

St. Luke's

Behaviour Policy

Agreed by the Governing Board: July 2026

Last review: July 2026

Next review: July 2027

Policy Statement

At St Luke's Church of England Primary School, we believe that the behaviour of everyone concerned with the school is influenced by our collective vision for the school. We aim to support children's intrinsic motivation regarding positive behaviours, relationships and learning through the following key values:

Helpfulness – Trust in God's plan, believing that with faith, all things are possible.

Enthusiasm – Approach each day with a joyful heart, eager to learn, grow, and share kindness with others, bringing energy and passion to all we do.

Aspiration – Aim high, setting goals with courage and determination, striving to become the best version of yourself and make a positive impact in the world around you.

Resilience – Persevere through challenges with faith, knowing God's strength helps us endure.

Truth – Live by God's truth, being honest with ourselves and others, guided by His wisdom.

Aims of the Policy

- To have a consistent approach to behaviour agreed across the whole school community, enabling all learners to make the best progress possible, holistically and academically.
- To ensure a secure, calm and purposeful atmosphere and learning environment in which all can succeed.
- To foster positive caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- To make boundaries of acceptable behaviour clear and to raise awareness about appropriate behaviour, allowing the children to understand this independently.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To ensure that positive behaviour is embedded throughout the school and showcases our vision and values.
- To ensure our children grow up to be responsible young adults who contribute to our school, local area and the world positively

St. Luke's CE Primary School Behaviour Policy

Rights and Responsibilities

Rights of Pupils

- To be able to learn to the best of their ability.
- To be treated with consideration and respect.
- To be listened to by the adults in the school.
- To know what is expected.
- To feel safe.
- To be treated fairly and consistently.

Rights of Staff

- To be treated with respect, by pupils, parents and colleagues.
- To be able to teach without unnecessary interruption.
- To be able to ensure there are clear lines of acceptable and unacceptable behaviour.

Rights of Parents

- To be sure their children are treated fairly and with respect.
- To know that their children are safe.
- To be able to raise concerns with staff and to be told when there are difficulties.
- To be informed of serious behaviour issues when they arise.

Rights of Governors

- To be treated with respect by pupils, parents and staff.

Responsibilities of Pupils

- Treat others with consideration and respect.
- Listen when it is someone else's turn to speak.
- Follow instructions from teachers and other staff.
- Ask for help when it is needed.
- To showcase the best of themselves at all times.
- To take responsibility for behaviour that falls short of our high standards at St. Luke's.

Responsibilities of Staff

- Tell pupils what is expected of them.
- Create a safe and stimulating environment in which the pupils can learn.
- Treat pupils and parents fairly and with respect.
- Communicate regularly with parents where needed.
- Listen to pupils and deal fairly with them.
- Ensure that this behaviour policy is followed consistently.

Responsibilities of Parents

- Support the school rules and behaviour policy.
- Get children to school on time, ready to work.
- Treat staff and other people's children with respect.
- Work in partnership with the school if difficulties arise.
- Value the professional judgment of teachers.
- Ensure the school is left to deal with behaviour incidents as they arise, and do not take things into their own hands.
- Do not confront or contact other children or parents before, during or after incidents have been dealt with.

Responsibilities of Governors.

- Support teachers, parents and the school in improving levels of behaviour.

Our Vision

To provide a high-quality learning and teaching environment where children can be safe and make the best progress possible. As a school we want to ensure all children have equal access to our curriculum and that high behavioural standards are maintained at all times. As a teaching and support staff we want to be consistent in the application of our behaviour policy so that all children achieve their best in a safe, calm, learning-heavy environment.

Our 'Going for Gold' behaviour policy provides:

- a consistent and fair approach to behaviour management
- clear systems to reward good behaviour and sanctions for inappropriate behaviour
- a system that allows children to take ownership of their behaviour and their rewards

We will…….

1. Listen to and co-operate with each other
2. Treat everyone with politeness, kindness and respect
3. Work to the best of our ability
4. Move safely and calmly around school
5. Respect each other's property
6. Take care of our school environment

Principles:

- Each day is a new day. However it may be necessary for a child to have an alternate lunch the day after an incident
- Each class has a behaviour chart and each day all children begin on green to demonstrate the expectation that every day, both in class and on the playground, it will be a positive one
- Children can move up the chart for good behaviour to bronze, silver or gold
- Children know that there are consequences when making inappropriate behaviour choices, and they will be moved down the chart

Celebrating Achievement

At St. Luke's we aim to reward and praise children for their good efforts. Recognising, sharing and celebrating achievement is an important part of our lives. Such an approach creates a positive environment in which children can develop an understanding of relationships with others and a sense of self-discipline.
This happens in a variety of ways. Teachers are encouraged to send children who have worked hard to achieve a particular target to the HT/DHT for praise and acknowledgement.

