St Luke's C.E. (Aided) Primary School

Behaviour Policy

Updated: September 2025

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Signed: M Hughes **(Chair of Governors)**

Policy to be reviewed next: - September 2026

St. Luke's Primary School Behaviour Vision Statement

At St. Luke's Primary School, we embrace our call to create a community where every person can flourish. As Jesus said, **"I came that they might have life, and have it abundantly" (John 10:10).** This divine promise guides our behaviour policy, ensuring each child develops the skills and experiences needed to live life to its fullest potential.

We firmly believe that every individual who enters our school has the inherent right to feel safe, protected, and valued. Our behaviour vision is rooted in our Christian values:

- **Forgiveness** guides our decisions and responses, helping us to understand, heal, and move forward together.
- **Compassion** leads us to care for one another with kindness and empathy, following Christ's example.
- **Courage** empowers us to stand up for what is right and to face challenges with resilience.
- **Truth** compels us to speak honestly and act with integrity, valuing transparency in all our interactions.
- **Trust** creates a safe environment where we believe in and support one another unconditionally.
- **Friendship** binds us together in support and celebration of one another.
- **Justice** ensures fairness and equality for all, recognising the dignity of each person created in God's image.
- **Hope** inspires us to look forward with optimism and purpose.
- **Thankfulness** cultivates gratitude for our blessings and for each other.
- **Peace** creates the tranquil environment essential for learning and growth.

As Scripture teaches us, "How good and pleasant it is when God's people live together in unity!" (Psalm 133:1). Our behaviour expectations reflect this wisdom, creating a community where all can learn and thrive together.

"Learning and living together in faith" means we walk alongside one another with kindness and respect, while maintaining clear boundaries that protect and nurture everyone in our care. Through this balanced approach, St. Luke's becomes a place where every child feels included, valued, and equipped to embrace the abundant life Christ promised.

Aims

- Establishes clear and consistent expectations of behaviour which are commonly
- understood by all staff and children and applied consistently and fairly to help create a calm and safe environment.
- Applies methods of positive reinforcement to encourage good behaviour.
- Applies consequences/sanctions for poor behaviour choices.
- Assists children in developing good standards of personal behaviour, therefore allowing them to learn and reach their full potential.
- Promotes equality of opportunity by providing an environment in which children can learn.
- Develops in each pupil a sense of their self- worth.
- Aims to help children grow into positive, responsible and increasingly independent
- members of the school community.
- Supports all pupils to help them meet the behaviour standards and makes reasonable
- adjustments for pupils with SEND as required.
- Ensures all members of the school community create a positive, safe environment in
- which bullying, physical threats or abuse and intimidation are not tolerated, in which
- pupils are safe and feel safe and everyone is treated respectfully; and any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.
- Promotes self-discipline and proper regard for authority.
- Ensures consistency and fairness.

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Refusal to follow instructions or comply
- Answering back
- Chewing

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying

- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
- Sexual comments
- Sexual jokes or taunting
- Up-skirting
- Physical behaviour such as interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic, transphobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Prescription drugs
    - Stolen items
    - Tobacco and cigarette papers
    - E-cigarettes or vapes
    - 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)

Bullying

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.

We describe bullying as **STOP/STOP**:

Several	**S**tart
Times	**T**elling
On	**O**ther
Purpose	**P**eople

Bullying is:

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

(Definitions of bullying - see Appendix 1)

Roles and responsibilities

The governing body

- Reviewing and approving the written statement of behaviour principles
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

The headteacher

- Reviewing this policy in conjunction with the governors
- Giving due consideration to the school's behaviour principles
- 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 log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Staff

- 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 **(see appendix 2 for a behaviour log)**
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and carers

- Get to know the school's behaviour policy and reinforce it at home
- 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

- 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.

Behaviour Strategy at St Luke's

The expectations for students at St. Luke's are known as **'Bee-attitude' Promises (See 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 behaviour 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 promises:

- **I promise that I will bee... just and fair.**
  - I will be respectful towards everyone I meet.
  - I will be tolerant of other people's opinions and beliefs.
  - I will treat everyone equally, in the way I want to be treated.

