



BEHAVIOUR POLICY

Date Approved:

Spring 2021

Signed Headteacher:..... Mrs Tracy Thomas

Signed Chair of Governors:..... Mr Ben Fuller

Review Date:

Spring 2022



Gaping Lane, Hitchin, Hertfordshire, SG5 2JQ

Tel: 01462 456737
Fax: 01462 457360

Email: admin@samlucas.herts.sch.uk
Website: www.samlucas.herts.sch.uk

Headteacher: Mrs. Tracy Thomas

Behaviour Policy

(To use alongside with Positive Handling Policy)

Spring 2021

Samuel Lucas School has a very clear expectation of behaviour and everyone is expected to be responsible for their own actions, their own property and in caring for the school environment. Everyone reinforces our “3 Cs” – Care, Co-operate and Contribute.

Everyone within the school has a right to:

- be safe
- work without disruption
- be treated with respect

STEPS

This school uses the Hertfordshire STEPS’ approach, in which all staff are trained. We use de-escalation, positive language and behaviour strategies.

Role of Teachers and Support Staff

Teachers plan and deliver effective, interactive and interesting lessons in which children are challenged, as well as supported, to achieve. Children who are achieving well are happy and will therefore feel better about themselves, making it more likely that they will make appropriate behaviour choices.

Children are expected to take responsibility for their behaviour. We encourage our pupils to develop a positive attitude to learning and life in school. Throughout the school day, whether on or off-site, children are encouraged to participate with enthusiasm and to make behaviour choices that enable all children to take an equal part.

Consistency is key. All children will be treated by a staff who share the same expectations. In return, all staff expect to be treated respectfully by children. It is an expectation that all staff will model good relationships between themselves as well as with children whilst actively encouraging good relationships between children too.

Clear expectations are set by teachers at the beginning of each school year and these are agreed with the children. Children are praised through constant recognition of achievement and good behaviour in class and around the school.

Behaviour Code

To enable our children to be treated with respect we ask them:

- to be polite and helpful
- to respect other people's belongings
- to respect other people's feelings
- not to fight, play fight, hurt or bully others
- to respect school property
- to care for school books that are taken home

To enable our children to work to the best of their ability we ask them:

- to listen carefully
- not to disturb others
- to be quiet unless they are meant to be talking
- to work hard and come to school regularly

To enable our children to be safe we ask them:

- to walk inside the building
- to ensure that shoes are secured and clean before entering the building
- to carry sharp items like scissors very sensibly
- to make sure that jewellery is not worn (except for one pair of stud earrings and named watches)
- to play only in the right places
- to tie loose hair up.

Our behaviour code is on-going and applies at all times. A copy is given to each child annually and discussed during lesson time. We ask all parents to play a vital part in supporting our school's behaviour code through talking about it with their children.

Role of Parents

We believe that parents play a hugely valuable role in supporting their children's learning and development. Positive links between home and school can hugely enhance a child's outcomes across all areas of school life. We are fully committed to working in partnership with parents and carers. We have a Parent Forum that meets once every half term where parents can have their voices heard and questions answered by school staff. The Behaviour Code makes our joint expectations clear and supports a collaborative approach.

Positive Behaviour Rewards

Positive behaviour is predominantly reinforced by praise. We believe that this should be the most consistent form of reinforcement when focusing on children's successes in their learning, attitudes, skills and behaviour.

Constant reinforcement of positive behaviour choices may be given in any of the following ways.

1. Immediate praise to individual children from class teachers or support staff (either quietly or publicly in front of the class or in assemblies).
2. Recognition using the school reward system of House points. (Please see the Behaviour Policy Appendix for details).
3. Recognition through receipt of a Headteacher's Award. (Please see the Behaviour Policy Appendix for details).
4. Recognition in Celebration Assemblies for Writer and Maths Whizz of the week.
5. Written comments on children's learning.
6. Good learning shown to Headteacher or other senior staff members.
7. Displays showing good learning and good behaviour.

Consequences for Inappropriate Behaviour

Consequences may be necessary when behaviour has been poor or inappropriate. Parents will be informed if any trends in inappropriate behaviour occur in order to ensure a consistent approach. A system of consequences will be followed in these circumstances.

1. Following of the Class Behaviour System. (Please see the Behaviour Policy Appendix for details).
2. Time spent in Reflection Room. (Please see the Behaviour Policy Appendix for details).
3. Loss of part of/ all of breaktime/ lunchtime.
4. Referral to external professionals (i.e; North Herts Primary Behaviour Support Service).
5. Internal exclusion for a given period.
6. Temporary exclusion for a given period (see details in Exclusion section below).
7. Permanent exclusion (see details in Exclusion section below).

Exceptional circumstances and extremely challenging behaviour

It is possible that there may be circumstances where careful adherence to the behaviour code has failed to be effective.

