

St Luke's CE First School

Behaviour Policy

2025-2026



Adopted by the Governing Body:

Review: September 2026



Introduction

At St Luke's C E First School we promote a positive environment in which everyone can flourish in a safe, happy, respectful and caring community. The staff and governors at St Luke's C E First School believe that good behaviour supports a school in fulfilling its duty. The last Ofsted inspection (July 2024) judged our behaviour to be good:

Pupils are happy and feel safe because of the kind and nurturing care they receive from staff. Pupils wear smiles on their faces as they walk around school and at playtime and value their friendships. Parents agree that their children enjoy school and appreciate the support their children receive.

Pupils behave well and are increasingly involved in making decisions at their school.

Pupils demonstrate positive attitudes to learning and understand that the rules of being ready, respectful and safe are in place to make the school a nice place to be. Pupils are inclusive and know the importance of being tolerant towards others.

Our School Vision

In our St Luke's family, we recognise we are all God's children and through our caring and nurturing environment, we follow His word. We trust and rely on God's teaching so that we can encourage each other, develop our relationship with one another and the world, and flourish in all that we do.

God's word is a lamp to my feet and a light to my path. (Psalm 119 v.105)

Biblical theology:

We are all God's family and we know that God wants us to succeed in all that we do. It is through his strength that we can do these things and we encourage each other to see that they can be anything they want to be and do anything they want to do.

Please refer to our vision statement and core values (school website; vision and values)

Our vision for Behaviour

At St Luke's CE First School we aim to provide a calm, safe and supportive environment where all children can learn and thrive. We focus on high expectations of pupil behaviour and conduct with clear rules and positive re-enforcement.

We want our children to:

- Take responsibility for their own words and actions so that they learn from their choices and do not repeat negative behaviours.
- Recognise the different feelings they have and to know how best to regulate those feelings in challenging situations.
- Feel valued and cared for so that they and their community flourishes and thrives.
- Be guided by faith and to draw upon stories from the bible to help them be a good citizen who cares about their community and environment.

Aims

At St Luke's, our overarching aim is for our children to feel safe and be happy in school in order that they can flourish academically.

Our school behaviour systems and practice aim to;

- Promote good behaviour, self-discipline and respect
- Prevent bullying, including cyber bullying
- Ensure pupils engage in learning and make progress as a result
- Regulate the conduct of pupils
- Identify and support those pupils with additional needs

This policy should also be read in conjunction with these school policies;

- Health and Wellbeing Policy
- PSHE Policy and curriculum content
- Child Protection/ Safeguarding policy
- SEND policy
- Anti-Bullying Policy

Roles and Responsibilities

The governing body is responsible for:

- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing body
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour logs is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils

- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

Safeguarding

We recognise that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our child protection and safeguarding policy for more information.

Behaviour Expectations at St Luke's First School

In order to maintain good order, keep everybody safe and ensure pupils are able to learn, expectations for good behaviour are high. We foster an environment of mutual respect, responsibility and kindness. Our school curriculum is underpinned by our core Christian values of; **hope, trust, humility, forgiveness, justice** and **resilience**. By learning about values, we encourage the children to think about how we behave and why we make different choices.

Our School Rules

All stakeholders have agreed consistent rules. These are displayed around school and are referred to frequently by staff. The success of this policy depends on consistent application of these rules. We promote appropriate behaviour through the adoption of the following rules:

- Ready
- Respectful
- Safe

1 child from each class is chosen weekly to be the class 'VIP'. The class VIP is someone who consistently follows our school rules and sets a positive example to others. Children can be chosen to be VIP more than once per academic year.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, the layout of the room, access to resources and classroom displays all have a bearing on the way children behave. Classrooms should be organised to develop independence and personal initiative. They should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution. Overall the classroom should provide a welcoming and affirming environment.

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

Staff Induction and Support

The behaviour policy will be updated annually and shared with all staff who will sign to state they have read and understood its contents. Behaviour management is discussed at monthly staff briefings and forms part of induction for new staff who will meet with the Headteacher to review the policy. Class behaviour folders will be reviewed at least half termly by the Headteacher and findings from these shared via email and/or via staff briefings, as appropriate.