- **I promise that I will bee... compassionate.**
  - I will care for the people around me.
  - I will reflect on how my behaviour effects other people's feelings.
  - I understand that that I need to look after school property as it is used by other people as well.

- **I promise that I will bee... truthful.**
  - I will be honest to myself so that I can be the best version of myself.
  - I will be genuine with other people so they can trust me.
  - I will take responsibility for my own actions.

- **I promise that I will bee... forgiving.**
  - I know that everybody makes mistakes and that we cannot hold onto this.
  - I will accept somebody's apology when it is offered.
  - I will say sorry when I know I have done the wrong thing.

- **I promise that I will bee... courageous.**
  - I will be resilient when things do not go as planned.
  - I will stand up for those around me in a calm and respectful manner.
  - I will be ready to help if I see a situation that needs it.

Responding to positive behaviour – Praise in Public (PiP)

When a child's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos in line with the above promises.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Staff will **not** put their own behaviour rewards or sanctions in place without consultation with members of the SLT.

Raffle

The children will receive raffle tickets and be entered into a weekly draw during Celebration Worship time. These tickets are given for individual recognition of:

- Exceptional behaviour, following our bee-haviour promises and setting an excellent example to others
- Exceptional work in class
- Children to show that they are living their lives through our core Christian values

Hive Points

Hive points are given for the above reasons too; however, these rewards strengthen our vision that we are all part of the hive, working together and are given for group values. House points are added together each week, and the following spheres are added to the hive houses:

- Fourth place = 1 sphere

- Third place = 2 spheres
- Second place = 3 spheres
- First place = 4 spheres

The Hive House with the most spheres at the end of each term will be invited to a special celebration event.

Our Hive Houses are named after significant, biblical figures:

- Ruth shows us loyalty and kindness.
- Daniel shows us courage.
- Esther shows us caring, safety and happiness
- Moses shows us leadership and trust.

Flourish Awards

Each week, a child from every class in school from Acorn to Year 6 will be chosen by an adult in their room to celebrate how they have flourished in our key Christian Values.

The adults will recognise how the child has flourished in the above areas. For example:

- This week, Dolly has shown great courage and compassion whilst taking part in discussions about poverty and the steps we can take to support those in need.
- This week, Kenny has show hope whilst tackling difficult work in class and he has shown great wisdom in the way he has applied his learning.

Attendance

Each week, the class with the collective, highest attendance is celebrated and rewarded with an additional break time.

At the end of each term, each child is rewarded with the following:

- Bronze Badge – 96% attendance
- Silver Badge – 97% attendance
- Gold Badge – 98% attendance
- Gold Badge plus additional whole group reward - 100% attendance

Responding to misbehaviour – Reprimand in Private (RiP)

(See Appendix 4 & 5 for some examples of challenging classroom behaviours and how to respond)

When a child fails to meet the school's behaviour expectations and promises, staff use the school's **'Bee-Attitude' Promises** to support the child to correct their behaviour. They are asked to think about whether they are bee-ing:

- Just and Fair
- Compassionate
- Truthful
- Forgiving
- Courageous

The staff in school will follow the **'Remind, Reflect, Restore'** steps below when supporting misbehaviour (the examples are not an exhaustive list):

Step	R1
Behaviour Displayed	Fidgeting Incorrect sitting Shouting out Making noises Avoiding tasks Talking Interrupting others Not sharing Not following instructions
De-escalation	General reminder Praise of others Offer positive choices Model expected behaviour
Action in the Moment	Give two choices Movement break Fidgets Visuals Adult support Ensure understanding Cue in and routine cards A warning given and the child's name written on a post-it on the desk as a reminder to the child and a reference point
Sanctions	Verbal reminders x2 Non-verbal gestures
Who	Adult in class

Step	R2
Behaviour Displayed	Repeatedly disrupting others Repeatedly calling out Being in the wrong place Answering back Disrespect
De-escalation	Removal Reprimand in private Praise others Reminder of consequences Reminded of behaviour expectations Distraction Humour
Action in the Moment	Wonder what is wrong and what would help Move to support the child More prompts Movement breaks Tone of voice Remind how their behaviour makes others feel Return to the post-it
Sanctions	Verbal reminders Non-verbal gestures Lost learning time Apology with understanding of meaning Firm and clear warnings of future repercussions
Who	Adult in class