Incidents of bullying will be addressed following the school's Building Relationships Policy (Anti Bullying policy).

At times a whole class consequence will be required for times of collective responsibility.

Such cases will be treated on an individual basis. The class teacher, support staff, senior management team and outside agencies will work together to modify behaviour. It will be the responsibility of the class teacher to keep all staff informed of the strategies adopted so that consistency in response is assured.

The following strategies will be considered:

- Meeting of all involved, including parents/carers, to draw up a personalised Behaviour Contract. This is to be reviewed regularly.
- Designation of a member of the senior management team to be the first point of contact in exception circumstances.
- Daily plans and targets with appropriate rewards.
- Extra training for staff.
- A weekly (or more frequent) liaison with parents/carers.
- Home-school books or 'good news' books.
- A safe place to go at lunch times.

Crisis Management

Written guidelines cannot cover every eventuality and the professional judgement of individual staff will always be critical in assessing the risk factors inherent in a given situation.

The school agrees that:

- Members of the Leadership Team are available to help in a crisis.
- If a child leaves the school premises without permission, the Head teacher or Deputy Head teacher is informed. They will confirm that the child is not in the school or the grounds. The parents will be contacted and asked to bring the child back to school. If the parents cannot be contacted the police will be informed. Staff will not follow the child once he/she has left the school grounds.
- In extreme circumstances if a child acts violently in a lesson, endangering others, and cannot be controlled, the teacher should ensure the safety of the other children and themselves. This may involve:
 - Phoning another member of staff for help, or sending a child to fetch help.
 - Issuing instructions for the child to stop, clearly using their name.
 - Removing the child from the area where they are causing disruption.
 - If necessary taking the class out of the room leaving the child with an adult if possible.

It is acknowledged that at these extreme times a teacher cannot guarantee the health and safety of the child concerned. They will use the strategies outlined to ensure as far as possible the safety of other children and themselves. In very extreme circumstances', when all other options have failed and when the child's actions

represent a serious safety concern, reasonable force may be used. Parents/carers will receive an accurate report of any incident including concerns raised.

Keeping records

It is essential that a written record of behaviour is kept in case further action is required. This will be the responsibility of the class teacher and the designated member of the SLT together with contributions from any other staff who are involved.

Exclusion

The school follows the DfE guidance. Copies are available from the school office.

Only the Head teacher can exclude a pupil from school. Exclusion of a pupil is a last resort, although rapid response can be made if there is an immediate risk to the safety of others in the school or the pupil concerned. A decision to exclude a child will be taken if:

- the pupil seriously breaches the school behaviour policy in a violent way;
- a range of alternative strategies has been tried and failed;
- allowing the pupil to remain in school would seriously harm the welfare of the pupil, other pupils, or staff.

Exclusion can be in response to a single very exceptional incident or as a result of a number of incidents growing in seriousness over a period of time.

Before reaching a decision the Head teacher will:

- Consider the evidence of the allegation
- Allow the pupil to give their version of events
- Check whether racial, sexual or other forms of harassment provoked the incident and take these into consideration.

The class teacher of an excluded pupil is required to set and mark work for the duration of the exclusion period in line with the DfE recommendations. Fixed term exclusions cannot exceed 15 days in a single block and 45 days in a school year. In any event after 6 days of exclusion, the child is required to follow an education programme at a school.

Appendix
Class Behaviour System at Samuel Lucas School

Every class will have a series of stages to work through every day at school. The stages will be slightly different depending on the age of the children. Below we have listed the specific arrangements and have explained how each step will work for each Key Stage.

Key Stage 2 Behaviour Policy:

Outer Space: When a child reaches Outer Space, they will have produced some exceptional learning or a stand out achievement that deserves recognition. Reaching Outer Space will be rare and for exceptional cases only. Children who reach Outer Space will receive a Headteacher's Award and a sticker and will be celebrated in assembly.

Star: When a child receives a House Point, they will be moved up to the Star. Once on the Star, the children will be able to receive as many House Points as they earn; there will be no limit. They will be able to continue to work as a House team to earn themselves an extra playtime at the end of the week.

Green: Every child will start on the Green step at the start of every day.

Amber: After a child has already received a verbal warning for not adhering to the school/ classroom rules, the child will be moved down to the Amber step. The child will receive reminders and will be given ample opportunities to change their behaviour and make better choices. Should they begin to make more positive behaviour choices, they will be moved back up to the Green step.

Red: Should a child decide not to make more positive behaviour choices and instead continue to not adhere to the school rules, despite several reminders, the child will be moved down to the Red step. If this happens, the child will be required to see the Phase Leader to discuss their actions and they will need to attend Reflection Time at the start of the lunch break to reflect upon their behaviour choices. If the child is moved to the Red step during the afternoon, they will need to attend Reflection Time the next day.