Pupil Transition and Support

The behaviour policy will be shared with pupils at the start of each academic year, along with a review of our school rules and establishing each class's classroom rules. The behaviour policy will be referred to frequently with children as part of PSHE lessons and as and when it's needed with each individual class. Children with additional needs will receive further support if necessary in helping them to follow the school

rules and ensure positive behaviour. Staff will consider whether a pupil's SEND has contributed to an episode of misbehaviour and will consider whether reasonable adjustments need to be made to a sanction in response to any disability the pupil may have.

Rewards at St Luke's CE First School

At St Luke's CE First School, the main focus of our behaviour systems is on positive praise and reinforcement. We use rewards to recognise, value and celebrate a child's effort. We aim to make rewards fair and consistent and we also recognise the need to sometimes tailor rewards to the needs of the child.

Verbal Praise

We never underestimate the power of praise. A smile, thumbs up or a well done, conveys a strong message to a child. It shows the child that they have made a positive choice and helps them to feel recognised and valued.

Team Points

The children at St Luke's are placed in one of 4 teams: Air, Earth, Fire, Water

Each child will stay with that team for the duration of their time with us and siblings are placed within the same team. Teams will be recognised by name and colour.

Four Year 4 children are selected as captains for each Team.

Each time a child makes an extra effort, this will be recognised by awarding **one class dojo** team point. Each point earned adds to their team total. In celebration assembly, the totals for the week are announced. At the end of term, the team with the most points wins the **Team Point Trophy** and extra playtime together as a team.

Team points help our children understand that effort doesn't just reward the individual but also rewards the community; whether that be the class community, the team community or the school community.

Stickers

Staff will give stickers to children for showing positive behaviour or effort in learning. Stickers are often given to those children who respond best to an instant and tangible reward. Sticker charts may be used as a motivational support tool for individual children.

Sharing of Successes

Staff will facilitate the sharing of 'good news', whether that be good work or positive attitude to learning with other members of the school community. This might involve a child going to see another teacher or the Headteacher to share their work and receive praise/stickers for their efforts.

Whole School Celebration Assembly

In our weekly celebration assembly, we will share a range of achievements:

- Stars of the week
- Vision Certificates
- Lunch Time Superstars
- OPAL Golden Welly
- Achievements from home

- Class attendance awards – for classes who have 95% attendance that week or above.

We invite parents of the children who have received a vision certificate or a star of the week award.

Vision Certificates

Vision certificates are presented to children in our weekly Celebration Assembly. Class teachers and/or teaching assistants will award a vision certificate to a child, a group of children or a class who have shown that they are living out our school vision.

Stars of the Week

Class teachers will select a pupil each week to be the 'star of the week'. This child will receive a certificate and 'gold' sticker as a reward, which will be presented in the whole school celebration assembly. Their high quality work will be on display in the main entrance for everyone to admire and celebrate.

Lunch Time Superstars

Our Lunch Time Supervisors will look out for children who are displaying excellent behaviours at lunch time. These might be, for example, good manners, helping others, caring for a friend. Token certificates will be given to the child with their name and reason written on the back. Examples of these will be shared in Celebration Assembly and a winner selected at random to win a small prize.

Names and reasons for our stars of the week, values certificates and lunch time awards will be published in the school newsletter each week and shared with the school community on Dojo. Photographs and work are added to the 'Stars of the Week' display in the main entrance of the school.

OPAL Golden Welly

During every OPAL play, our play team will award raffle tickets to children who are demonstrating quality play and following our OPAL charter. In celebration worship, one raffle ticket will be drawn, and one children will win the Golden Welly to keep in their classroom for the week, and the opportunity to select a small prize.

VIPS

Our St Luke's VIPS are chosen by the class teacher and TA for consistently following our school rules and setting a positive example to others. Every week, the class VIP will wear a special VIP lanyard and will become the class line leader. Each class teacher may decide on other 'VIP' opportunities/rewards for the VIP each week. All VIPS will meet with the Headteacher or the Assistant Headteacher for hot chocolate and biscuits.

