



St. Luke's School
Behaviour for Learning Policy

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Other professionals who have been involved with the creation of this policy:

Name	Role	Date
Learning Mentors	Re- Hertfordshire Steps and Behaviour Watch	March 2014
Learning Mentors	"	September 2015
Michelle Luck	Behaviour Lead	September 2016

A Consistent Approach to Whole-School and Classroom Management of Pupil Behaviour

The following are the ***Nine Core Principles***, which are part of all teachers' training to establish good behaviour in the classroom.

1. Plan for good behaviour
2. Work within the 4Rs:
Rights, Rules, Responsibilities, Routines
3. Separate the inappropriate behaviour from the child
4. The language of choice – do not give a selection – there should only be a right choice and a wrong choice and this allows the pupil a way back in.
5. Focus on primary behaviours
6. Actively build trust and rapport
7. Model the behaviour you want to see
8. Always follow up on issues that count
9. Work to repair and restore relationships

Good Practice at St. Luke's (planning for good behaviour)

We expect:

- All staff to arrive on time and where possible to be at the classroom door to receive pupils.
- Pupils should line up outside classrooms where this is practical and safe.
- Coats and bags should be put in the designated area for each classroom.
- Teachers will use a seating plan to promote a calm, learning environment and prevent potential behaviour problems.
- Staff to check for correct uniform.
- Follow the Nine Core Principles to establishing good behaviour for the duration of your lesson.
- Use the 3 crosses on the board system to identify individual inappropriate behaviour so that the children can work at getting the crosses removed.
- The teacher will be at the classroom door to facilitate calm movement at end of lesson, remaining in the corridors until the arrival of their next group. (Unless teacher is moving classrooms also).
- TAs *may* be requested to escort groups or individuals to their next lesson; teaching staff to wait for their next group.
- Staff will input behaviour onto SIMS

Classroom management

- ☐ Registers must be taken at the beginning of every lesson if a change of classroom. Otherwise a morning and afternoon register (straight after lunch) will suffice.
- ☐ If a pupil is missing, check with **reception** that he/she is legitimately absent from school.
- ☐ The classroom teacher is ultimately responsible for all initial discipline problems within their classroom.
- ☐ Pupils who are regularly late for lessons for no reason, e.g. after lunch or break, will make up that time with the classroom teacher. As with all behaviour issues, consequences must be swift and not kept over for days.
- All unacceptable behaviour will be accompanied by relevant consequences to promote long-term learning. This may be in the form of a 'Roots and Fruits' discussion.

When things go wrong

- Deal with the *primary behaviour*, i.e. the current incident not what happened yesterday etc. – separate the behaviour from the pupil
- ☐ Be aware of the language you use
- Keep calm – avoid confrontation – link their choice of behaviour with the consequences. E.g., "If you choose to behave in this way, the consequence will be....."
- ☐ Praise good behaviour, either collectively or individually.
- 'Catch' other children in the vicinity / classroom behaving well
- ☐ Follow the correct process for requesting support for unacceptable behaviour in lessons. (*see below - Process for Assistance*)

Process for Assistance

- 1) The teacher / TA telephones a member of 93/4 for assistance
- 2) **Any** member of SLT can be contacted if none of the above are available or reception
- 3) If no SLT available, call reception who will find **any** other member of staff on PPA.
- 4) The TA may be requested to escort the pupil to 93/4 or an alternative room
- 5) Teachers should **not** leave their class and escort pupils. This is for the TA to do
- 6) ***In an Emergency situation ring*3301. This will get you through to all SLT offices, reception and the specialist leads. You will automatically be on speaker in all these offices and need to state where you are and if time, who the child is that is causing the emergency. You will not get a reply. If anyone in any of the offices picks up the phone to reply, it is cut off. There will be support on its way***

This emergency number is not to be used if it merely a child leaving the lesson. This is the role of the TA in the room. If no TA, then follow the procedure for asking for support.

A pupil can be sent for adult assistance if you are unable to get to a telephone

PLEASE FOLLOW CORRECT PROCEDURES.

