

St Luke's CE Primary School

Positive 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 Low-Level Misbehaviour (chance or yellow card if repeated) 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 with reasonable requests from staff.
- Answering back
- Chewing

3.2 Serious misbehaviour (red card) 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, cigarette papers, vapes and smoking paraphernalia
 - 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. As a school, we recognize the child-friendly definition of what bullying is:

- S – Several
- T - Times
- O - On
- P – Purpose

We acknowledge that when someone says or does something **unintentionally** hurtful and they do it once, that may be **rude**. When someone says or does something **intentionally** hurtful and they do it once, that may be **mean**. When someone says or does something **on purpose** and **several times**, even when you tell them to stop or show them that you are upset, that's **bullying**. For more information, please see the anti-bullying policy.

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting, whispering about others.
Homophobic/Transphobic	Behaving or speaking in a way which makes someone feel bullied because of their actual or perceived sexuality or gender identity.
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 board of governors

The board of governors is responsible for reviewing and approving the written statement of 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 and language in line with trauma-informed practice and the relationships policy
- Providing a personalised approach to the specific behavioural and emotional needs of particular pupils using PRRR.
- Recording behaviour incidents on the appropriate slip and SIMS (see appendix 3 for a behaviour log)
- Informing class teachers for incidents outside of class
- Informing SLT of incidents of serious misbehaviour

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

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Speak to the class teacher in the first instance

6. Rewards and sanctions

The expectations for students at St. Luke's (See Appendix) are known as 'beehaviour' expectations and are displayed in every classroom. These outline our expectations for a safe and happy school environment and promote good behaviour and relationships 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.

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, positive postcards and stickers
- Approving non-verbal cues/signs or acknowledgements
- Class rewards
- Each week we hold a celebration assembly where pupils from each class receive a certificate for their achievement;
- We distribute reward tokens 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 'beehaviour' expectations to remind the child how to behave. 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. Serious misbehaviour is to be dealt with by SLT. A child should be praised in public and punished in private so as to avoid embarrassment in line with trauma informed best practice. The following process must take place:

Prior	All pupils begin the school day as part of the hive. They are working hard and want to do a good job. They are BEEing the 5Rs.
Action 1	For low-level misbehaviour:
Chance	Pupil will be informed this is their 'chance'. Pupil will be reminded of expectations and encouraged to make the right choice and informed of the consequence if they continue to misbehave using language of choice. Take-up time will be given and praise applied shortly after if compliant.
Action 2	Repeated low-level misbehaviour:
Yellow card	The child will be informed they are on a yellow card and the reason why. Their initials will be written within the yellow hexagon. Language of choice and take up time will be given. Follow-up needed.
Action 3	Serious misbehaviour:
Red Card	The child will be informed they are on a red card and the reason why. Their initials will be written within the red hexagon and take up time will be given. Follow-up needed.
Action 4	Follow-up:
Sanction agreed upon	A conversation between the student and staff member will take place soon after and a sanction that is proportionate to the transgression, age and level of understanding of the pupil will be agreed upon (see below).
Inform SLT/Parent	Staff will inform SLT and record on CPOMs. The parent/guardian will be notified in person or by phone (only if the parent cannot be contacted in person). A behaviour letter may be given if the behaviour is persistent.
Restorative conversation	Once the sanction has been carried out, the pupil and staff member will have a restorative conversation on the same day around behaviour expectations and the child will return to the hive.

Yellow Card (repeated low-level misbehaviour)	Red Card (serious misbehaviour)
Lost break time	Sent to HT/DHT
Lost privilege	Lost dinner time
Lost responsibilities	Lost invite to extra-curricular activities
Sent to key stage lead	
Finishing work	