Step	R3
Behaviour Displayed	Persistent continuation of R1&2 with refusal to cease Swearing Name-calling Refusal to work for sustain period Physical or verbal aggression towards others Shouting and screaming Mimicking staff Defacing school property
De-escalation	Removal from class Change of task Distraction Staff exchange Audience removed
Action in the Moment	Verbal conversation in private Restorative conversation
Sanctions	Lost learning time Removal to other class Message/Call, Speak to parents
Who	Adult in class/Phase Leader/Deputy Head

Step	R4
Behaviour Displayed	Persistent continuation of R3 with refusal to cease Physical and verbal assault Intentionally damaging equipment Hate crime Stealing Persistent bullying Table/chair flipping Inappropriate touch Crimes
De-escalation	Removal from class Change of task Distraction Staff exchange Audience removed
Action in the Moment	Physical intervention Removal of equipment Pastoral intervention Verbal conversation in private Restorative conversation Removal from class
Sanctions	Lost learning time Internal or external suspension Refection time Charge for damage Meeting with parents
Who	SLT/Headteacher

At St Luke's it is NOT acceptable or fair to:

- Punish the whole class for one child's behaviour,
- Bar participation in one curriculum area unless the child's behaviour is deemed unsafe to participate,
- Leave a child outside the classroom for any length of time or any other room,
- Leave the child in the classroom or any other room unsupervised at break or lunch.

Reflection Time - restorative

Class teachers can keep children after school for a period of time decided by themselves after informing parents with reasonable notice. Parents **do not** have the right to refuse.

Breaktime and Lunchtime reflection are appropriate at times. It is the responsibility of the class teacher to ensure pupils are supervised properly. Pupils on lunchtime detention are allowed a reasonable time to eat, drink and go to the toilet.

Suspensions

The school has adopted the LA's guidance on exclusion which is formalised in its separate Exclusion Policy.

Serious incidents in school are recorded on CPOMS.

Behaviour can be monitored and evidence gathered to support any formal suspensions from school. Children may be suspended from school for the following:

1. Physical assault against a pupil
2. Physical assault against an adult
3. Verbal / threatening behaviour against a pupil
4. Verbal abuse / threatening behaviour against adult
5. Bullying
6. Racist abuse
7. Sexual misconduct
8. Drug and alcohol related
9. Carrying/using an offensive weapon
10. Damage
11. Theft
12. Persistent disruptive behaviour
13. Other serious incidents

This list is standard, and some categories may not be used by a Primary school, but they are there if ever the case arises. If the Head Teacher is not available, then the Deputy Head teacher has the capacity to suspend a pupil.

Suspensions can take the form of external and internal.

All internal suspensions require staff to supervise the children.

Removal/Internal Suspension

There may be times when it is necessary to remove a pupil from the classroom and this should be differentiated from circumstances when a pupil is asked to step outside the room for a brief conversation and asked to return following this.

Removal from the classroom will ensure continuation of the pupil's education in a supervised setting. This continuous education may have to differ from the mainstream curriculum but should still be meaningful to the pupil.

Removal from the classroom is considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Parents should be informed on the same day if their pupil has been removed from the classroom.

As with all disciplinary measures, we will consider whether the sanction is proportionate and consider whether there are any special considerations relevant to its imposition.

Removal should be used for the following reasons:

- To maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can be continued in a managed environment
- To allow the pupil to regain calm in a safe space.

When removal occurs, the pupil will be placed in an appropriate area of school which allows them to learn and refocus. The pupil will be always supervised. At no time should a pupil be locked in a room for their removal. The only exceptional circumstance where this would be permitted is when it is necessary to physically prevent the pupil from leaving the room to protect the safety of pupils and staff from immediate risk which would then deem this a safety measure and not a sanction.

Following removal, the pupil will be offered reflection time and reintegration will be planned and timely to ensure a smooth and safe transition.