The following behaviour ***could*** lead to fixed-term exclusion. ***This may be internal or external exclusions and decided by the Head of School.***

- ☐ Behaviour which puts others at risk of danger, due to breaches of Health and Safety, including bringing into school, or using on the school premises, any drug, alcohol or illegal substance or any offensive or dangerous weapon.
- ☐ Physical assault on pupils or staff.
- ☐ Persistent verbal abuse
- ☐ Persistent bullying or racism.
- ☐ Persistent disruption or defiant behaviour, which disrupts the learning of others.
- ☐ Persistent refusal to cooperate.
- ☐ Deliberate damage to the school building / equipment (parents/carers will be notified of damage with the expectation of a contribution towards repairing the damage).
- ☐ Persistent and defiant breaches of the school rules, *including* non-wearing of uniform.

There are incidents for which ***permanent exclusion*** may be appropriate. These are taken from the DCSF Guidance, and include:

- ☐ Serious actual or threatened violence against another pupil or member of staff.
- ☐ Sexual abuse or assault.
- ☐ Supplying an illegal drug or carrying an offensive weapon.
- ☐ As a final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success.

Exclusions

- ☐ Exclusion decisions are made in line with Local Authority guidance and DCSF: 'Improving Behaviour and Attendance – guidance on exclusion from school' updated annually.
- ☐ All incidents will be investigated thoroughly, by the Head of School before a decision is made to exclude. All pupils and staff involved, including witnesses, will be asked to write a statement. Parents/ carers will be contacted, at the earliest opportunity.

- Fixed-term exclusions are usually kept to between 1-3 days, with 5 days being used for a very serious incident or persistent poor behaviour. In line with DCSF guidance: 'During the period of exclusion, parents must ensure that their children are not present in a public place during school hours without reasonable justification'.
- ☐ If fixed-term exclusion is necessary for more than 5 days, the school, in conjunction with the Local Authority, will arrange full-time education, either on or off-site.
- ☐ Following off-site fixed term exclusion, parents/carers will be invited to attend the re-integration meeting. This is an important opportunity to agree a way forward.
- A Safety and Support Plan will be put in place for any pupil who has been excluded; the pupil *may* be put on report or other agencies may be brought in to help modify the pupil's behaviour.
- ☐ The pupil may also be put a Risk Assessment and Management Plan (for sexualised behaviour only). Parents/ carers may also be offered the opportunity of support from a Families First Assessment.
- ☐ Parents/ carers have the right to make representations about the decision to exclude, to the governing body. If they wish to do so, they should write to the Clerk to the Discipline Committee at the school address. In this case, a meeting of the Discipline Committee will be convened between the 6th and 50th school day after receiving notice, where the parent can present their objections to the Discipline Committee.

Other Issues

- ☐ Confiscated items will in the first instance be returned to the pupil at the end of the day. For a second confiscation this will be the end of the week and after a third time parents will be asked to come into school and collect the said item.
- ☐ Mobile phones are **not allowed** in school and will be confiscated immediately. Parents may be asked to come into school to collect them if this becomes persistent behaviour
- ☐ Any valuable items brought in by the pupil to occupy themselves on transport must be handed in to the family group teacher at the beginning of the day. These are then taken to the office to be locked away.
- ☐ The school takes **no** responsibility for items being lost or stolen when they should not have been brought into school in the first place. Any devices used for listening to music in transport but also take photographs are **not allowed** in school. This is to comply with the E-Safety Policy.

How do we help our pupils to manage their behaviour in a positive manner?

- ☐ The support of parents will always be encouraged in order to assist a pupil experiencing behavioural difficulties to modify behaviour, including a Safety and Support Plan and / or a RAMP, for pupils who exhibit more serious behaviour / sexualised behaviours.