7. Non-verbal communication and language

In supporting the child to meet school expectations, a range of strategies will be used starting with non-verbal and signals low level language. 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 To reprimand:- <ul style="list-style-type: none"> • Shaking of head • Hand movement • Finger to lip/ear/eye/focus • Open-handed block 	“When you finish off your poster then you can carry on reading your book.”	If a child fails at a 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.”	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?”
	Redirect to task We’re finishing our work. Let’s get on with that...		
Positive Error Correction	Causal Questions	Prompts to remind	Broken Record
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!”	“Are you struggling? Is there something I can help with?”	“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.”	Repeat the direction 2-3 times without confrontation. This could also be accompanied by an open-handed block.
Take-up time	Tactical Ignoring		Reframing
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.	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.”		Getting 50% correct rather than half wrong. “You’ve worked hard today and completed most of the questions, only a few more to go!”
Admission/Agreement	Asking pupil to restate instruction		Language of choice
“That may be true but I still need you to...” “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 you’re upset and I would be too! I want to help”	This redirects the pupil back to the task and often they know exactly 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.		IF you continue to choose that behaviour you will be choosing a red/yellow card.
			Take-up time Staff move away to allow child to process/calm down.
Assume compliance	Scripts		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 need you to...” “You need to...” “Maybe you are, but I still need you to finish your work” “What did I say would happen? What did you do? What will now happen? (follow through on this)		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.”

8. Behaviour Escalation

8.1 Low-Level Misbehaviour:

Low-level misbehaviour (Listed in section 3.1) is to be dealt with by the person delivering the session. All adults have a responsibility to encourage good behaviour and are able to utilize the behaviour system as appropriate.

8.2 Serious Misbehaviour:

For persistent serious misbehaviour (Listed in section 3.2) resulting in a red card, SLT must be informed. Action will be taken that is proportionate to the severity of the incident, the age and level of understanding of the child. When dealing with serious misbehaviour, members of staff will:

- Pause – take a breath and consider next steps before reacting.
- Act and speak calmly - children should not be confronted in an aggressive way as this makes the situation worse.
- Be at their level – the staff member should never stand over the pupil and always position themselves in a way that will not be perceived as aggressive or angry.
- Be reflective – Consider whether you are in the right frame of mind and equipped with the necessary skills and relationship to deal with this student. 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.

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 (only if there is a risk to others)
- Child will not be invited to take part in an extra-curricular activity / event (e.g.residential, school trip, responsibility or special event).
- Child can 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 appendices for sample letters to parents about their child’s behaviour.

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

- Punish the whole class for one child’s behaviour; focus on individual pupils.
- Stop participation in one area of the National Curriculum for misbehaviour in another e.g. stop PE/swimming for disruption in Maths; consider other sanction (see above)
- Leave a child outside the classroom for any length of time without being spoken to (over 5 minutes);
- Leave the child in the classroom unsupervised at playtime or dinner time.
- Leave it too long before (or fail to initiate) a follow-up, restorative conversation with the child at an appropriate time that is 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 in line with trauma informed practice and the relationships policy.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display and implement the 'Beehaviour Expectations' poster
- Develop a positive relationship with pupils, which includes:
 - Greeting pupils in the morning/after break/after dinner at the door
 - 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
 - Allowing pupils time to regulate their behaviour and process events

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**
- 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 the school. These items will be returned to parents after discussion with senior leaders and parents when appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

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 is to be invested in the very best relationships with all members of the school community and differentiated to meet the needs of individual pupils. 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 reviewed 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 (appendix 1) 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:

- Exclusions policy
- Safeguarding and child protection policy
- Anti-bullying policy
- Relationship policy

Appendix 1: letters to parents about pupil behaviour

First behaviour letter

Dear parent,

Recently, your child, _____, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our behaviour expectations, and we would appreciate it if you could discuss their behaviour with them. If your child's behaviour does not improve, we will contact you again and suggest that we meet to discuss how we can work together. However, at this stage we are confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name:

Class teacher signature:

Second behaviour letter

Dear parent,

Following our previous letter regarding the behaviour of _____, We are sorry to say that they are still struggling in school with their behaviour. We would appreciate it if you could arrange to come into school at a mutually convenient time so we can discuss a way forward.

Yours sincerely,

Class teacher name:

Class teacher signature:

Third behaviour letter

Dear parent,

We are sorry to report that, _____, is still struggling in school. We believe they would now benefit from a structured approach to help improve their behaviour in school.

We would be grateful if you could attend a meeting with the headteacher, the special educational needs co-ordinator and your child's class teacher, to discuss how we can best support your child in improving their behaviour.