Headteacher Award

A Headteacher award recognises children who consistently demonstrate our school rules and vision and strive to make a positive contribution to our school community. Headteacher's awards are given at the end of each term and are selected by the Headteacher and/or class teachers who nominate children for this award. A certificate and small prize are awarded and parents of the child are invited to attend the celebration worship where there are handed out. Headteacher award winners are also communicated with our school community via our school newsletter and Class Dojo.

Managing negative choices – sanctions and consequences

At St Luke's CE First School we know that not all behaviour will be desirable at all times. We recognise that children are learning and developing which means that, at times, they will make the wrong choices and not always follow the rules. At St Luke's we encourage and educate children to think about the choices they have made and we help them to make better choices; to become respectful, responsible and caring members of our school.

When a member of staff becomes aware of misbehaviour, they should respond calmly, promptly and assertively, following the steps outlined in this behaviour policy. The first priority should be to ensure the safety of pupils and staff and to restore a calm environment. It is important that staff across the school respond in a consistent and fair manner. De-escalation techniques can be used to prevent further behaviour issues arising.

When supporting a child who has made the wrong choice and not followed the rules, it is always best for the child if school and parents work together to help the child understand how their behaviour has affected others and themselves. There are times, however, when parents and school do not agree on the best way to manage poor behaviour. As a school we aim to disagree well and we welcome the opinions of others, but we respectfully ask that parents raise complaints with school staff without their child present.

The law states that any punishment (sanction) must satisfy the following criteria;

- The decision to sanction a child must be made by a paid member of staff or a person authorised to do so by the Headteacher
- The sanction must be made on the school premises or while the pupil is under the charge of a member of staff (e.g; out of school visit)
- The sanction must not breach any legislation; disability, special educational needs, race, other equalities and human rights
- The sanction must be reasonable and proportionate in all circumstances

Sanctions at St Luke's CE First School – See Appendix 1 for sanction route

Verbal Reprimand

Most often when a child makes the wrong choice, a verbal reprimand is enough to help them correct the behaviour. When giving a verbal reprimand, the member of staff will help the child understand why it is the wrong choice and guide them to make a better choice. The staff member will give reminders of the expectations for good behaviour.

When verbally reprimanding, staff will maintain a calm and firm tone. They will use appropriate language which is suited to the age and needs of the child.

Following a verbal reprimand, it is good practice to look for the child responding to what the adult has said and praise them for now making a good choice.

Loss of play time and loss of privileges

If the behaviour repeats, or if the behaviour is more serious, children will miss part or all of their play/free choice time. This is time out to help the child to reflect on their choices, consider how they will put it right and seek the forgiveness of those affected by their behaviour.

On rare occasions children can miss out on such activities like after school clubs and special events in school. These sanctions are used when staff feel the child may spoil the activity/event for other children or when it is deemed a high risk for the child to attend. In this event, parents will be consulted.

School based Community Service

At times, it might be appropriate for a child to complete a task in school as a sanction – e.g. tidying up a classroom if they were the one to cause the mess.

Regular Reporting - Daily Record Card

A daily record card can be used to successfully correct repeated negative behaviours.

Children will be placed on a daily record card when poor behaviour is repeated and showing no sign of improvement. It will be the Headteacher's decision whether a child is placed on a daily record card. These are not always appropriate for every child.

The daily record card process is initiated with a meeting between Headteacher, class teacher, parent and child. During the meeting the Headteacher will outline the expectations for behaviour in school, the behaviour shown by the child and the actions taken to improve the behaviour. The class teacher will fill in the daily record card to give an overview of how each session through the day has gone and whether positive choices are now being made. The child will see the Headteacher at the end of each day to discuss the record card and the events of the day. The card will be photocopied for the parent on a daily basis. A follow up meeting will take place after 3 weeks to review behaviours and agree next steps.

Internal Exclusion / Removal from class

If a child has made a serious negative behaviour choice and it is deemed to be unacceptable for the child to go back into the classroom, an internal exclusion will take place with the child being removed from the classroom to work elsewhere in the school for a period of time. If an incident occurs during the morning, the child would typically be removed from class for the remainder of the morning session. If an incident occurred in the afternoon, the child would typically be removed for the remainder of the day. This strategy will only be used once all other behaviour strategies have been attempted or if the behaviour is so extreme that it warrants immediate removal. A member of SLT will inform parents of this and parents will be informed that if these negative behaviours persist, it could lead to a formal suspension from school. The class teacher and/or a member of SLT will ensure the removal location is in an appropriate place and that there is a designated adult to supervise the child and the completion of their work. Prior to returning to the classroom, the child will have a discussion with a member of SLT in order to reintegrate them into the classroom. All incidences of removal from class will be logged and monitored by the Headteacher.