- ☐ We also use the additional services of a School Counsellor and a Music Therapist where this is appropriate and the school attached Educational Psychologist.
- Advice is sought from visiting professionals when a pupil is exhibiting consistently inappropriate behaviour. These include the school attached Educational Psychologist, PALMS for pupils with ASC who exhibit challenging behaviours, Advisory teachers, YPLA – Young Person’s Learning Advisors (*formerly Youth Connexions*).
- ☐ The school supports individual pupils in times of need and also those who are identified through the Transition Review process.
- ☐ The Mental Health / Pastoral Lead has an identified caseload of pupils that are monitored throughout the week.
- ☐ All pupils with behavioural difficulties will have an off-site risk assessment (OV5).
- ☐ Use of Pupil Profiles, Pupil Strategies and Provision Maps are discussed with parents on Tutorial Days each term.
- ☐ Protective Behaviours takes place where appropriate with trained staff.
- ☐ The curriculum promotes social skills at every opportunity.
- ☐ The school operates a points system which rewards positive behaviour. This has now been developed to include immediate concrete rewards as well as the extended points system for those who are able to accumulate points for a long term goal. (It is attached as appendix 1)
- ☐ Recording all behaviour incidents on SIMS.
- ☐ All members of both teaching and non- teaching staff are trained in the use of physical intervention (Hertfordshire Steps). ***Any physical intervention used on a pupil is as a last resort and is only used when the pupil is in danger of harming him/herself or another child or adult.*** (For further information, see Use of Physical Intervention Policy).
- ☐ All staff have a duty of care to ensure the safety of a pupil, whether trained in physical intervention or not.

How will we assess the effectiveness of the policy?

- ☐ Pupils feel safe and secure, knowing that any problems are addressed by the staff.
- ☐ Staff are knowledgeable and confident in addressing behaviour which could be challenging.
- ☐ Parents are confident that the staff have a shared understanding of strategies and how best to manage individual children.
- ☐ Consistency of approach is visible throughout the school.

Rationale

Understanding a child’s behaviour can be a key to modifying the behaviours.

- ☐ The inability to communicate wants and needs to others can lead to the development of behaviours as an alternative form of communication; a way of achieving a desired outcome.

- ☐ Difficulties in understanding verbal information can lead to frustration and confusion, which in turn can result in anti-social behaviours.
- ☐ The passage of time, sequencing events, changes in routine etc. may lead to behaviours that may appear anti-social.
- Since September 2014, staff have been trained in 'Hertfordshire Steps'. If anti-social behaviours are recognised, the 'Step-On' programme prevents escalation. 'Step Up' is a programme that may need to be used when restrictive physical intervention is needed to make the person or self, safe. 'Roots and Fruits' is a way of rationalising behaviours with pupils.

Monitoring

The impact of this policy will be monitored through:

- ☐ Observation/Learning Walks
- ☐ Staff meetings throughout the year
- ☐ Case studies for individual pupils
- ☐ Home/School diaries
- ☐ Annual Equality and Diversity questionnaires
- ☐ Annual review
- ☐ Tutorials
- ☐ Multi-Agency Activities
- ☐ Behaviour targets on the School Plan

Other related documents/policies:

Policy for Time-out Seclusion rooms

Hertfordshire Policy on Physical Intervention in Schools.

