#### **St. Luke’s R.C. Primary School**

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#### **Promoting Positive Behaviour**

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#### **1st Draft December 2013**

**Updated May 2016**

**Revised August 2017**

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Introduction

*Curriculum for Excellence* cannot be delivered without good relationships and positive behaviour. The starting point for learning is a positive ethos and climate of mutual respect and trust based upon shared values across whole school communities where everyone can learn and work in a peaceful and safe environment.

Social, emotional and behavioural skills are key skills for learning, life and work. Readiness to learn, and ongoing positive relationships and behaviour, depend upon social and emotional wellbeing. Health and wellbeing across learning is a responsibility for all. Children and young people should feel happy, safe, respected and included in the learning environment and all staff should be proactive in promoting positive behaviour in the classroom, playground, and wider learning community.

*Building Curriculum for Excellence through Positive Relationships and Behaviour*

At St. Luke’s we believe that children have the right to come to school to learn and teachers have the right to come to school to teach within a safe environment. In order to do this we have a Positive Behaviour Policy that enables children to make positive choices and take responsibility for their own behaviour. It also provides a framework for all members of staff to follow a fair and consistent system that reinforces positive behaviour and rejects negative behaviour.

**Our Vision and Aims**

Our school vision and our aims were revised and updated by our whole school community in August 2016 and throughout session 2016.2017.



Reflect

Resilient

Perseverance

Imagine

Explore

Co-operate

Resourceful

Concentrate

We Believe We Achieve

We are committed to our families, our community and our parish to enrich the lives of every child in our care.

For all in our school community to believe that we can achieve we **aim** to:

* Inspire belief within ourselves
* Challenge ourselves and realise our own and others potential
* Create an ethos of trust and respect
* Celebrate our individuality and heritage

“Let the children come to me, and do not hinder them, for to such belongs the Kingdom of God.”

Luke 18:16

**Promoting Positive Behaviour**

**A Whole School Approach**

In June 2016, the community of St. Luke’s Primary School agreed five key rules for our school. They are positive and are at the heart of our school positive behaviour policy. All pupils recognise that they as individuals have a responsibility to make a positive choice to follow these five simple rules.

These five rules are revisited regularly in class and during school assemblies to ensure that they are understood by all.

Our school rules:

* We will listen and follow instructions first time
* We will keep our hands, feet, objects and unkind words to ourselves
* We will walk quietly throughout the school
* We will make positive behaviour choices
* We will respect everyone and our environment

**Our Classroom Organisation**

Good classroom management contributes to the effective management of behaviour in school. Pupil familiarity with routines and locations of resources allows our pupils to feel comfortable and secure within our school environment, promoting a sense of ownership. This familiarity avoids confusion and a lack of awareness which can lead to instances of misbehaviour.

Within each classroom staff ensure:

* Class codes of conduct are agreed at the beginning of each session and these are in line with the school rules
* Seating arrangements are suited to the specific needs of each member of the class
* Clear systems are in place for entering and leaving the classroom and when lining up throughout the school and playground
* Clear systems are in place when pupils require support when the teacher is working with another group within the classroom setting
* Resources are clearly labelled within the classroom and pupils know how and where to access them
* There are clear routines for handing out and returning pieces of work within the classroom and all pupils are clearly aware of these
* Pupils have areas of responsibility within the class, through the use of a class monitor system. These are clearly evident within the class and pupils know the responsibilities of each monitor and when these change
* Independent and/or group/collegiate tasks provide an opportunity for the teacher to move amongst pupils, answering questions, providing support and boosting pupil self-esteem through praise and encouragement
* Pupils are aware of their responsibilities in keeping the classroom environment tidy and purposeful
* Class reward systems are clear, simple and understood by all adults and pupils working within the class setting

A positive and purposeful learning environment for pupils increases expectations and boosts motivation, encouraging positive behaviour and reducing the potential for negative behaviour choices.

**Rewarding the Positive – Whole School Approaches**

The key focus of our school behaviour policy is to focus on highlighting positive behaviour choices within school. At St. Luke’s Primary School we celebrate positive behaviour regularly and celebrate the success of our pupils within and outside of school.

**Assemblies**

**School Assembly**

School assemblies are held weekly. They are a time for the school community to join together to share learning and share individual and collective success and achievement both in and out of school.

Once monthly, campus achievement assemblies are held with our campus school, Mayfield Primary. Pupils come together for infant and upper achievement assemblies to share success and celebrate the achievements of all in our local community.

* **Star of the Week**

Each class teacher selects one child from their class for an achievement for the past week. The achievement is decided by the class teacher.

* **HT Award**

Each week the HT will set a target for the school to strive for. These targets will be linked weekly to our school vision and language of learning. 1 child from each class will receive this award.

* **Class Achievement Books**

Each class has an achievement book. Achievements should be recorded in the book by pupils/teachers.

Each week at assembly a different class will have some of their achievements read out and celebrated. The class teacher will be responsible for this.

Achievement books are on display in each classroom.