Seclusion

Seclusion is sometimes used to provide the child with a quiet, safe space for time out. Seclusion is not a punishment but used to help regulate the child's emotions when experiencing a crisis. All basic needs are met during any seclusion. During a crisis episode, no child is left in isolation without the supervision of a member of staff.

Supporting pupils following a sanction

Following a sanction, it is important to help all pupils to understand their behaviours. Relevant staff members will:

- ✓ Hold a discussion with the pupil, including explaining what they did wrong, the impact of their behaviours, how they can try to make sure the behaviours aren't repeated and what will happen if their behaviour fails to improve. If applicable, the child will be asked to apologise either verbally or in writing to the relevant person.
- ✓ Discuss the behaviour incident with the parent. Depending on the nature of the incident, this might be completed by a member of SLT, or it might be the class teacher who telephones the parent/speaks to them at the end of the day.
- ✓ Consider whether the support for behaviour management for this individual child is appropriate and meeting their needs. Discussions may be held with class teacher/SENCO to review if further provision is needed – e.g. PSP, RRP.
- ✓ Depending on the situation, it might be relevant to investigate the pupils' behaviour further with staff across the school or hold discussions about the child's circumstances outside of school. Any safeguarding concerns would be investigated by the DSL or DDSL.

Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour:

At St Luke's, we recognise that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Our approach to anticipating and removing triggers of misbehaviour:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism

- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

Adapting sanctions for pupils with SEND:

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil likely to behave aggressively due to their particular SEND?

We will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan:

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

Recording Negative Behaviours and Sanctions

For low-level, isolated behaviour, a verbal reprimand is given and the incident is not recorded.

If the low-level behaviour is repeated or prolonged within the same session, the staff member will make a record of this in the **blue behaviour book** showing the reason, place and time of the incident. There is a blue behaviour book for each class and each book is regularly checked and monitored by the Headteacher. This enables school leaders to identify patterns and triggers and to identify which children need further support with their behaviour.

Significant Incidents

For serious negative behaviour choices, the class teacher or member of staff who was involved in / witnessed the incident will complete a 'significant incident' form. The form will be passed to the Headteacher or AHT to review. A decision on next steps will be made based on the information shared by staff. Parents will always be informed if their child is involved in a significant incident – either as the perpetrator or the victim. As each significant incident will be treated as an individual case, decisions will be made by the Headteacher/AHT about who will contact parents and when. Details of the incident may be shared by the class teacher at the end of the day or by telephone. In some circumstances, it will be a senior leader who contacts the family. Sanctions and further actions will be

discussed in order to best support all children involved and will be recorded on the significant incident form.

Please see appendix 2 for a list of low level and serious/significant behaviours.

Child on Child Abuse

Our PSHE curriculum promotes healthy relationships and respect for all. Through teaching the NSPCC 'Pantasaurus' we teach the children about inappropriate touch. All incidents of child on child abuse **must** be reported to a senior leader and DSL. Records will be logged on My Concern and all parents contacted.

Hate, bullying, racist or homophobic incidents

All incidents of hate, bullying, racism or homophobia **must** be reported to a senior leader.

In all of these incidents, the parents of all children involved will be contacted and school will work with parents to consider sanctions and further actions to prevent a repeat of the behaviour.

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Please refer to our anti bullying policy.

Lunchtime and Cover Staff

If a child has shown repeated negative behaviour choices at lunchtime or for cover staff, the class teacher must be informed of this by the lunch time supervisor or cover teacher. Teachers who job share should also pass on information in regard to behaviour.

If a child shows negative behaviours at lunch time, the lunch time supervisor will follow the behaviour policy – by giving a verbal reprimand, or ensuring a loss of lunch time play. In the first instance, the loss of lunch time play should come from the child needing to stand with the adult on the playground.

It is the responsibility of the staff member who deals with the behaviour to record incidents in the behaviour book.

Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher / member of the senior leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Involving Parents

Parents will be contacted should their child show repeated poor behaviour choices or when their child has been involved in a significant behaviour incident.

For low level, repeated negative behaviours, a discussion between the class teacher, the parent and child (if appropriate) will take place. This discussion will be recorded, with a copy added to the blue class behaviour folder and a copy given to the parent (*see appendix 3*). A follow up discussion will take place after an agreed time period and no longer than 4 weeks after the initial discussion.

If the behaviour hasn't improved, this will escalate to the senior leadership team who will meet with the class teacher, the parent and the child (if appropriate) to consider further intervention and support. This discussion will be recorded, with a copy added to the blue class behaviour folder and a copy given to the parent given to the parent (*see appendix 4*). A follow up discussion will take place after an agreed time period and no longer than 4 weeks after the initial discussion.

Power to use Reasonable Force

At times, it may be necessary to support and protect the child using positive handling. The term 'reasonable force' covers a broad range of action used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Members of staff who have been trained in positive handling have the power to use reasonable force:

- To prevent the child from committing an offence/breaking the law
- To prevent a pupil from injuring themselves or others
- To prevent a pupil causing significant damage to property
- To ensure good order and discipline in the school/among pupils

This would only be used after all other strategies have failed or if the child or another person is in immediate danger.

Most paid staff are trained to positively handle a child in the correct way and trained to support the child following a positive handling episode. This training is external and is refreshed every three years.

If a child is positively handled, the parent will be notified and details of the crisis explained. A recording of the crisis is made by all staff involved and a debrief with all staff involved is held. This book is checked by the Headteacher and external positive handling trainers.

Following a positive handling episode, a care plan will be set up for the child to support staff with knowing how best to help the child should a crisis occur. The child will be placed on a pastoral support plan (see below).

Exclusions – the law

Only the Headteacher of a school can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed-period exclusion does not have to be for a continuous period.

A fixed-period exclusion can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be excluded from the school premises for the duration of the lunchtime period. The legal requirements relating to exclusion, such as the headteacher's duty to notify parents, apply in all cases. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a governing board meeting is triggered.

The law does not allow for extending a fixed-period exclusion or 'converting' a fixed-period exclusion into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further fixed-period exclusion may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period.

The behaviour of a pupil outside school can be considered grounds for an exclusion. The Headteacher may withdraw an exclusion that has not been reviewed by the governing board. Any decision of a school, including exclusion, must be made in line with the principles of administrative law, i.e. that it is: lawful (with respect to the legislation relating directly to exclusions and a school's wider legal duties, including the European Convention on Human Rights and the Equality Act 2010); rational; reasonable; fair; and proportionate.

Making a suspension at St Luke's CE First School

Suspension is only used in extreme cases or when all other strategies to correct behaviour have been exhausted with no improvement and the child continues to disrupt order and the smooth running of the school day.

If a child is to be suspended the following happens;

- The parent is telephoned by the Headteacher giving the reasons for the suspension and, if required, asking for a parent to collect the child from school
- A brief meeting takes place between parent and Headteacher on arrival to school
- The parent is given a letter detailing the reasons for the suspension, the responsibility of the parent whilst the child is not at school and the date and time the child will return to school
- The local authority and Chair of Governors are notified of the suspension
- In most cases the child will be given work to do during the fixed term suspension.

It is expected on their return to school that the parent meets with the Headteacher to ensure the child is ready to return and will not be repeating the poor behaviour on their return.

Any child who is suspended will be placed on a Pastoral Support Plan.

Searching, Screening and Confiscation

Staff in school can confiscate, retain or dispose of a pupil's property. At St Luke's, we will confiscate and keep safe any item which we believe should not be in the child's possession at school and speak to parents about this before handing it back to them directly. We will not dispose of a child's property.

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items is:

- knives and weapons; • alcohol; • illegal drugs; • stolen items; • any article that the member of staff reasonably suspects has been, or is likely to be used: • to commit an offence, or • to cause personal injury

to, or damage to property of; any person (including the pupil). • tobacco and cigarette papers;4 • fireworks; and • pornographic images.