Reflection Time: This will take place daily in the SEND Room between 12.10pm – 12.30pm. The adult in the room will discuss the behaviour choices with the child and they will use the Reflection Time sheet to record their thoughts (through drawings or words) and the child's parent/carer is informed.

Additions: Any disruptive behaviour displayed during lesson time will be discussed with the child using the STEPS approach, during playtime if necessary.

Any safeguarding issues or a blatant disregard for the rules and general ethos of our school will result in an instant Red, the Headteacher will be involved and the parent/carer will be contacted.

Year 2 Behaviour Policy:

Outer Space: When a child reaches Outer Space, they will have produced some exceptional learning or a stand out achievement that deserves recognition. Reaching Outer Space will be rare and for exceptional cases only. Children who reach Outer

Space will receive a Headteacher's Award and a sticker and will be celebrated in assembly.

Star: When a child receives an extra House Point, they will be moved up to the Star. Once on the Star, the children will be able to receive as many House Points as they earn; there will be no limit. They will be able to continue to work as a House team to earn themselves an extra playtime at the end of the week.

Rocket: When a child receives a House Point, they will be moved up to the Rocket.

Green: Every child will start on the Green step at the start of every day.

Amber: After a child has already received a verbal warning for not adhering to the school/ classroom rules, the child will be moved down to the Amber step. The child will receive reminders and will be given ample opportunities to change their behaviour and make better choices. Should they begin to make more positive behaviour choices, they will be moved back up to the Green step.

Red: Should a child decide not to make more positive behaviour choices and instead continue to not adhere to the school rules, despite several reminders, the child will be moved down to the Red step. If this happens, the child will be required to see the Phase Leader to discuss their actions and they will need to attend Reflection Time at the start of the lunch break to reflect upon their behaviour choices. If the child is moved to the Red step during the afternoon, they will need to attend Reflection Time the next day.

Reflection Time: This will take place daily in the SEND Room between 12.10pm – 12.30pm. The adult in the room will discuss the behaviour choices with the child and they will use the Reflection Time sheet to record their thoughts (through drawings or words) and the child's parent/carer is informed.

Additions: Any disruptive behaviour displayed during lesson time will be discussed with the child using the STEPS approach, during playtime if necessary.

Any safeguarding issues or a blatant disregard for the rules and general ethos of our school will result in an instant Red, the Headteacher will be involved and the parent/carer will be contacted.

Year 1 Behaviour Policy:

Sun: All children will start on the Sun at the start of each day.

In Year 1, there is an additional chart with multiple steps. When the children make positive learning choices, positive behaviour choices and show the 5Rs and 3Cs they are able to move in smaller achievable steps towards the bigger goals of the rainbow and the star. These steps can be made in jumps of 1 or more (if exceptional choices are made or achievements celebrated). If children make the wrong choices with behaviour or in their learning, a child can be moved backwards down these steps. However, they are always given the opportunity to move back when the right choices are made.

Star: When they reach the star, the children are awarded a house point for their achievement.

Rocket: This is when the child has demonstrated great learning and behaviour in a day. These children are celebrated and rewarded at the end of the day. It is the aim most days to get as many of the children to the Rocket as possible. Celebrating their effort, learning and behaviour choices for the day.

Reflection Time: This will take place daily in the SEND Room between 12.10pm – 12.30pm. The adult in the room will discuss the behaviour choices with the child and they will use the Reflection Time sheet to record their thoughts (through drawings or words) and the child's parent/carer is informed.

Additions: Any disruptive behaviour displayed during lesson time will be discussed with the child using the STEPS approach, during playtime if necessary.

Any safeguarding issues or a blatant disregard for the rules and general ethos of our school will result in the involvement of the Headteacher and the parent/carer will be contacted.

EYFS Behaviour Policy:

Rocket: When a child reaches the Rocket, they will have produced some exceptional learning or a stand out achievement that deserves recognition. Reaching the Rocket will be rare and for exceptional cases only.

Star: If a child continues to make positive behaviour choices, they will be moved to the Star.

Rainbow: If a child makes positive behaviour and/ or learning choices, they will be moved to the Rainbow.

Sun: All children will start on the Sun at the start of each day.

If negative behaviour choices are made, expectations will be made clear and an opportunity to make a positive choice will be provided.

If the negative choice behaviour continues, children will have 3 minutes of thinking time.

Additions: Any disruptive behaviour displayed during lesson time will be discussed with the child using the STEPS approach, during playtime if necessary.

Any safeguarding issues or a blatant disregard for the rules and general ethos of our school will result in the involvement of the Headteacher and the parent/carer will be contacted.

Please note: it is a privilege for any child to represent the school in any activity, for example netball, football etc. If a child attends the Reflection Room for any reason, those children will not be allowed to represent the school in any activity until they can consistently display the behaviour expected of Samuel Lucas pupils.

Reasonable adjustments will always be made for exceptional cases and for those pupils with special educational needs and disabilities.