Use of de-escalation techniques

- Clear warning given
- Re-assurance/support
- Choices given
- Reminded of behaviour expectations
- Audience removed
- Rights/responsibilities talk
- Change of task
- Change of location
- Distraction
- Staff exchange

Use of positive handling (Team Teach)

All members of staff working with children understand they have a duty of care towards them as laid out in The Children Act (Guidance and Regulations 1989 Vol 4) They are also aware of the regulations as set out in DfE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils (DfE 2013).

There are a wide variety of situations in which physical intervention might be appropriate, or necessary, to guide or escort a pupil. They will fall into these categories:

- Where action is necessary in self-defence or because there is an imminent risk of injury
- Threatening to abscond
- Where there is a risk of injury to self or others or significant damage to property
- A pupil attacks a member of staff, or another pupil
- Pupils are fighting
- A pupil persistently refuses to obey a request to leave a classroom
- A pupil is behaving in a way that is seriously disrupting a lesson and is a danger to self and others.

Staff have a duty to act using only force which is necessary, reasonable and proportionate, and should not under any circumstance use pain as a way of compliance. However, during positive handling there may be injuries such as fingertip bruising or redness where there has been contact with a child.

Procedure in positive handling

No physical intervention must take place unless one of the above examples have been displayed. Always ensure another member of staff is there, unless immediate intervention is necessary. No more than 2 people should be involved during positive handling. All positive handling must be ‘reasonable and proportionate’. After any positive handling records of the intervention need to be kept and recorded on CPOMs.

Right of Search

Headteachers have the legal right to search pupils and their property if they believe the pupil(s) may be carrying certain items. Searches must only be carried out by the Headteacher, Deputy or other senior member of staff nominated by the Headteacher, and in the presence of an adult witness. Female pupils will be searched by a female staff member, and male pupils by a male staff member.

Power of search without consent applies for the following items:

- Knives and weapons
- Alcohol

- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images

If any of the above-mentioned items are found, then the parents will be contacted immediately. The Headteacher may decide to suspend the pupil and/or contact the police. Each incident will be dealt with according to the circumstances around the incident.

Confiscation

Staff employed by the school, have a right to confiscate items that are inappropriate to school and/or disrupt learning.

Confiscation of items, either personal items or general items from the classroom will be used as a consequence. The aim of confiscating items is to maintain an environment conducive to learning - one that safeguards the rights of other pupils to be educated. Personal items will be kept safely and returned at the end of the school day, directly to parents or the end of the school week depending on the circumstances.

The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

Mobile Phones/Other Devices

Pupil's mobile phones are only to be brought to school by pupils who are permitted to walk home alone and are to be handed in to the school office at the start of the school day. They should be switched off. They are to be collected at the end of the school day.

Mobile phones are not permitted to be on the pupil at any point throughout the day.

Failure to adhere to this will result in the phone and sim card being confiscated for a 7-day period. Children who are not walking home from school alone, who bring phones in to school after being told not to, will also face confiscation. Likewise, any device with recording, photography or messaging capabilities are not permitted on the school premises.

Behaviour Online

Where behaviour incidents occur online, we expect the same standards of behaviour as apply offline, and that everyone should be treated with kindness, respect and dignity.

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. We will enforce sanctions upon pupils when their behaviour online: poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

Where an incident involves indecent images or messages, the member of staff will refer the incident to the Designated Safeguarding Lead (or deputy) as the most appropriate person to advise on the school's response. Handling such reports or concerns will follow the principles as set out in Keeping Children Safe in Education.

Conduct outside the school gates

School has the legal right to discipline pupils for behaviour outside of the school hours and premises. These could include incidents reported by members of the community or witnessed by staff or other pupils. School should ensure that the information given is factually correct. If the act is criminal, then this must be reported to the police.

In all instances, conduct outside the school must be dealt with by the Headteacher or Deputy Headteacher. Parents / carers will be informed about the child's behaviour and what sanction the school will be imposing. The sanction will usually take the form of contributing something towards the local community e.g litter picking.

Racist, hate incidents, homophobic and bullying records

In all instances a record will be made on CPOMS so that patterns can be picked up over time. Parents will be informed and a record of what has happened post incident will also be recorded.