There may be other items which the headteacher has decided are detrimental to maintaining high standards of behaviour and a safe environment. These will be communicated to parents via class dojo and/or the school newsletter so that parents and carers are aware these items are banned from being brought into school. Please refer to our safeguarding policy.

Permanent Exclusion at St Luke's First School

Permanent exclusion is very rare and will only happen for a serious breach or if the child has had a significant number of fixed term suspensions (45 days in an academic year).

In this instance the Headteacher would refer to the DfE guidance 'Exclusion from Mainstream School September 2017' and would also take guidance from the local authority exclusions team who would support the Headteacher and parent through the process.

Pastoral Support Plan

A pastoral support plan will be set up for a child if the child has experienced one or more crisis episodes where they have not been able to self-regulate.

The pastoral support plan is intended to help the child in self-regulating and managing challenging/anxious situations. Pastoral support plans are overseen by the school special needs co-ordinator (SENCO).

It is important to get to the cause of serious or repeated negative behaviour so that school and parents can work in partnership to support the child in making better behaviour choices. At St Luke's we never label a child as 'naughty'. We recognise that there are many risk factors and triggers which could lead a child into crisis episodes and we believe it is important to provide the pastoral care needed.

The SENCO will meet with parents every two weeks to discuss progress towards targets. Other outside agencies will be involved depending on the support needed for the child. A review meeting will take place each term involving school, parents and outside agencies.

Once the child is on a pastoral support plan, any further incidents will be recorded on a **significant incident form** (*appendix 5*) which will build a profile to provide evidence of triggers and patterns of behaviour. This will be completed by the staff dealing directly with the crisis and will be used to guide the de-brief. This form is then kept by the SENCO.

All staff meet on the first Wednesday of every month to discuss safeguarding and wellbeing of pupils. Any relevant information which will best support the child is shared with staff at this meeting.

School will also complete a SDQ questionnaire (strengths and difficulties) and a Boxall profiling assessment. This will enable the pastoral lead to provide targeted, relevant support and to be able to measure the impact of such support.

Please refer to our Health and Wellbeing policy for further guidance.

Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom

- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees and other stakeholders (via anonymous surveys)

The data will be analysed every half term by a member of the senior leadership team.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

Review of this Policy

This policy will be subject to the normal cycle of policy review and will be reviewed and ratified by the Governing Body every year (September). Furthermore, there may be occasions where this policy is reviewed outside the normal review cycle, including but not limited to:

- a change in behaviour systems
- a change in legal position framework for Behaviour and Exclusions.

Appendix 1 – Sanction Route

<u>Low Level Behaviours</u>	<u>Significant Behaviours</u>
<p>Verbal reprimand given</p>	<p>Class teacher to speak to the child about the incident and the adult involved/witness to the event to record details on significant incident form which is then passed to a member of SLT</p>
<p>If behaviour repeated 2nd verbal reprimand given</p>	<p>Senior leader reviews the significant incident form and speaks to the adult involved if necessary in order to clarify the details. Child to speak to a senior leader and sanction given</p>
<p>Look for opportunities to give praise, in order to get the child 'back on track'</p>	<p>Senior leader decides the next steps to take, including who is going to inform parents and when.</p>
<p>If behaviour repeated/prolonged 10 minutes time out – in or around the classroom</p>	<p>Senior Leader to feed back to class teacher about the sanction and the next steps.</p>
<p>Incident recorded in Blue Behaviour Book.</p>	<p>If significant behaviour is repeated, senior leader along with the class teacher meets with parent and child – further actions discussed and agreed.</p>
<p>Class Teacher to monitor child's behaviour. If low level behaviour repeats overtime, Class Teacher to request a meeting with parent and child (if appropriate).</p>	
<p>If behaviour does not improve in agreed time, refer to senior leader. Senior leader to set up meeting with parent, teacher and child (if appropriate).</p>	