It is important that good behaviour is acknowledged and rewarded for all pupils; whether they are consistently cooperative or hard working or they have succeeded in correcting inappropriate behaviour and/or work patterns.

Most children respond to small rewards and much can be accomplished both in the classroom and around the school by well-placed words, smiles and gestures.

Class and Individual Rewards

Each teacher will use a variety of strategies to reward good work and behaviour e.g.

- Praise - at an individual level or class level, e.g. a smile, thumbs up, saying well done about something specific
- Stickers and stars
- Teacher marking comments
- Responsibilities given to an individual as a privilege
- Special Rewards, e.g. children are sent to receive a reward from another member of staff or the Head Teacher
- Communication with parents, e.g. tell them about some aspect of their child's behaviour verbally or in writing
- Dojos will be used consistently across the school to reward good behaviour and to reward behaviour that is above the normal level expected, along with excellent learning behaviours. These can be given by different staff members and the class teacher informed appropriately.

Rewarding consistently good behaviour

Teachers will decide how to reward children and the whole class for good behaviour. Classes may earn points for good lining up, sitting quietly in assembly etc.

Praise Postcards will be handed out appropriately by the class teacher to go home with the child who has done something special which deserves recognition.

Special Educational Needs

As a fully inclusive school, we understand that some children need extra support. Staff are trained in techniques to de-escalate and calm children down, along with how to deal with challenging behaviour. However, a child may have an Individual Behaviour Plan and a separate system for rewards and sanctions in addition to the whole school rewards and sanctions. This is agreed by the SENDCo and Head Teacher, parents/carers, adults working with the child and the child themselves.

Parental Involvement

Parents have a vital role to play in any behaviour policy adopted by a school and are free to comment on the behaviour policy. If a child's behaviour should become a concern then the parents will be involved as soon as possible in a positive approach to help the child.

Parents are expected to support our approach to behaviour by:

- Supporting the school rules consistently for all children
- Showing an interest in their child's education e.g. valuing their child's work, attending open evenings, arranged meetings, class assemblies and concerts
- Discussing problems or differences of opinion at an early stage with the class teacher to avoid misunderstandings, and then the Head Teacher.
- Valuing the professional judgment of teachers and support staff
- Treating staff and other people's children with respect
- Teaching their child to speak to an adult and not retaliate
- Following the Health and Safety rules

If a parent has any concerns about behaviour or a behaviour incident it is school policy that they initially approach the class teacher only.

Children's Involvement

It is very important for the children of St. Luke's not only to understand the behaviour policy, but also to regard it as their own. Throughout the process of drawing up this behaviour policy we have sought the views of children. With such ownership they will feel that they have played an important part in its formation.

Between each stage, children are given time for reflection and the opportunity to change their behaviour. A range of positive behaviour management strategies, including warnings or reminders will be given before a consequence.

'Going for Gold' – Visual Guide

Gold	 Gold
Silver	 Silver
Bronze	 Bronze
Green	 Stay on green
Green verbal	 Verbal warning
Yellow	 Time out in class
Red	 Time out in another class
Red +	 Sent to HT/DHT Child on Report Parental involvement Suspension Exclusion

Sanctions

Before moving a child's name down the behaviour chart, children will be given a reminder. We use a range of techniques to encourage children to make good choices and to follow the rules. However, if we have tried a range of strategies and a child is clearly choosing to behave inappropriately, then we will follow the stages below.

Stage 1 – Verbal warning (Green)

Child is given a verbal warning and asked not to repeat inappropriate behaviour.

Stage 2 (Yellow)

Child is given time out **in** the classroom. Children will spend the time reflecting on their behaviour and how to improve it. Time is spent with an adult to discuss the incident/behaviour and to remind the child about our core values and classroom rules.

Stage 3 (Red)

Child is sent to another classroom, with work, for a timed period. This is usually the class next door.

Stage 4 (Red+) HT/DHT

Having reached **Stage 3** the child is then expected to be on their ***best behaviour*** for the rest of the day. Any further unacceptable behaviour goes straight to **Stage 4.**

The child is sent to another classroom or a Senior Leader with work to complete and will stay with him/her for the remainder of the session.
The child will, in most cases, attend an alternative lunchtime where they will complete a reflection sheet and discuss their behaviour with a member of the SLT.

The HT/DHT will log the behaviour and will contact the parent at the earliest convenient time. A letter will be sent to parents.

The child may then be on **REPORT** for a week, depending on the context and prior behavior.