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 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.

Informing parents

Class Teachers will inform parents when behaviour is becoming increasingly inappropriate, and the school class-based behaviour systems are not being effective. Parents can then work with school on this issue. If behaviour is very inappropriate it may need the Head Teacher to contact parents to come into school as soon as possible. The incident will be discussed and the handling of it decided in partnership. If a child is to be suspended, then parents will be given an explanation as to the reasons for the suspension, its length and work will be given for the child to do at home. After the suspension the parent will be asked to accompany the child to school on their return so school can explain how it is going to support their child in terms of behaviour and integration.

(see exclusions policy for more details on exclusion procedures)

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation needs help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection, safeguarding and whistleblowing policy for more information on responding to allegations of abuse against staff or other pupils.

Record Keeping

Records are to be kept of any inappropriate behaviour on CPOMS. Staff are responsible for recording all incidents as the smallest of incidents can build a bigger picture. If a child is displaying continuing disruptive behaviour and normal classroom strategies are not working, then behaviour logs need to be kept to understand why the behaviour has happened and identify triggers to the behaviour. Recording in this manner, i.e. what happened before the behaviour, what the behaviour looked like and sounded like and what happened afterwards, are key to planning strategies for alleviating the behaviour.

Responding to misbehaviour from pupils with SEND – REBECCA RE-WRITE

The school recognises 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 take its legal duties into account 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 consider the specific circumstances and requirements of the pupil concerned.

Some examples of our approach to anticipating and removing triggers of misbehaviour are:

- 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
- Completing sensory profiles to best understand sensory differences that could trigger behaviours.

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time because of their SEND
- The pupil was likely to behave aggressively due to their SEND
- The pupil was triggered by a sensory difference.

The school will then assess whether 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 contact the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

Review

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Linked policies

- Attendance Policy
- Anti-Bullying Policy
- Charging and Remissions Policy
- Safeguarding Policy
- Equality Policy
- Health and Safety Policy
- Special Educational Needs Policy
- Staff Code of Conduct
- Online Safety Policy

Legislation, statutory requirements and statutory guidance

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

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people

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 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

APPENDIX 1: Bullying Definitions:

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: **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, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), 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)

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

APPENDIX 2 – Lost Learning Time Diaries

NAME	DATE:	LLT in mins	Adult Support in mins
ARRIVAL			
Session 1			
Session 2			
AM BREAK			
Session 3			
DINING ROOM			
PLAYGROUND			
Session 4			
Session 5			
END OF DAY			
Comments including: success reminders/things that went well or that made us smile today			

ABC Chart

ABC (Antecedent, Behaviour, Consequence) Chart				
Date/Time	Activity	Antecedent	Behaviour	Consequence
When the behaviour occurred	What activity was going on when the behaviour occurred?	What happened right before the behaviour that may have triggered the behaviour?	What the behaviour looked like	What happened after the behaviour, or because of the behaviour

Appendix 3: 'Bee-attitude' Promises

Appendix 4: Challenging Behaviours in the Primary Classroom

Below is a list of 10 common challenging behaviours in the primary classroom, ranging from low-level disruption to high-level behaviour, followed by proactive strategies and in-the-moment strategies that teachers and teaching assistants (TAs) can use. These adjustments can be incorporated into a behaviour policy.

Behaviour	Pro-active Strategies	In the moment strategies
Talking Out of Turn	• Establish clear class rules about speaking turns. • Use visual aids (e.g., stop/go cards) to indicate when it's appropriate to talk. • Implement a non-verbal cue for attention (e.g., raising hand or clapping rhythm).	• Use a calm reminder: "I can see you're excited to share. Let's raise our hand and wait our turn." • Acknowledge when the student follows the rule: "Thank you for waiting patiently."
Behaviour	Pro-active strategies	In the moment strategies
Fidgeting or Leaving Seat	• Provide flexible seating options or sensory tools like fidget toys. • Build movement breaks into lessons. • Create a clear seating plan that considers sensory needs.	Quietly redirect: "I need you to stay in your seat right now. Would you like to hold a fidget or stand at your desk instead?"
Behaviour	Pro-active strategies	In the moment strategies
Low-Level Distracting Behaviours (e.g., tapping, humming)	• Teach self-regulation techniques (e.g., deep breathing or tapping hands quietly). • Assign a "quiet space" where children can self-regulate.	Approach calmly: "I can see you're tapping. Let's use quiet hands to help everyone concentrate."