All ‘Stars of the Week’ will receive a certificate. These certificates will be displayed in the main corridor to celebrate our achievements. All ‘Stars of the Week’ will be photographed and displayed in our school achievement book.

The class achievement book used in assembly on a Monday will then be displayed in the school entrance foyer for the remainder of the week. This will allow the opportunity for any visitors to our school to share the successes of individual pupils and classes.

**Achievement Assembly**

Once monthly, campus achievement assemblies are held with our campus school, Mayfield Primary. Pupils come together for infant and upper achievement assemblies to share success and celebrate the achievements of all in our local community. These assemblies celebrate pupil and staff achievements both in and out of school.

Some key features of our achievement assemblies include:

* Individual pupil achievements from out of school
* Children’s University Graduations
* Learning achievements from in school e.g. Read Write Inc, Times Tables Challenges
* Sporting Successes
* Motivational inputs to keep pupils on track in learning
* Achievement Books will be used as part of the achievement assembly each month

**Positive Behaviour Charts**

Our school piloted and agreed a whole school consistent approach to positive behaviour charts in classes. The basic framework for this is outlined below:

Depending on your class needs the colours can be in 1 or 2 sections. You can have top and bottom of Outstanding, Super Learner, Think about your choices, final warning. Ready to learn remains 1 step either way.

**Outstanding – Purple**

**Super Learner – Blue**

**Ready to Learn – Green**

**Think about your choices – Yellow**

**Final warning – Red**

1. All children start on **green** each morning. Children who are on **yellow or red** before break/lunch move back to **green** when they return to class.
2. Children can move up **1 step** at any time for demonstrating good learning and/or behaviour. This can be done during or after each lesson and for having good breaks.
3. If a child is on **red or yellow** and show they are making better choices they can move immediately back to **green**.
4. **Verbal warning** – pupils can receive a verbal warning without being moved for low level behaviour.
5. **Moving down 1 level** – If behaviour is more disruptive or continuing then move the child down 1 level.
6. **Moving to yellow** – If behaviour is more serious or continuing then child moves to yellow no matter where they are on the chart. If child is already on yellow then they move to red.
7. **Moving to red immediately** – Behaviour has to be more severe – swearing, hitting, etc to be moved to these colours. This needs to be dealt with appropriately depending on each individual situation.
8. **Clear understanding** – Children need to be consulted about all movement up and down the chart to ensure they have a clear understanding. E.g. If your behaviour (name the behaviour – chatting, not focusing on work, name calling, etc) continues you will move down 1 space. You have lifted to your hands to another child, where do you think you should go on the chart?

Please note that the term ‘moving up’ has been agreed by all staff as the terminology to be used when discussing movement through the chart.

Below an example of a school behaviour chart is included for reference:

**Class Points**

A class points system was piloted in school in session 16.17. This system will be in place for all classes from August 2017.

School staff agreed a system of class points in November 2016. Individual classes gain points in class, out and about in school and in the playground. Any adult in school can give a pupil a class point. Individual class systems such as table and group points are included in this class points system.

In general points are given as single points, but adults in school can give 5 or 10 points where appropriate e.g. excellent manners in the school corridor, helping others. All adults have points tokens that can be given to pupils, shown in class and then returned to the adult.

P7 pupils will collect weekly class points on a Friday morning. These will then be given to the depute head teacher for school assembly on the Monday.

Class of the Week will be announced at assembly on the Monday and they will be given an additional 5 minutes at break time, supervised by their class teacher and a member of the senior leadership team.

Class points will show a running total in the main school corridor. The class with the most points at the end of each term will secure a treat for their class.

**Masterclasses**

As a school we operate a masterclass approach to support with our positive behaviour systems in school.

Pupils are provided with the opportunity to select from a range of learning activities that run for a period of 3/4 weeks that they are interested in. This allows our pupils to further develop their own personal interests in specific areas of learning.

Staff members from our school community will host these masterclasses and pupil numbers for each learning session will differ dependant on the activity. Activities change every 3/4 weeks allowing our pupils to experience a range of learning activities across the school session. As sign up to activities may be limited, those pupils who are achieving super learner status will be given first opportunity to select their activities.

All pupils will participate in masterclass learning activities and there will be no ‘time out’ or ‘loss of time’ for pupils.

**Individual Class Systems**

Each class and class teacher will operate a range of positive behaviour strategies within their classroom settings, as well as the school behaviour chart. These may include:

* Group/table points
* Class tokens/raffle tickets
* Marbles in the jar
* Praise cards
* Sticker
* certificate

Day to day rewards such as praise and recognition of achievements are not monitored but administered freely by all staff.

Individual children may also be given a positive behaviour sheet to help monitor their behaviour. The purpose of this is to encourage better behaviour based on specific targets and there should be a reward element for the reaching of those targets.

**Inappropriate/Disruptive Behaviour in School**

As a school, we aim for all of our pupils to make positive behaviour choices. We recognise, that at times, not all pupils make the correct choice and behaviours may concern or escalate within the classroom. In these situations, it is important that we have a system in place to monitor this in school.