If a child on report continues to misbehave the HT/DHT will call the parents for a meeting to discuss the behaviour and

Some of the following sanctions may be used;

The child may receive an **in-school** exclusion of half a day or a day. This will happen under the supervision of the HT/DHT. The class teacher should provide adequate activities to keep the child occupied for the session.

Playtimes and lunchtimes may be missed, these will be supervised by the HT/DHT.

The child may miss classroom activities, e.g. school trips and clubs.

If child continues to misbehave after the exclusion, then the child will automatically be referred to the SENCo where an **Individual Behaviour Plan** will be put into place to support the child and the family.

PLEASE NOTE:

Once a child has moved to Yellow or Red, they may have the opportunity to move back to Green throughout the rest of the day if they can improve their behaviour. They cannot however proceed any higher than Green, and it will be the lowest point that they reached on the chart, that will be logged for that child on that day.

Alternate Lunches

Alternate Lunches are for incidents/an incident that is serious enough to bypass normal sanctions in the classroom but does not meet the internal/fixed term suspension threshold. This is where the child will spend time with the HT or a member of the Senior Leadership Team during their lunchtime to reflect on their actions. This ideally happens on the same day of the event, but can also take place after the event has taken place, within the same week. A letter is sent home and the parents are called to explain what has happened, the sanction and the learning from the incident.

Suspension and Exclusion – Fixed Term and Permanent

Suspension and Exclusion is used as a last resort and is for very serious incidents or when multiple incidents occur, creating serious concern. Only the Head Teacher has the authority to suspend or exclude a child from the school. A pupil may be excluded for one or more fixed periods, for up to 45 days in any school year. The Head Teacher may also exclude a pupil permanently. If a pupil is suspended or excluded, the parents are informed immediately, giving reasons for the suspension/exclusion. The parents, if they wish, may appeal against the decision to the governing board. The Governing Board entrust the Head Teacher to take operational decisions and do not have to hear a parental representation if the suspension is 5 days or less in any one term. The school informs the parents how to make such an appeal. The Local Authority and the governing board are informed about any exclusion.

Nursery and Reception follow a similar system, presented pictorally:



Sunshine: Reward – each child aims to reach the sunshine every day and gets a sticker at the end of the session/day



Rainbow: Starting point – each child starts the day on the rainbow



Umbrella: Verbal warning



Raindrop: Time Out (4/5 minutes) on the “thinking chair” and then return to the rainbow.

Lightning: Sent to HT/DHT

In the Playground

Minor incidents will be dealt with by the member of staff on duty. Sanctions may include time out for reflection, or staying with the adult on duty. If the behaviour persists or the incident is more serious, then the matter will be referred to a senior member of staff where sanctions may be given. This may result in the child not staying on green that day. Senior staff can make decisions about children moving down the class behavior chart as a result of their behaviour at lunchtime, as can class teachers.

Behaviour Levels

Although it is difficult to draw up a definitive list of examples of unacceptable behaviour, this list gives staff an idea about the kinds of behaviour which may lead to sanctions. Teachers will always use their professional judgment and knowledge of the child when supporting children who display challenging or inappropriate behaviour. Children should be aware that low level inappropriate behaviours are not tolerated at St. Luke’s, along with high level behaviours that could lead to suspension and exclusion.

High Level	**Low Level**
These behaviours may automatically move a child to stage 4 (Red+), with sanctions including alternate lunch, internal exclusion, fixed term suspension and permanent exclusion.	The following are examples of behaviour which may result in sanctions. If these are repeated multiple times these can become ‘High Level’ behaviours, moving to Stage 4.
Bullying (refer to bullying policy)	Calling out in class
Damage to school property	Throwing things at each other
Stealing	Talking over the teacher
Racism	Name calling
Homophobia	Interrupting teaching
Sexism	Ignoring instructions
Blatant Refusal	Persistently distracting others
Abuse relating to a disability	
Swearing and being verbally abusive	
Violent/aggressive behaviour	
Verbal abuse or threatening behaviour	
Physical or physically aggressive behaviour	

Monitoring and Review Procedure

Our school is not a static community; it is constantly growing and changing.
This policy will be reviewed at the start of each school year in light of the school's growth and development as a community.

Other Related Policy Documents

- Anti Bullying Policy
- Teaching and Learning Policy
- Safeguarding Policy
- SEN Policy
- Equal Opportunities Statement
- Race Equality Policy
- Exclusion Procedure

REFLECTION SHEET

Name:	**Year Group:**
Date:	
Reported to:	

What I did…



Why did you do it?



How do you think the other person feels?