Behaviour	Pro-active Strategies	In the moment strategies
Refusal to Follow Instructions	• Give clear, concise instructions in manageable steps. • Use visual aids or written instructions for clarity. • Build a strong relationship with the student to understand triggers.	• Avoid escalating the situation: “I understand you’re finding this hard. Let’s take a moment, and then we’ll work together to solve it.” • Offer choices: “Would you like to start with this or that?”
Behaviour	Pro-active Strategies	In the moment strategies
Calling Out	• Use a visual or auditory cue to signal when it’s time to speak. • Teach and model the use of hand-raising.	• Gently remind: “Remember, we raise our hand to share. I’ll call on you next.” • Acknowledge when they follow the rule: “Great job raising your hand!”
Behaviour	Pro-active Strategies	In the moment strategies
Aggression Towards Peers (e.g., hitting, pushing)	• Teach social skills through role-playing and modelling. • Use social stories to explain acceptable behaviours. • Implement a buddy system or peer mentor.	• Separate the students involved and ensure everyone is safe. • Stay calm and use neutral language: “It’s not okay to hit. Let’s take a moment to calm down and talk about what happened.” • Use restorative approaches: “How did that make you feel? What can we do to fix this?”
Behaviour	Pro-active Strategies	In the moment strategies
Shouting or Screaming	• Provide alternative ways to express frustration, such as drawing or writing.	• Remain calm and speak softly: “I can see you’re upset. Let’s use quiet voices to talk.”

	• Create a "calm corner" where students can go when overwhelmed.	• Offer a calming strategy: “Would you like to take some deep breaths with me?”
Behaviour	Pro-active Strategies	In the moment strategies
Work Refusal or Task Avoidance	• Break tasks into smaller, more manageable parts. • Use a visual timer to show how long the task will last. • Provide choice in how they complete the task.	• Avoid confrontation: “Let’s start with just one question together, and then we’ll see how you feel.” • Acknowledge small efforts: “Well done for writing the first sentence!”
Behaviour	Pro-active Strategies	In the moment strategies
Running Out of the Classroom	• Create a risk assessment and safety plan for the child. • Designate a safe space within the school as an alternative. • Work on emotional regulation techniques.	• Ensure safety: Do not chase but monitor the child’s location. • Use calm, reassuring language: “You’re feeling upset. Let’s go to the safe space and talk when you’re ready.”
Behaviour	Pro-active Strategies	In the moment strategies
Verbal Aggression (e.g., shouting insults)	• Teach conflict resolution skills through role-playing. • Implement a reward system for positive communication. • Build strong relationships with the student to understand their triggers.	• Do not engage in a power struggle. Stay calm: “I can see you’re angry. Let’s take a breath and talk about this calmly.” • Set boundaries: “It’s okay to be upset, but it’s not okay to use hurtful words.”

Adjustments to Behaviour Policies

- **Personalised Behaviour Plans**: Tailor strategies for individual children, including visuals, rewards, or calming techniques.
- **Calm Corners**: Incorporate quiet spaces for self-regulation.
- **Positive Reinforcement**: Focus on praising desired behaviours rather than punishing undesired ones.
- **Restorative Practices**: Shift the focus to repairing harm and teaching accountability.
- **Flexible Responses**: Allow teachers to adapt responses based on the child's needs rather than enforcing rigid rules.

Appendix 5: 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:

<table>
<tr><td>Non-Verbal Communication</td><td>When and then…</td><td>Take the blame</td><td>Refer to the rule</td></tr>
<tr><td>To praise:-
• Smile
• Nod
• Thumbs up
• Cheering
To reprimand:-
• Shaking of head
• Hand movement
• Finger to lip/ear/eye
• Open-handed block</td><td>“When you finish off your poster then you can carry on reading your book.”
Redirect to task
We’re finishing our work. Let’s get on with that…</td><td>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.
“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.”</td><td>Redirect by directing them to a specific rule – this takes away any chance of pupil taking it personally – it is a rule for all!