Date:

Time:

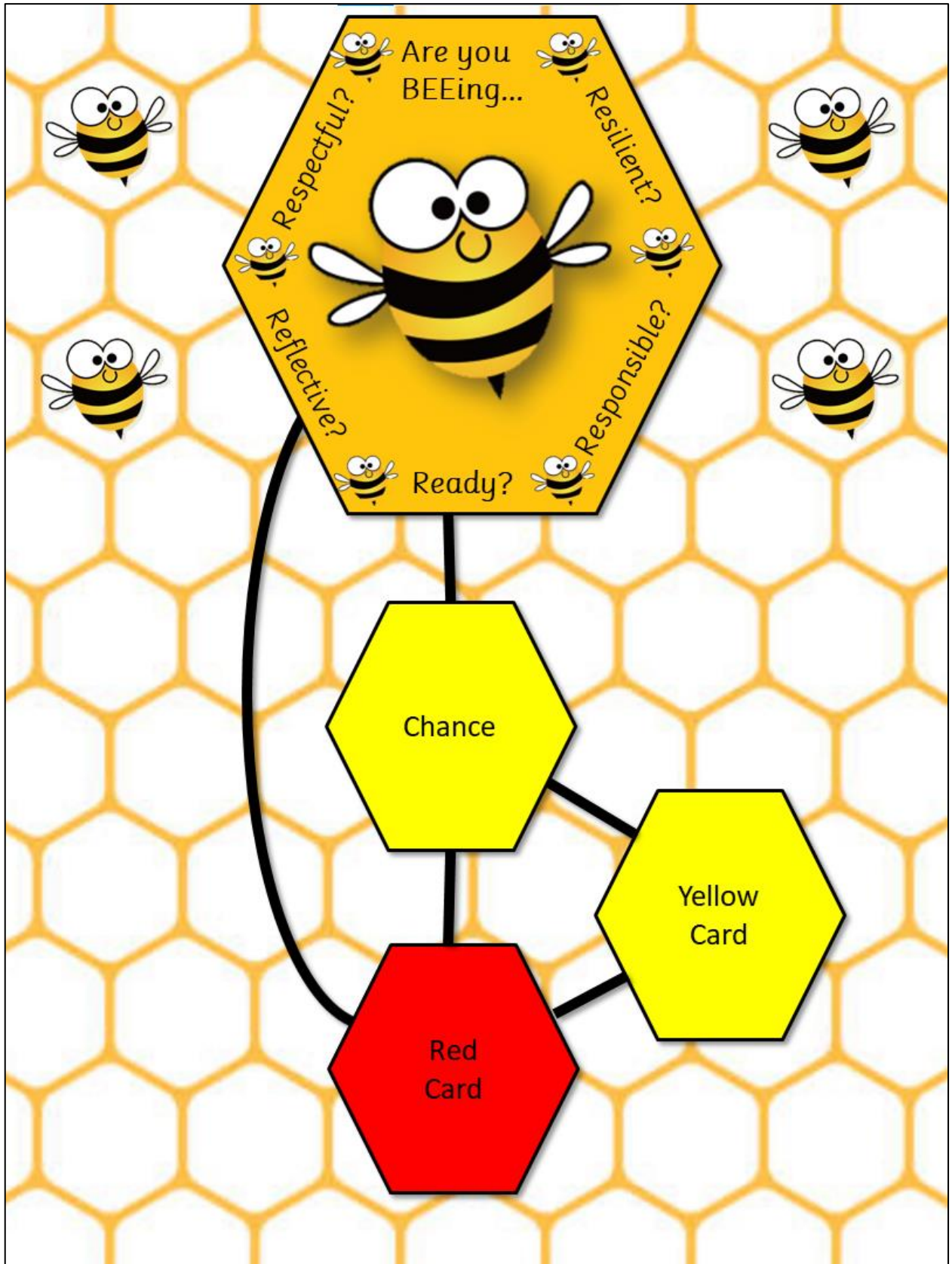
Location: St. Luke's CE Primary School

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Appendix 2: 'Behaviour' Poster



St. Luke's CE Primary School

REPORT CARD

Appendix 3: Report Card

Name: _____
(Pupil)

Signed: _____

Targets:

1. xxxx
2. xxxx
3. xxxx

		Monday	Tuesday	Wednesday	Thursday	Friday
Lesson 1						
Break						
Lesson 2						
Dinner						
Lesson 3						
Lesson 4						
Daily Total						
Signed	HT/DH					
	Parent					

Scoring:

3 = All 3 targets met
 2 = 2 targets are met
 1 = Only 1 target met, you need to improve

