



## Positive Behaviour Policy

Policy Ratified:	January 2022
Review Date:	January 2025

### Vision and Values

Knowing we are LOVED and through loving others, we live and learn with COURAGE and HOPE.

Through our core Christian values of Love, Courage and Hope, we aim to create an environment in which every child feels safe, secure and flourishes. Within a place of kindness, they will grow into individuals who believe in themselves and know that they are an important part of their community. They will show love and respect for themselves, others and the environment. Given outstanding opportunities for learning, they will have the drive to take on new challenges, the resilience to cope with life's hurdles and know that they can learn from mistakes made. By fostering positive relationships with themselves and others, our community will be empowered to be the best they can be, value everyone as individuals and embrace new challenges today and in the future.

We recognise that clear structure 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

The school has 3 simple rules which can be applied to a variety of situations and are taught and modelled explicitly.

- **'Be Ready**
- **Be Respectful**
- **Be Safe'**

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

### **Aim of the policy**

- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To promote the expectation of giving first attention to best conduct and refuse to give learners attention and importance for poor conduct.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

### **Purpose of the policy**

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self esteem and self discipline
- Teach appropriate behaviour through positive interventions

### **The St Luke's Way**

Excellent behaviour is underpinned by strong relationships, high quality teaching and learning and positive recognition. In order to achieve this we have set expectations for all members of our community & their behaviours.

**All adults, every day will:**

Model respectful, positive behaviour  
Behave calmly  
Behave consistently

Phrase expectations positively e.g. 'we walk around the school' instead of 'don't run'.

**All adults, every day will follow routines:**

Visible consistencies e.g. Meet and greet/recognition boards  
Silent signals of 1, 2, 3  
Use freeze to the whistle  
Consistent signs e.g. RWI signals used across the curriculum  
Wonderful walking  
Lovely lines

**All adults, every day will teach behaviour by:**

Being a positive role model  
Remain calm  
Praise in public (PIP)  
Remind in private (RIP)

**All adults, every day will use consistent phrases:**

I've noticed that  
Remember our rule is Ready/ Respectful/ Safe  
This is the third I have spoken to you about...  
Can I remind you about...(previous good behaviour)  
Thank you for using your (Wonderful walking/ ...)

**All adults, every day will give reminders:**

Reminders of the school rule (A drive by reminder)  
Privately caution (Giving a 2 minute 'take up' time )  
Give a last chance with reminder of the consequence  
Issue the consequence if needed followed by  
Time to repair

**All staff every day will respond calmly:**

'I understand that...'  
'I need you to...'  
'May be you are right, I need to...'  
'Be that as it may...'  
'I have often thought the same...'  
'I hear what you are saying...'  
'I can see you need some time...'  
'Let me help you...'

**All adults, every day will use Restore & Repair by using strategies such as:**

How were you feeling on a scale of 1-10  
How angry were you a scale of 1-10?  
Why do you think you were feeling that way?  
Imagine if...  
How did this make people feel? How did it affect them?  
Which do you think you could have used?  
How can you use your \_\_\_\_ next time?  
What could you have done differently?  
Can I remind you of a time when you... (Positive example)?

**All staff, every day will recognise people who use the school rules and values through using:**

Acknowledging when people use the school rules and values

Positive praise

Recognition boards

Positive postcards and messages home

Phone calls home

Ask me why stickers

Displaying work

Marvellous Me!

Saying **THANK YOU**

### **Rewarding over and above behaviour**

Children will be thanked and praised for making the right, expected choices within school. If you constantly reward minimum standards then children will strive for minimum standards. If you reward children for going **over and above** there is no limit to their excellent behaviour. Focusing on behaviour that is over and above creates an immediate shift in expectations and the children will be rewarded in the following ways:

- Public praise in front of the class/school
- Recognition boards (see Appendix 1)
- Feedback to parents through Marvellous Me!
- Constructive written comments in children's books
- Display of children's work
- Sharing good work or behaviour with another member of staff
- Opportunities to be prefects, school council representatives
- Postcards home
- Positive phone call home
- Ask me why stickers

### **Managing below expected behaviour**

*What works is the immediacy of the response not the weight of the sanction.* Paul Dix (2017)

Below expected behaviour will be managed through:

- Sanction cycle (see Appendix 2)
- Micro scripts – to remind children of expected behaviour in our school: Ready, Respectful, Safe (See Appendix 3)
- Restorative conversation at break-time.
- Work to be completed at break time/ home.
- Telephone call home.