(Appendix IV)

REFLECTION SHEET

I feel _____(sad, angry, furious, annoyed, niggled, etc)

When… (say what happened)

Because… (why it upsets you)

I would like ….. (say what you want to happen or change)

(Appendix VI)

Date:

Dear _____,

I regret to inform you that _____ was sent to

me today because of his/her inappropriate behaviour. He/she _____

For the remainder of the week, your child will be on report. They will come home from school every day with a report card.

If there are any further behaviour incidents this week, your child will be **internally excluded** for half a day and the matter will be referred to Mr. Howard, who will arrange to meet with you.

I would appreciate it if you could speak to _____ about his/her behaviour.

If you would like to discuss this matter, you can contact me via the school office.

Please return the slip below to acknowledge receipt of this letter.

Thank you in advance for your support.

Yours sincerely,

Mr. C Howard/Miss. C King
Head Teacher/Deputy Head Teacher

✂----------

PLEASE RETURN TO MR. HOWARD or MR HOWARD

Child's Name _____

I have received the letter from Mr. Howard/Miss King re: inappropriate behaviour.

Signed _____ (parent/guardian) Date _____

(Appendix VI)

<u>Report Card</u> -

Day					
Date					
Session 1					
BREAK					
Session 2					
LUNCH					
Session 3					
Session 4					
Daily Total					
			Grand Total		**%**

- **You can earn up to 10 points per session for excellent behaviour**
- **Points can never be lost.**
- **Points awarded are added to give a daily total.**
- **A grand total is added at the end of the week.**
- **Mr. Howard or Miss King will see me at the end of the week to reflect on the report card.**

(Appendix VII)

Dear Parents,

As discussed with _____ earlier _____.

In line with our behaviour policy, _____ will have an 'alternate lunch' tomorrow, which means he/she will spend part of his/her lunch break with me, where he/she has the opportunity to reflect on his/her behaviour.

If you would like to discuss this matter, you can contact me via the school office. Please return the slip below to acknowledge receipt of this letter.

Thank you in advance for your support.

Yours Sincerely,

Head Teacher/Deputy Head Teacher

✂----------

PLEASE RETURN TO CLASS TEACHER

Child's Name _____

I have received the letter from Mr. Howard/Miss King re: inappropriate behaviour.

Signed _____ (parent/guardian) Date _____

(Appendix VIII)

Dear Parents,

As discussed with _____ earlier _____.

In line with our behaviour policy, _____ had an 'alternate lunch' today, which means he/she spent part of his/her lunch break with me, where he/she had the opportunity to reflect on his/her behaviour.

If you would like to discuss this matter, you can contact me via the school office. Please return the slip below to acknowledge receipt of this letter.

Thank you in advance for your support.

Yours Sincerely,

Head Teacher/Deputy Head Teacher

✂----------

PLEASE RETURN TO CLASS TEACHER

Child's Name _____

I have received the letter from Mr. Howard/Mr Howard/Miss King re: inappropriate behaviour.

Signed _____ (parent/guardian) Date _____

(Appendix VIII)

St Luke's Church of England Primary School – Home/School Agreement

The parents/guardians

I/we shall endeavour to:

- See that my child attends school regularly, on time and properly equipped.
- Inform the school as soon as possible on the first day of my child's absence
- Keep the school informed of any concerns or problems which may affect my child's work or behaviour
- Support my child in homework and other opportunities for home learning
- Get to know about my child's life in school by attending Parent's Evenings
- To discuss progress, reading weekly newsletters and endeavouring to support school events
- Support the school policy for behaviour and encourage my child to keep to the school's Code of Conduct and School Rules
- Support the school's policy on uniform
- Behave appropriately on site and respect staff, students and other parents.
- Never act disrespectfully towards staff, students and other parents. This will lead to formal warnings and potential site bans.
- Ensure that our child is taught to take accountability for their actions.

The school

The school will endeavour to:

- care for your child's safety and happiness
- provide a balanced curriculum whilst meeting the needs of your individual child
- keep parents informed as to their child's progress and any concerns about behaviour, work or attendance
- hold regular Parent's Evenings and provide an annual written report
- set and mark homework
- be open and welcoming and offer opportunities for parents to become involved in the daily life of school

The child

The child will endeavour to:

- Follow the school's key values and principles
- Respect other children's culture, race, feelings, beliefs and values.
- Accept responsibility for the things that I do.
- Be responsible for my school and home work.
- Ask for help if I need it and try my best in all that do.
- Ensure that I take home all school letters.
- Take good care of the building, equipment and school grounds.
- Behave in a safe way.

Signed: _____

Parent of: _____

Signed: _____ Head Teacher