“What is the rule for asking questions?</td></tr>
<tr><td>Positive Error Correction</td><td>Causal Questions</td><td>Prompts to remind</td><td>Broken Record</td></tr>
<tr><td>This maintains a pupil’s self-esteem as it does not highlight their ‘error’ to the rest of the class.
“Thanks for picking up the ruler, it goes in the box over there!”</td><td>“Is there a problem with the work that means you can’t get on? Can I give you a hand?”</td><td>“This work needs to be finished by the end of the lesson.”

“Don’t forget I’ll be back in five minutes to see how you’re getting on.”</td><td>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).</td></tr>
<tr><td>Take-up time</td><td colspan="2">Tactical Ignoring</td><td>Reframing</td></tr>
<tr><td>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.</td><td colspan="2">Some behaviours in the classroom can be ignored rather than drawing attention to them.
Proximity praise – praise another pupil nearby that is doing as the teacher has asked.
“Well done Jane for putting your hand up and being patient.”</td><td>Getting 50% correct rather than half wrong. “You’ve worked hard today and completed most of the questions, only a few more to go!”</td></tr>
<tr><td>Admission</td><td colspan="2">Asking pupil to restate instruction</td><td>Language of choice</td></tr>
<tr><td>“That may be true but I still need you to…”</td><td colspan="2">This redirects the pupil back to the task and often they know exactly</td><td>IF you continue to choose that behaviour you will be</td></tr>
</table>

“It is a little bit, isn’t it? Let’s do our work so we can move onto the next part”. “I can see that and I would be too!”	what they should be doing. 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.	choosing…
Assume compliance	**WINE (TIS-UK)**	**Positive language**
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. “Shamila, before you leave the room will you tidy your desk, thanks”.	I wonder if – I wonder if (it felt like no one understood you) I imagine – I imagine (that was horrible when that happened) I notice – I notice how you perked up when you talked about your brother I felt …when you said… That sounds….that must have been… Will you help me understand x?	Encouraging motivating language: “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.”

Appendix 6: PRRR

The PRRR model, standing for **Protect, Relate, Regulate, Reflect**, is a framework to guide us in creating safe and supportive learning environments for children, particularly those who may have experienced trauma. It emphasises the importance of building secure attachments, fostering emotional attunement, supporting self-regulation, and encouraging reflection to promote well-being and learning.

Here's a breakdown of the PRRR model:

Protect:

This phase focuses on creating a sense of safety and security for children. It involves ensuring a physically and emotionally safe environment, establishing positive routines, and empathic and playful modes of **interaction.**

Relate:

This phase emphasises the importance of building strong relationships with children. It involves fostering emotional attunement, where the intensity of a child's emotions is matched, but the tone is reassuring. This can lead to the release of opioid and oxytocin, promoting feelings of connection and trust.

Regulate:

This phase focuses on supporting children's ability to regulate their emotions and behaviours. It involves providing opportunities for self-regulation through activities and strategies that help children calm down and manage their emotions. It also involves unblocking goal-directed energy and fostering a sense of motivation and enthusiasm.

Reflect:

This phase emphasizes the importance of reflection and self-awareness. It encourages children to process their experiences, identify their strengths, and develop coping mechanisms. It also involves reflecting on learning and integrating new knowledge.

THE P.R.R.R MODEL

PROTECT, RELATE, REGULATE, REFLECT

PROTECT

Create a safe and secure place both physically and emotionally.

- Ensure child's basic needs are met.
- Build safety and trust.

REGULATE

support emotional regulation and self-care.

- Teach to manage BIG emotions.
- Recognise triggers and develop coping skills.

RELATE

Foster strong, supportive relationships.

- Build trust between children and adults.
- Encourage empathy, understanding and openness.

REFLECT

Promote self-awareness and growth.

- Time to reflect provided.
- Support emotional well-being.

'LIVING AND LEARNING, TOGETHER IN FAITH'