Appendix 2 – examples of low level/significant incidents

Examples of Low Level incidents	Examples of Significant Incidents
<ul style="list-style-type: none"><input type="checkbox"/> Not listening when the Teacher is talking to the class<input type="checkbox"/> Being off task and not doing the work required<input type="checkbox"/> Shouting out<input type="checkbox"/> Trying to distract others<input type="checkbox"/> Throwing rubbish on the floor<input type="checkbox"/> Rough play<input type="checkbox"/> Not sharing resources<input type="checkbox"/> Not following an instruction<input type="checkbox"/> Arguing with a peer<input type="checkbox"/> Swearing unintentionally<input type="checkbox"/> Running in corridor/classroom	<ul style="list-style-type: none"><input type="checkbox"/> Refusing to follow any instruction or carry out work for a significant period of time<input type="checkbox"/> Hitting/kicking/pinching/biting someone deliberately with the intent to hurt<input type="checkbox"/> Damaging school property/resources with intent to cause damage<input type="checkbox"/> Throwing objects to cause harm/damage<input type="checkbox"/> Hate, racial, homophobic & bullying comments / serious verbal abuse with the intent to hurt<input type="checkbox"/> Bullying<input type="checkbox"/> Prolonged disruption to learning<input type="checkbox"/> Shouting at or showing disrespect to staff members

For any incidents deemed to be bullying the school would initiate its anti-bullying procedures (please refer to anti-bullying policy)

Appendix 3 – Teacher/Parent/Child Meeting Record

Behaviour Meeting Record

Date of Meeting		Time of Meeting	
Persons in attendance:			
Face to face		Telephone	

Behaviour being repeated or prolonged			
Disrupting the learning		Use of language	
Being unkind to others		Not looking after resources	
Arguing with peers		Ignoring adult instruction	
Rough play			

Time/Place of negative behaviour			
Classroom		Hall - lunchtime	
Lesson time		Hall - assembly	
Playground		Toilets	
Playtime/Lunchtime			

Comments: (triggers, patterns)

Child's comments

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Parent's comments

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Behaviour Expectations

To listen, stay on task and to not disturb others.		To use appropriate words.	
To be a good, kind friend.		To look after the school resources.	
To manage problems with friends in a positive way.		To listen to the adult and follow instructions given.	
To play games which will not cause harm to self or others.			

Agreed actions for school and home to help the child make better choices

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Follow up discussion**Date/Time:**

Behaviour has improved (no further action)		Behaviour has not improved (further action required)	
		Referred to senior leader	

Comments:

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Record to: Parent, Headteacher

Appendix 4 – Headteacher/Class Teacher/Parent/Child Meeting Record

Escalated Behaviour Meeting Record

Date of Meeting		Time of Meeting	
Persons in attendance:			
Face to face		Telephone	

Behaviour being repeated or prolonged			
Disrupting the learning		Use of language	
Being unkind to others		Not looking after resources	
Arguing with peers		Ignoring adult instruction	
Rough play			

Time/Place of negative behaviour			
Classroom		Hall - lunchtime	
Lesson time		Hall - assembly	
Playground		Toilets	
Playtime/Lunchtime			

Actions taken to date to correct behaviour

Child's comments

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Parent's comments

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Behaviour Expectations

To listen, stay on task and to not disturb others.		To use appropriate words.	
To be a good, kind friend.		To look after the school resources.	
To manage problems with friends in a positive way.		To listen to the adult and follow instructions given.	
To play games which will not cause harm to self or others.			

Agreed actions for school and home to help the child make better choices

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Follow up discussion**Date/Time:**

Behaviour has improved (no further action)		Behaviour has not improved (further action required)	
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Further Actions:

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Record to: Parent, Class Teacher

Appendix 5 – example of recording of significant incident form

St Luke’s First School Behaviour Significant Incident Record



Pupil Name: Class:

Date: Time:

Place.....

Behaviour	Tick	Comment / Brief Details
Not following rules		
Significant / persistent disruption		
Rudeness / verbal aggression to peers		
Rudeness / verbal aggression to adults		
Unsafe behaviour – damage to property		
Unsafe behaviour - others		
Unsafe behaviour – self		
Physical aggression towards pupils or staff?		

Repeated Incident?	Yes		No	
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Was the child positively handled?			
Yes		Recorded in bound book	
No		Parent informed	

Is the child on a PSP?	
No	Refer to SENCO to implement PSP
Yes	SENCO to update PSP

Behaviour management strategies prior to or during incident:

Restorative action taken if applicable:

Next steps – actions to be taken now:

SLT actions:

