best strategy to get the child back to doing the correct thing as soon as possible and without displaying too much secondary behaviour.
3. Always move from the least intrusive way to the most intrusive way by a slow build up. Don't fire all your guns at once!
4. Be polite. Even if angry, remember to say "please" and "thank you"
5. Don't be afraid to apologise if you have made a mistake.

REMEMBER: Give a CHOICE, before a WARNING, before a CONSEQUENCE

Specific Strategies of Positive Correction for Dealing with Classroom Incidents

- Avoid unnecessary intrusion
- Small behaviours we may perform convey messages as powerfully as words we choose
- Use the 'When - then direction' - pleasant tone but no indecision in voice

1. Pause Direction

Use of teacher/ behaviour

e.g., "Neil, (PAUSE) back to your work, thanks" "Mary (PAUSE) sitting down please".

Without pause the instruction can become lost.

We are heard because of the pause.

2. Privately Understood Signals

Can be done from a distance -

e.g. Name - (PAUSE) A signal to an individual (eg the sign for '4 on the floor!') privately understood signal keeps direction or instructions at least intrusive level.

It is a powerful non-verbal signal.

3. Tactically ignoring (either minor primary or secondary behaviours)

Can convey powerful signals to children.

i.e. Can tactically ignore secondary behaviour to focus on the primary behaviour for which you called the child's attention. If you focus on the secondary behaviour both the child and you lose sight of the primary behaviour you want to address. Make a conscious effort to see how much of the secondary behaviour you can blot out to keep the focus on the primary behaviour.

4. Distraction and Diversion

Can use humour to defuse tense situation.

Allow take-up time - turn body away and convey 'expectation'

5. Partial Agreement

Common to answer back, challenge or want to have last word.

Partial agreement allows us to concentrate on the immediate behaviour without getting caught in unnecessary arguments.

'Maybe you weren't the only one doing it, but I want you to stop it now, thanks'. Keeps concentration on primary issue and primary behaviour. Give take up time by walking away. This gives child the opportunity to save face and do what the teacher has asked.

If you are angry, you should say so - 'I'm angry about what you've done, and I want you to.....'. Should say we're angry but don't make it too long - don't enter into a slanging match.

Make a distinction between the behaviour and the person. If you have to convey intense anger, it is important to give children and yourself time to cool off. Do not hold grudges and resentments. Give time for the relationship to be re-established.

It is important to repair and rebuild.

6. “When - then” direction

Conveying conditional direction and putting some of the “ownership” of their behaviour back to them.

7. Question and Feedback

It is important to consider the difference between an “open” and a “closed” question.

Don’t ask “why” the child is doing something – they may not be able to express this.

Instead ask “what” they are doing.

If they don’t answer, repeat until get the answer you want.

Then ask “what should you be doing?”

“Let me see you doing it then.”

8. Rule Reminders

Positive correction is what we do in the short term and the immediate moment - it needs to be balanced with preventative measures. Direct within the framework of rules. Rule reminders to individuals can be directed through questions, e.g. “Michael (PAUSE) what’s our rule for playing with each other? (Wait for answer) Use it, thank you.” Keep rule reminder positive and least intrusive in tone

9. Take-up Time

Giving child enough time to do what you’ve asked him/her to do and enough time to save face. If you ask a child to do something and then turn away, it gives the child time to comply. Asking them to do something and watching while they do it conveys unnecessary confrontation.

10. Choice Direction

Given take up time, if a child still does not respond or comply with your request it is important to come back and spell out the consequences of choosing not to comply. “You have a choice - you can either ... or you can ... The consequences would be Think about it. Thank you.” We are conveying to the child that they have a choice - if they continue to break a rule there will be a consequence (immediate or deferred). Similarly, a more appropriate choice will result in a positive consequence.

11. Cool-off Time

This should be used when a child is being significantly disruptive and needs removing from the situation that is aggravating their inability to behave appropriately. They need to cool down before they are allowed back into the situation. The ‘red card’ system may be used in this situation.

Summary

- Our language - what we say and how we say it.
- Directional but positive.
- Important to think how we can re-establish relationship and keep focus on encouragement rather than correction.

Behaviour in the Assembly Hall

General Information

Staff should accompany their classes to the assembly hall, following 'Corridor Rules' and ensure that they are calm and quiet as they enter. Any children likely to disrupt or be a nuisance sitting near each other should be thought about in advance to ensure they do not end up near each other.

Staff have both a shared and global responsibility with regard to discipline and should take individual responsibility for dealing with any situation they see, even if it occurs in the middle of assembly. In extreme cases staff might remove a child from the assembly hall to allow the assembly to proceed uninterrupted.

'Stay on Green' behaviour colours are on display and should be referred to in order to ensure consistency of language used.

Some Basic Rules of Conduct

1. Children are expected to enter and leave the assembly hall quietly.
2. Children are expected to sit quietly and respectfully during collective worship without fiddling or interfering with other children.
3. Children are encouraged participate in collective worship .

Behaviour in the Corridor

General Information

Generally large groups of children or classes should be accompanied by the teacher in charge of them. Teachers should think about who is walking together or, in the case of assemblies, will end up sitting together. Children who are liable to be disruptive together should be split.

In the case of PE children should always wear footwear walking to and from the hall.

Some Basic Rules of Conduct

1. Children are expected to follow the 'Corridor Rules', ie: walk sensibly and silently, in single file, along the corridor on the left hand side.
2. Children are expected to leave the windows or displays alone as they walk past.
3. Children are expected to walk along the corridors without interfering with other children in any way.