Exclusions guidance

Safeguarding Policy

Code of Conduct

School Rules

Staff Guidelines for Administering Achievement Awards

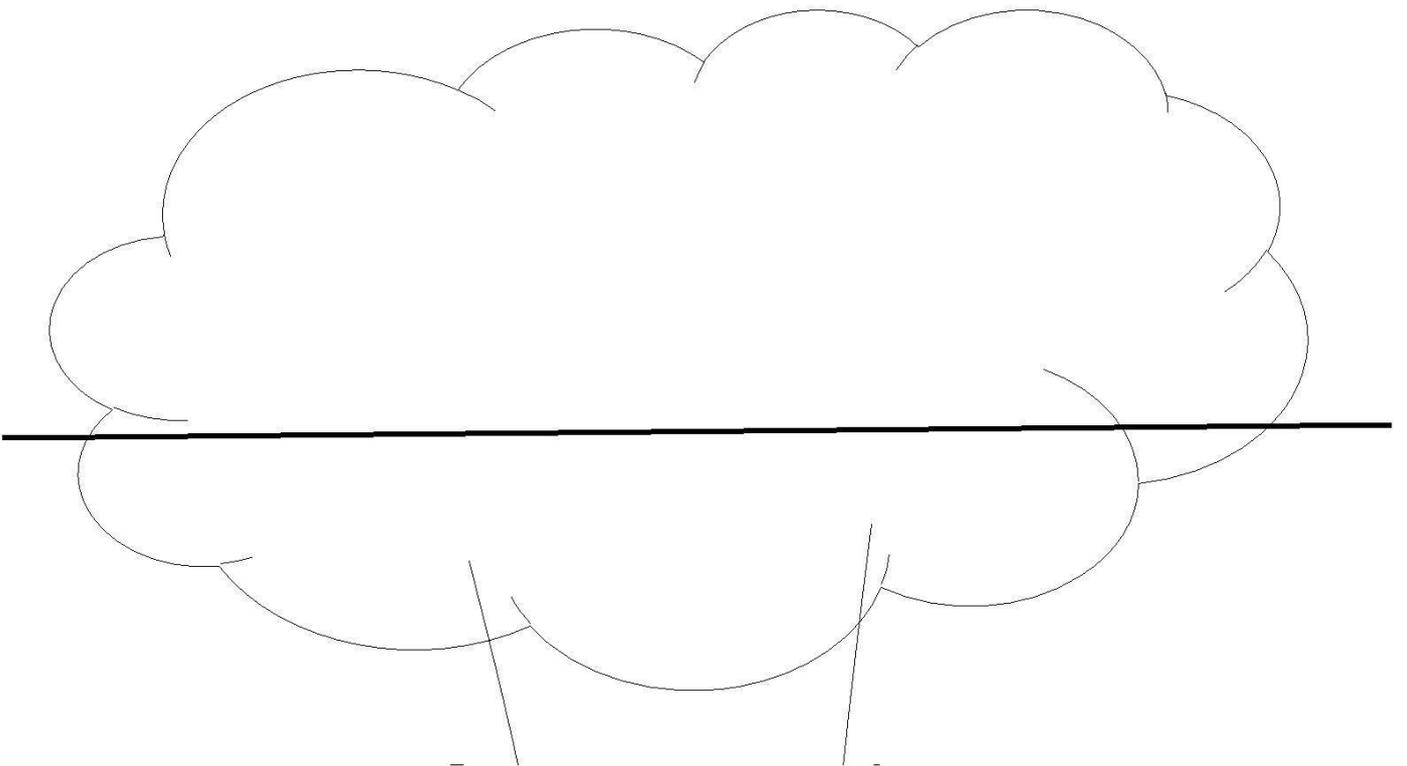
Restrictive Physical Intervention

Autism Handbook

Appendix 1. **Analysis tool to explore behaviours, feelings and experiences**

Roots and Fruits

Name	
Supporting Staff	
Date	
Review Date	

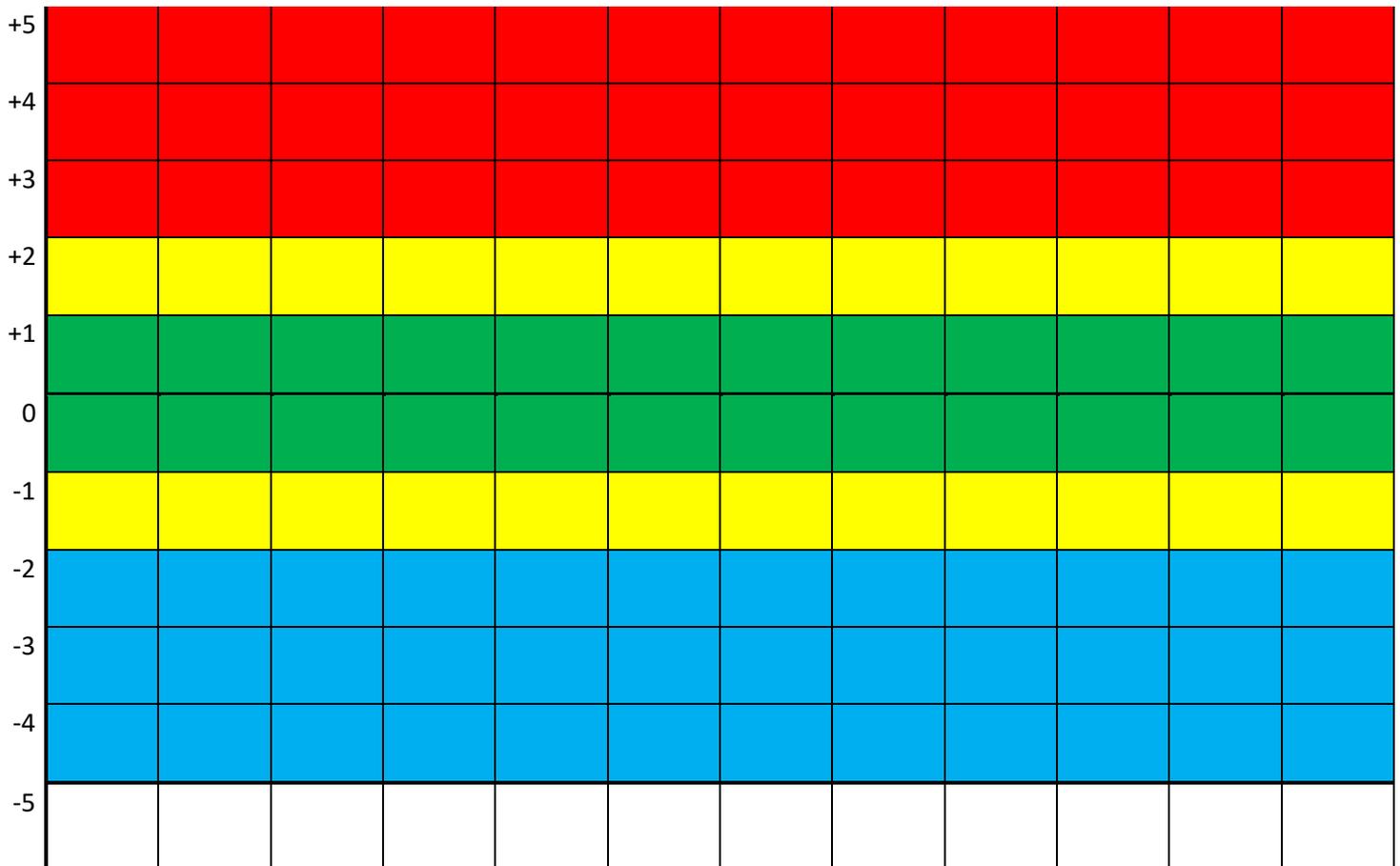


Pro-social = positive feelings

Anti-social = negative feelings

Appendix 2

Anxiety Mapping



Time / Location / Staff / Activity etc.

- Anxiety Mapping is used to track and analyse stressful parts of the day.
- The chart is colour coded to link to the Zones of Regulation which the children are already familiar with.
- The map can be used to see what triggers anti-social behaviour in different areas. For example, one map could be used for times of the day and another for locations in the school day.
- The majority of the day should be spent within -1 to +1 (green zone) with occasional dips into the yellow zone. This would suggest a child in this zone is able to regulate his/her emotions.
- Anything from -2 to +5 (red zone) is a level of anxiety where a child cannot learn and is likely to be exhibiting anti-social behaviour. The behaviours will be different from child to child.

- Anything from -2 to -5 (blue zone), although showing a level of extreme calm, is still not a place indicating learning. It is a concern as it means that a child may need to have the counter balance of a high stimulus event in order to return the child to the green zone. Other children may need supported time out / distraction in order to regain a stable level. This is why you need to know the child.
- Once triggers are known, the individual Risk Management Plan will be written to support during these anxious times.
- This is all individual. You have to know the child, their needs and the strategies to support them.
- The anxiety map runs alongside the Pupil Profile, the Strategies and Sensory Profiles and Zones of Regulations. It is not an add on but a way of ensuring that we are mapping the children and are aware of any changes that may indicate that anxiety levels are increasing.

CPM / 26/1/18 (update)

