



St. Luke's School

Behaviour for Learning

Policy

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Governing Body Subcommittees who have been involved with the creation of this policy:

Name of Committee	Date
APIC	May 2011
APIC	Jan 2013

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

St Luke's School

Behaviour for Learning Policy

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
 - Responsibilities
 - Rules
 - Routines
3. Separate the anti-social behaviour from the child
4. The language of choice – give a limited choice of two only. This allows a way back for the pupil without confrontation, e.g. "Either to your lesson or the Focus Room"
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. Lukes (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.
- At the beginning of the day, 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).
- LSAs 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 Behaviour Watch management system

Classroom management

- Registers must be taken at the beginning of every lesson. 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.
- Praise good behaviour, either collectively or individually.
- Pupils who are late for lessons for no reason will make up that time with the classroom teacher at the next available break or lunchtime to catch up on work missed. As with all behaviour issues, relevant consequences must be swift and not kept over for days unless absolutely necessary.
- 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– (*PRINCIPLE 5*)
- Be aware of the language you use – (*PRINCIPLE 4*)
- 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.....”
- Follow the correct process for requesting support for unacceptable behaviour in lessons. (*see below - Process for Assistance*)

Process for Assistance

- 1). The teacher / LSA telephones the Leader of Student Development and Progress (Niyi Obembe).
- 2). Failing that, telephone the Director of Access, Participation and Inclusion (Carol Morris).
- 3). **Any** member of SLT can be contacted if none of the above are available.
- 4). Call Reception if no-one else answering.

- The specialist leads for Behaviour and Mental Health should **not** be contacted directly. They are usually engaged with meetings and one to one with pupils both in and out of lessons.
- Pupils should **not** be sent directly to the specialist leads. The procedure must be gone through correctly.
- Teachers should **not** leave their class and escort pupils. This is for the LSA to do if requested by HOD /Leader of STP/ Director of API/ any other senior leader

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 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 LSA in the room. If no LSA 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 Director of API.***

- 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 (see the school's Drugs Policy), or any offensive or dangerous weapon.
- Physical assault on pupils or staff.
- Verbal abuse directed at staff.
- 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 a member of the API team 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.
- The Specialist Behaviour and Mental Health leads, Leader of Student Development and Progress or Director of Access, Participation and Inclusion will contact parents/carers to inform them of the decision and the formal letter will then be put in the post.

- 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 starting a CAF (*Common Assessment Framework*) or more commonly now a TAF (*Team Around the family*) if this is felt to be beneficial to the parent/carer. This support may also be declined by the parent/carer.
- 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 will be asked to come into school to collect them.
- 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, the Behaviour Support Team, PALMS for pupils with ASC who exhibit challenging behaviours, Advisory teachers, YPLA – Young Person’s Learning Advisors (*formerly Youth Connexions*).

- The API Team support individual pupils in times of need and also those who are identified through the Transition Review process.
- The Mental Health and Behaviour Lead have an identified caseload of pupils that they monitor throughout the week.
- Pupils who are considered to be consistently exhibiting behavioural difficulties will have a Safety and Support Plan. This is drawn up by the Director of API/ Leader of SDP / Mental Health and Behaviour Lead, with input from outside agencies, parents and the pupil. These are stored in the pupil’s file with a copy in the Director of API’s office.
- Where the behaviour of the pupil is of a sexualised nature, the pupil will have an Internal Risk Assessment, (RAMP).
- All pupils with behavioural difficulties will have an off-site risk assessment (OV5).
- Use of Pupil Profiles and Provision Maps which are discussed with parents on Tutorial Days three times per year
- Skills Groups dealing with Emotional Literacy.
- The curriculum promotes social skills at every opportunity.
- The school operates a points system which rewards pro-social 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 School Pod / Behaviour Watch
- All members of both teaching and non teaching staff are currently 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
- API 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
Autism Handbook

CPM/9/16

Appendix 1

Staff Guidelines for Achievement Awards

A School Achievement Award stamp is given for good work *in lessons or for homework*

Each subject area has its own system of rewarding departmental stamps. All departments have to link in with the whole school system

i.e. 5 departmental awards = 1 school achievement award stamp.

10 Achievement Award stamps = **Topaz Award** certificate

20 Achievement Award stamps = **Bronze Award**. *(This entitles the student to a £2.50 W.H.Smith voucher or a one day non-uniform pass)*

32 Achievement Award stamps = **Silver Award**. *(This entitles the student to a £5.00 Smiths voucher or a three day non-uniform pass)*

50 Achievement Award stamps = **Gold Award**. *(This entitles the student to either a £10.00 Smiths voucher or a full week's non-uniform pass or a day out to Thorpe Park in the Autumn term with the Learning Mentors)*

75 Achievement Award stamps = **Platinum Award**. *(This entitles the pupil to a variety of negotiated rewards / vouchers etc.)*

As pupils reach their Topaz, Bronze, Silver, Gold or Platinum Awards they take their cards to the Behaviour / Mental Health Leads, who enter the data into the rewards /consequences system and then choose their award. These awards give them an additional 20 points on their total.

At the beginning of the school year, all pupils who have gained a Gold Award in the previous year and have chosen a day out are taken by the Behaviour / Mental Health Leads. This also applies to pupils who have achieved 100% attendance.

Pupils can gain points for having their homework diary signed each week and for **not** having any incident forms and for any other reasons that staff feel they have demonstrated pro-social behaviour. The Code of Conduct is explained in full to all pupils at the beginning of the school year.

Pupils who are already on report, have Safety and Support Plans / Risk Assessment and Management Plans have the opportunity to gain points for improved behaviour. This also applies to students with particular behavioural difficulties due to their additional needs, i.e. some ADHD, ASC, SEBD students. Once again these link in with the reward system.

All Award Certificates are presented in a Celebration Assembly (if the pupil is comfortable with receiving the certificate in a public arena).

The additional rewards for achieving these certificates were set by the School Council and are regularly reviewed.

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H:\API ADMIN\Policies\Staff guidelines for Achievement Awards reviewed June 2016 doc

Carol Morris 30/9/16