



St Luke's CE Primary School

Behaviour Policy

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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)

- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Definitions

3.1 Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- i.e. talking over the teacher, talking over others in the classroom, disrupting the learning of others, shouting out, shouting, running in corridors
- Non-completion of classwork or homework
- Poor attitude
- Refusal to follow instructions or comply
- Answering back
- Chewing

3.2 Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation (including upskirting)
- Vandalism
- Theft
- Fighting
- Swearing
- Smoking
- Racist, sexist, homophobic, transphobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs

- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one 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
Homophobic	Behaving or speaking in a way which makes someone feel bullied because of their actual or perceived sexuality.
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
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 or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for reviewing and approving the behaviour principles. The governing board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board giving due consideration to the school's statement of behaviour principles. The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on CPOMs. The senior leadership team will support staff in

responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in behaving in school
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Rewards and sanctions

The expectations for students at St. Luke's are known as 'beehaviour' expectations (appendix 3) and are displayed in every classroom and across the school. These outline our expectations for a safe and happy school environment and promote good behavior across the school. Like bees, we all work together for the good of the hive. Sometimes, however, a bee may fall out of the hive and need help finding their way back. It is the responsibility of all staff to ensure that children understand these expectations. Children will be regularly reminded of these statements.

At St. Luke's we believe that behaviour can be managed for most of the time through positive relationships, using plenty of praise and the consistent use of a reward system. We praise and reward children for good behavior in a variety of ways:

- Staff praise children;
- Staff give raffle tickets or house points ;

- Approving non-verbal cues/signs or acknowledgements
- Class rewards e.g. extra break, non-uniform day etc.
- Each week we hold a celebration assembly where pupils from each class receive a certificate for their achievement;
- We distribute Star Awards to children either for consistent good work or behavior, or to acknowledge outstanding effort or acts of kindness in school;
- Year 6 lead an assembly each week where they can share examples of best work and achievements of children throughout the school;

When a pupil(s) fails to meet the school’s behaviour expectations, staff use the school’s ‘bebehaviour’ expectations to support the child to correct their behaviour (see appendix). They are asked to think about whether they are BEEing:

- Resilient
- Responsible
- Ready
- Respectful
- Reflective.

Low-level misbehaviour (Listed in section 3.1) is to be dealt with by the class teacher. The following process must take place to deal with low level misbehavior in the classroom.

Action	Consequence/Sanction
Chance is given	A ‘chance’ will be given. Pupil will be encouraged to behave positively and make the right choices and informed of the consequence if they continue to misbehave and language of choice given.
Yellow card	The child will be informed that they are being given a yellow card. They will explain the choice they had and that their behaviour will result in a lost privilege. This is to be decided by the member of staff. This will be supervised by the same staff member who has given the yellow card or by a member of SLT when it not possible for the member of staff to do this. It is the staff member’s role to record this on CPOMs, inform SLT and speak to a parent at the closest possible opportunity.
Red Card	The child will be informed that they are being given a red card because of their choice of behaviour and a more severe sanction applied. The staff member must record this on CPOMs, inform SLT and speak to a parent at the closest possible opportunity.

Following either a yellow or red card, a restorative conversation will then take place. The staff member will refer to the ‘bebehaviour’ expectations and which of the expectations they had failed to meet, how the child could return to the ‘hive’ and put right their behaviour. This may include exploring if this were to happen again, how they could respond differently if appropriate.

A lost privilege must always be proportionate to the transgression. At any point a parent or guardian can be contacted depending upon the severity of the transgression that has occurred. Staff to use their professional judgement. Examples of lost privileges may include:

Yellow Card	Red Card
Lost break time Lost privilege Sent to key stage lead Finishing work	Sent to HT/DHT Lost dinner time

7. Non-verbal communication and language

In supporting the child to meet school expectations, a range of strategies will be used ranging from low level signals to high level interventions. At all times the language of choice will be used. This may look like:

Non-Verbal Communication	When and then...	Take the blame	Refer to the rule
To praise:- <ul style="list-style-type: none"> • Smile • Nod • Thumbs up • Cheering To reprimand:- <ul style="list-style-type: none"> • Shaking of head • Hand movement • Finger to lip/ear/eye • Open-handed block 	<p>“When you finish off your poster then you can carry on reading your book.”</p> <p>Redirect to task</p> <p>We’re finishing our work. Let’s get on with that...</p>	<p>If a child fails at a set task the teacher may take the blame so that the self- esteem of the child is not damaged.</p> <p>“I’m so sorry Jamie, I did not explain that very well at all. I’ll explain it again and see if I can make it a bit clearer.”</p>	<p>Redirect by directing them to a specific rule – this takes away any chance of pupil taking it personally – it is a rule for all!</p> <p>“What is the rule for asking questions?”</p>
Positive Error Correction	Causal Questions	Prompts to remind	Broken Record
<p>This maintains a pupil’s self-esteem as it does not highlight their ‘error’ to the rest of the class.</p> <p>“Thanks for picking up the ruler, it goes in the box over there!”</p>	<p>“Is there a problem with the work that means you can’t get on? Can I give you a hand?”</p>	<p>“This work needs to be finished by the end of the lesson.”</p> <p>“Don’t forget I’ll be back in five minutes to see how you’re getting on.”</p>	<p>Repeat the direction 2-3 times without confrontation (you may eventually have to give language of choice). This could also be accompanied by an open-handed block).</p>
Take-up time	Tactical Ignoring		Reframing
<p>After you have re-directed the child, give them take-up time, opportunity to make own choice – walk away and after a period of time you may then return.</p>	<p>Some behaviours in the classroom can be ignored rather than drawing attention to them.</p> <p>Proximity praise – praise another pupil nearby that is doing as the teacher has asked.</p> <p>“Well done Jane for putting your hand up and being patient.”</p>		<p>Getting 50% correct rather than half wrong.</p> <p>“You’ve worked hard today and completed most of the questions, only a few more to go!”</p>
Admission	Asking pupil to restate instruction		Language of choice
<p>“That may be true but I still need you to...”</p> <p>“It is a little bit, isn’t it? Let’s do our work so we can move onto the next part”.</p> <p>“I can see that and I would be too!”</p>	<p>This redirects the pupil back to the task and often they know exactly what they should be doing.</p> <p>If a pupil does not know what they should be doing, try taking the blame (above) or asking another member of the class to restate the instruction.</p>		<p>IF you continue to choose that behaviour you will be choosing...</p>
Assume compliance	WINE (TIS-UK)		Positive language
<p>Sometimes saying please can sound like pleading. By saying thank you at the end of a statement we are assuming that the pupil will comply.</p> <p>“Shamila, before you leave the room will you tidy your desk, thanks”.</p>	<p>I wonder if – I wonder if (it felt like no one understood you)</p> <p>I imagine – I imagine (that was horrible when that happened)</p> <p>I notice – I notice how you perked up when you talked about your brother</p> <p>I felt ...when you said...</p> <p>That sounds....that must have been...</p>		<p>Encouraging motivating language:</p> <p>“That is an excellent piece of work, Sam. I can see that you are working really well. Let me know when you have written another 3 sentences.”</p>

8. Behaviour Escalation

8.1 Low-Level Misbehaviour:

Low-level misbehaviour (Listed in section 3.1) is to be dealt with by the class teacher (see section 6). All adults have a responsibility to manage behaviour and are able to utilize the behaviour system as appropriate.

8.2 Serious Misbehaviour:

For persistent and serious misbehaviour (Listed in section 3.2) the Headteacher or Deputy Headteacher must be informed. Action will be taken depending on the seriousness and severity of the incident. When dealing with serious misbehaviour, members of staff will:

- Pause – take a breath and consider next steps before reacting.
- PRRR – Protect, regulate, relate and repair relationships
- Affect attunement - matching duration, intensity, and rhythm of the pupil
- PACE – Playful, acceptance, curiosity and empathy.
- Act calmly - children should not be confronted in an aggressive way as this makes the situation worse.
- Be reflective – Consider whether you are in the right frame of mind and equipped with the necessary skills and relationship to deal with this incident. Swap out with a different member of staff if appropriate.
- Carefully investigate all sides of the story, speaking to witnesses if necessary.
- Never accept children’s evidence as absolute. Some children are adept at implicating others to avoid being implicated themselves.
- Repair – once the incident is perceived as being ‘over’ it is time to repair the relationship with the pupil

The school may use one or more of the following **sanctions** in response to serious misbehaviour:

- Parents informed
- Child works in another area of the school away from their class
- Child will be excluded from taking part in an extra-curricular activity / event (e.g.residential, school trip or special event) due to health and safety reasons.
- Child spends a whole day completing their work in another classroom and is kept in at break and dinner time
- Child has to spend a day in isolation with either the DHT or HT completing their class work
- Child will be excluded from school for a fixed term to be decided by the Headteacher (up to a maximum of 45 days in a school year)

See appendix 2 for sample letters to parents about their child’s behaviour.

At St. Luke’s, it is NOT acceptable or fair too:

- Punish the whole class for one child’s misdemeanour;
- Bar participation in one curriculum area for misbehaviour in another e.g. stop PE/swimming for disruption in Maths;
- Leave a child outside the classroom for any length of time without being spoken to (over 5 minutes);
- Leave child outside staffroom/H.T.’s/ Office without being spoken too (over 5 minutes). This does not include yellow and red card sanctions.
- Leave the child in the classroom unsupervised at playtime or dinner time.
- Follow up the sanction with a restorative conversation at an appropriate time not too long after the incident (relative to the child’s age and level of understanding).

8.3 Out of class misbehaviour

Incidents that occur out of the classroom (such as break time, lunchtime or in extra-curricular clubs) are to be dealt with in line with this policy immediately by a member of staff on duty. This may include carrying out a sanction themselves or sending for support from a more senior member of staff. The class teacher must be made aware of any incident.

8.4 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip, on the bus or on the way to or from school.

8.5 Malicious allegation

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy and managing allegations of abuse against staff policy for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

8.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display and implement the 'Behaviour Expectations' poster
- Develop a positive relationship with pupils, which includes:
 - Greeting pupils in the morning/after break/after dinner
 - 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

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort and by qualified, approved members of staff**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded (onto CPOMs) and reported to parents

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will 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 to create the plan and review it on a regular basis.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour. This will include the proper use of restraint (if required), as part of ongoing CPD and the appraisal process.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

The Senior Leadership Team will monitor behaviour incidents on a regular basis. This will include reviewing all incidents recorded onto CPOMs.

This behaviour policy will be reviewed by the headteacher and the Curriculum and Resources committee every two years. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles will be reviewed and approved by the Curriculum and Resources committee every two years.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding and child protection policy
- Anti-bullying policy

Appendix 1: 'Behaviour' Poster