When children make the wrong choices we endeavour to give them what they don't necessarily want: a calm, mechanical, emotionless response. Adults will save their emotion, passion, enthusiasm and excitement for when it has the most impact - when behaviour is over and above.

**A serious breach in behaviour is treated as highly serious as it undermines others, affects learning and can affect the well-being of others. Examples of behaviours considered as a serious breach are:**

- Persistent defiance
- Persistent refusal to follow instructions
- Persistent disruption the learning of others
- Persistent or significant verbal or physical aggression towards others
- Discriminatory behaviour, including racist or homophobic behaviour
- Swearing
- Bullying
- Bringing in a banned item

**If such behaviour occurs, a sanction will be determined by a senior leader after reviewing the incident. The sanction will include one or more of the following:**

- A meeting with parents, child, the teacher and an SLT member to discuss behaviours and address them. The meeting will usually be at the end of the day, but will be during the day if necessary.
- A change to break and lunchtime structure
- A prolonged period of time out of the classroom, if returning to the classroom may have an adverse effect on the learning and/or wellbeing of others, ie if child does not demonstrate class readiness
- Removal of privileges
- Monitoring card to track and identify behaviour
- Internal exclusion
- External fixed term exclusion
- Permanent exclusion

### **School and parents working together**

*This is how we do it here: parents need to teach their child these behaviours at home to help them become a successful learner in our school. Paul Dix (2017)*

“Children bring their behaviour in to school with them: learned at home, rehearsed in the community and delivered to your classroom door.” ‘When the adults change everything changes’. Paul Dix (2017)

We would like parents to share in our behaviour expectations by repeating, reminding and discussing them at home:

READY: What does ‘being ready’ look like at home? (Ready for school, ready for bed, ready to leave, ready to eat...)

RESPECTFUL: What does 'showing respect' look like at home? (respect for their own property such as toys and electronics, respect for their own environment e.g. bedroom tidiness, respect to their siblings, telling the truth and of course respect towards their friends, parents and other adults...)

SAFE: How can children keep themselves and others safe at home? (Safe online, safe when playing out, safe in the kitchen, crossing the road...) Home and school connected and bridged by three simple words, jointly managing children's behaviour.

Three words, three acknowledged agreements, three definite expectations: relentlessly pursued. They are constant, consistent and predictable, at school and at home: making our children feel certain, encouraged and safe. Behaviour management is a team sport; let's make our children champions through coaching, teaching and parenting.

**Please read in conjunction with:**

- **Anti-bullying policy**
- **Safeguarding policy**
- **Teaching and Learning policy**
- **CLP Behaviour, Exclusions and Reasonable Force Policy**

## Appendix 1

### Recognition boards

The advertising of poor behaviour doesn't help, but routinely advertising the behaviour that you do want does. Pursue the behaviour you want by chasing it hard and reinforcing it enthusiastically. Target the recognition board at learning attitudes; choose a behaviour that will raise expectations, not something that they can already do.

1. Names or tallies go on the board to recognise pupils who are demonstrating the desired learning attitude.
2. Names or tallies are never removed from the board. Learners who disrupt are dealt with privately. Once a name is on the recognition board for good conduct it cannot come off for poor conduct, a different response should be given.
3. Learners can nominate others to be put on the board. Try stopping an activity after 15 minutes and asking them to write up four names of other children who have been consistently demonstrating the desired behaviour.
4. Use it for reflection at the end of the lesson.
5. Emphasise peer responsibility. It is not a competition between individuals, rather a whole class helping everyone to get their name on the board.
6. Recognition boards need to be refreshed hourly, daily or weekly, depending on the age of the children and context in which you are working.
7. Pupils are recognised for effort, not for achievement. Your recognition board should be for everyone. Your highest achievers might always be high achievers. They only get on the board when they have shown the required effort.
8. Use the recognition board to persistently and relentlessly catch learners demonstrating the right behaviours.
9. Make sure that all pupils are equally likely to receive over and above: those who go over and above without any fuss. – (one child's over and above may be different to others)
10. All adults need to be seeking out behaviour that is over and above and recognising it.

*Catching them being good is not enough. If you want to dramatically shift the standard of behaviour of your students then catch them when they are behaving over and above and mark it with positive recognition.*

## Appendix 2

### Sanction Cycle

#### Reparation

- Learners who reach step 5 will be expected to attend a restorative meeting. Learners can also request a meeting if they feel they have been treated unfairly
- If learners choose to ignore early interventions then a more formal process is required.
- Staff will always deliver sanctions calmly and with care

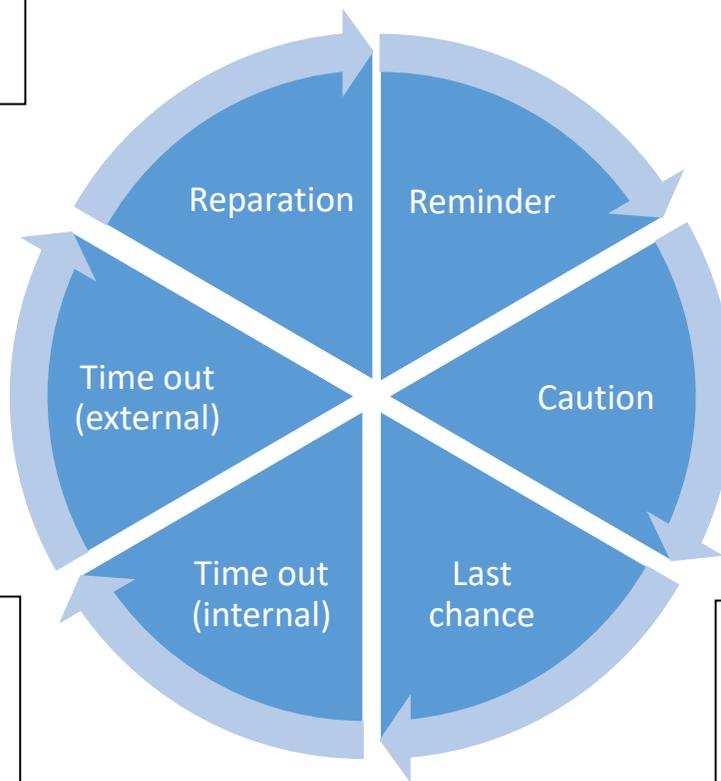
#### Time out (external)

Applies if either:

1. a learner refuses an internal time out then the learner will be asked to see SLT
2. A serious breach is committed by a learner

#### Time out (Internal)

- The learner has to speak to the adult away from others e.g. outside the classroom/playtime
- Boundaries are reset
- Learners are asked to reflect on their next step. Again, reminded of their previous good choice about conduct/attitudes/ learning
- Learner is given a final opportunity to reengage with the learning/follow instructions



#### Reminder

- A reminder of the expectations Ready, Respectful, Safe delivered privately wherever possible.
- Deescalate and decelerate where reasonable and possible
- Take the initiative to keep things at this stage
- The adult makes the learner aware of their behaviour
- The learner has a choice to do the right thing
- The adult is the intervention

#### Caution

- A clear verbal caution delivered privately to the learner to make them aware of their behaviour and clearly outlining the consequence if they continue
- Learner has a choice to do the right thing
- Learners are reminded of their previous good conduct to prove that they can make good choices
- The adult is the intervention

#### Last chance

- Scripted approaches
- Gentle approach, personal, non threatening, side on, eye level or lower
- State the behaviour that was observed and which rule/expectation/routine it contravenes
- Tell the learner what the **consequence** of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour
- Walk away, allow the learner time to decide what to do next. If there are any comments as you walk away – ignore/write down and follow up later!

## **Appendix 3**

### **Microscripts**

*Get in, deliver the message, anchor the child's behaviour with an example of their previous good behaviour and both get out with dignity.*

It should leave the child thinking about their actions and knowing that someone believes that they are better. A pointy finger, looming presence or sarcastic tone will undermine the technique. Everything about the adult's physical and tonal approach must say, 'I haven't come here for an argument' Pull up a chair or get on your knees so you are at the child's level. Take away every nuance of irritation and every drop of anger which some children may crave. It takes a great deal of self-control to stop your emotion creeping out. Reminding children of their good behaviour in the middle of dealing with their poor behaviour takes practice. Matching humility and certainty takes some emotional resilience on your part too. Yet when everyone sees that poor behaviour is no longer rewarded, that interventions are quick, efficient and predictable, the classroom becomes a safer and less explosive place to learn.

The children will be aware of the microscripts that adults are going to use. They shouldn't be secret.

## Re-integration Meeting Form

Child's Name:.....

Date of Meeting:.....

Present:.....

Exclusion type / length: .....

<b>Before we start:</b>	<b>Outline of concerns moving forward:</b>	<b>School response:</b>	<b>Important Documents:</b>	<b>Discussion and Comments from Parents:</b>
<i>Reason for exclusion discussed</i>	<i>Concerns relating to education and safety of self and others</i>	<i>What the school will do</i>	<i>e.g. CP plan, EHCP, IEP, behaviour plan, care plan etc</i>	<i>Parental response, comments and concerns</i>