In school, the main strategy for low level disruptive or defiant behaviour is through the use of the positive behaviour chart and our masterclass sessions.

**Minor/Low Level Behaviour**

It is recognised that staff displaying positive behaviours and discussing these with pupils is an effective way of encouraging positive behaviour but occasions occur when sanctions are necessary to deal with negative behaviour. To ensure consistency across the school, the following methods have been agreed to deal with low level disruption:

The teacher will speak with the child and discuss the behaviour that is not in line with the school rules and their class charter. The pupil will reflect on how they can change a negative behaviour into a positive behaviour. The class positive behaviour chart will be used at this time to assist with returning to a positive approach.

In addition, teachers may also employ techniques such as moving children, short time out of a group or class if these are appropriate to the situation. The teacher may refer a child to the Principal Teacher if they feel behaviours are continuing to be negative.

A pass may also be issued for a child to access ‘The Den’ our time out space that pupils can use for some quiet time or reflection before returning to class. A member of the senior leadership team should be called to inform that this is in use and to ensure a member of staff is available to ensure the child returns to class.

At no time will pupils be sent out of classes for some ‘time out’ unsupervised.

**Increased Level of Inappropriate/Disruptive Behaviour**

When behaviour occurs which is more serious than minor disruption, such as swearing, cheek, persistent disruption, stealing, violence, destroying or damaging property, loss of temper or control, a teacher may refer a child for reflection time at playtime. If another member of staff observes such an incident, they should report to the class teacher to allow the procedures to be followed.

The Senior Leadership Team will assume responsibility for the supervision of Reflection Time. The class teacher will complete a referral and ensure that this is sent to the senior leadership team before the break. These will be kept in a reflection folder in senior leadership team office.

During Reflection Time the teacher facilitating will provide opportunities for reflection and discussion based around the rights of all children and ways in which pupils can make amends and learn from their mistakes.

If a child participates in Reflection Time on two occasions within one week initially, moving towards one month, a letter is sent home to inform their parents. If the child is in Reflection Time for a third time in any one week, increasing to one month over time, the parent will be asked to meet with a member of the Senior Leadership Team.

**Serious Incidents/High Levels of Behaviour**

All teachers have been issued with help cards, which are to be sent to the office if a serious incident takes place or a teacher requires urgent assistance. This will be a signal for a member of the senior leadership team to immediately go to the teacher concerned. If no such member of staff is available, the Support for Learning Teacher, a Learning Assistant or the School Admin Assistant will come to the teacher to advise them of the situation and offer support as appropriate.

Pupils are ***not*** to be sent to the office or a member of the management team in these circumstances as their whereabouts, their safety and the safety of those around them and school property cannot be guaranteed.

If a child causes serious disruption to learning or is a risk to their own or others’ health and safety, they may be subject to exclusion.

**Internal Exclusion**

An internal exclusion system operates in school for such instances. Pupils will be removed from the classroom setting for a period of time, usually one to two days and will be supervised by a member of the senior leadership team for this period.

A removal of privileges will operate for pupils at this time. Pupils will eat outwith the shared dining hall and will not participate in playground times with the remainder of the school. Pupils will be given time outside, supervised by an adult. The class teacher will prepare learning activities for the

Parents and carers will be notified if their child is internally excluded and will be made aware of the seriousness of the situation.

Adults involved will keep a record of the situation and will give this to a member of the senior leadership team.

An internal exclusion form will be completed and kept both on the school server and in the individual child’s pupil record.

**External Exclusion**

If a child causes serious disruption to learning or is a risk to their own or others’ health and safety, they may be subject to an external suspension. Midlothian Council’s guidance on exclusions is the reference for any matters concerning exclusions. This is recorded formally on a child’s record.

St Luke’s RC Primary School

Reflection Time Referral Form

Name of Staff Member: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_

Name of Pupil: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time: \_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| Reason for Referral  (give an overview of the event(s) leading to this referral) |  |
| Strategies employed by staff in class to support |  |
| Reflection Time supervised by: |  |
| Discussion/strategies used to support child during reflection time |  |
| Next Steps |  |
| Signed: |  |

**Outstanding – Purple**

Depending on your class needs the colours can be in 1 or 2 sections. You can have top and bottom of Outstanding, Super Learner, Think about your choices, final warning. Ready to learn remains 1 step either way.

**Super Learner – Blue**

**Ready to Learn – Green**

**Think about your choices – yellow**

**Final warning – Red**

1. All children start on **green** each morning. Children who are on **yellow or red** before break/lunch move back to **green** when they return to class.
2. Children can move up **1 step** at any time for demonstrating good learning or/and behaviour. This can be done during or after each lesson and for having good breaks.
3. Children will get 2 warnings then loss of golden time during break. If this happens then they must start on **green** immediately after break.
4. If a child is on **red or yellow** and show they are making better choices they can move immediately back to **green**.
5. **Verbal warning** – pupils can receive a verbal warning without being moved for low level behaviour.
6. **Moving down 1 level** – If behaviour is more disruptive or continuing then move the child down 1 level.
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