

# **St Luke's CE Primary School Behaviour Policy**

**Agreed by Full Governors, September 2024  
To be next reviewed September 2025**

St Luke's CE Primary School  
Behaviour Policy  
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This behaviour policy includes a statement on physical intervention and should be read in conjunction with the anti-bullying policy. Bullying, discrimination and harassment are not accepted in our school.

**1. Introduction**

Our behaviour policy is based on the celebration and reinforcement of positive behaviour, a consistent approach to rewards and sanctions by all members of staff and explicit behaviour expectations. A calm and orderly environment, with clear routines and expectations, is essential for pupils to be able to learn effectively. The behaviour policy is underpinned by our school's Christian Values and is reflected in all areas of the curriculum, in Worship and during playtime and lunchtime. It shares strands with Religious Education and PHSCE. The learning of appropriate behaviour requires the teaching of specific skills and attitudes, including respect, forgiveness and reconciliation. Our staff model these skills and attitudes and our pupils demonstrate these when representing the school in the wider community.

**2. Aims**

- To help each child attain full potential in all respects: academically, physically, mentally, morally, spiritually, emotionally, culturally and socially
- To encourage self-respect, self-discipline and self-confidence
- To create and maintain a stimulating environment that is respected by all
- To teach appropriate behaviour and to recognise and reward positive behaviour
- To encourage children to be responsible for their actions and to realise that actions evoke consequences

**3. Equal Opportunities**

Rewards and sanctions are a result of specific behaviour and are applied consistently towards all children. However, children who are experiencing behaviour difficulties may have additional individual rewards and sanctions applied. In this case they will have a Behaviour Support Plan (BSP) which will be shared with parents/carers/other adults working with the child. This will outline the school's high expectations and fair implementation to enable the pupil to make a demonstrable improvement in their behaviour.

**4. Underpinning premises**

- The power of praise should not be underestimated. Teachers and other members of staff should praise pupils who are displaying the school's high expectations of behaviour.
- There is a fresh start each day, the cornerstone to forgiveness and reconciliation.
- Children must never be left unsupervised. If needed, "time out" at breaks can be had away from the class seated in view of staff (for example on the veranda if outside).
- A child should never miss an entire break. If being kept in for part of the break (see Lesson Time in 5.3 below) the teacher must ensure that the child is supervised and that he/she is given time to go to the toilet and have a few minutes to exercise.
- Staff at St Luke's avoid shouting: it demeans the adult and humiliates the child.

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- Communication is essential: expectations of behaviour must be made explicit
- Staff at St Luke's model the behaviour policy by treating other adults and pupils with respect. In terms of respect for the learning environment, teachers should set the example: children should be encouraged to leave their workspace clear and tidy at the end of a lesson and particularly at the end of the day. They should know where things belong in the classroom and be responsible for putting everything away or taking belongings home.
- In order that the policy can be easily followed by, for example, supply teachers or trainee teachers, a summary is provided in Appendix ii.

## 5. Policy into Practice

**5.1** In reception, we focus on just one class rule (our Reception Christian Value): ***be kind***; for all other year groups positive rules that can be clearly and unambiguously defined are drawn up by appropriate staff and children for each area of the school and displayed prominently:

- CLASSROOM RULES drawn up by class teacher and their children
- PLAYTIME/LUNCHTIME RULES drawn up by representatives from teaching staff, children and lunchtime staff
- MOVEMENT AROUND THE SCHOOL RULES drawn up by representatives from teaching staff and children.

Teachers have specific behaviour expectations for some activities – eg PE, Worship, investigative activities, learning outside the classroom: these should be made explicit at the start of the year or sometimes the start of a session, so that expected behaviour is clearly understood by all.

**5.2.1 Rewards:** Positive encouragement is given to children who display appropriate behaviour: smiles, praise, achievement stickers, certificates, mention in assembly (Superstars), whole class rewards, positive messages to class teacher, headteacher and/or parents. Adults in school also reward individual pupils with stamps which can be recorded in individual stamp albums, with additional awards given on the completion of a page/album. Golden Tickets may be presented by any adult in school to a whole class whose behaviour has been exemplary. When 30 Golden Tickets have been collected, the class chooses a reward. These tickets must retain their high value and not be under-valued by giving several at once or contriving to achieve 30 simply because another class has done so or because it is coming towards the end of a term, for example.

**5.2.2** One page of stickers/stamps is rewarded with a bronze certificate, 2 pages with silver, three pages (full album) with gold. A second album will then be given, with two filled pages rewarded with a platinum certificate and a second full album a diamond certificate. This will be highly unusual and the result of exceptionally good behaviour/attitude to learning.

**5.2.3** To further reward good behaviour, a member of staff may make personal contact with a parent about something outstanding their child has done (this may be a verbal message at the end of the day or an email/Spider App message).

**5.2.4** Exceptional behaviour can also be rewarded with a move up the behaviour chart: into silver and then gold from the green area – or back up one step if the child has been moved down that day.

**5.2.5** Sweets and biscuits are not appropriate rewards, as this contradicts advice from healthcare professionals and some children have medical conditions, eg diabetes.

**5.3 Sanctions:** If rules are broken, the following sanctions are applied, with a clean slate beginning each day:

**5.3.1 Playtimes / Out-of-School Visits**

First time: a quiet warning

Second time: one minute time away from the group (stay with duty staff)

Third time: two minutes more time away, as necessary

Fourth time: remain with duty staff to calm down or brought in from the playground to calmdown / involve senior staff / change group (on a trip)

**5.3.2 Lesson time**

First time: a quiet or non-verbal warning

Second time: a second warning and name/photograph moved down the behaviour chart to pale green

Third time: moved down to yellow, moved away from the group for a length of time at the teacher's discretion (as it is often the group dynamic that is causing/exacerbating the difficulty)

Fourth time: moved down to orange, sent to phase leader for five/ten minutes. Phase leader pupils to BW or FG. This time should include quiet personal reflection. As children get older, it should also include discussion with the teacher about which rules were broken, how the child might have reacted differently and what might have happened had a different course of action been taken. In Y5/6, children may be asked to complete a written reflection (see Appendix i).

Fifth time: moved down to red, parent(s) informed: this may be by the class teacher or the Head/Deputy, depending on the seriousness of the actions. There will also be a written record made on the electronic CPOMS system.

A visual reminder of the sanctions is on the wall in each classroom and names are moved down as sanctions are applied, helping children to monitor and regulate their own behaviour. If a child behaves exceptionally well, their name can be moved UP the chart one place, thus getting the opportunity to rectify an earlier poor choice. However, if the child has spent any time on red, parents/carers must be contacted and the incident recorded on CPOMS even if they have subsequently moved up. At the end of each day, any child whose name has been moved, puts their name back into the "green" area so that the next day begins with a fresh start.

**5.3.3 Being sent to Headteacher (Deputy Headteacher in her absence)**

Whenever a child is sent to the Headteacher, she will make a record of the behaviour on CPOMS along with the action taken and discuss with the child the steps required to prevent it happening again. If the Head or Deputy is unavailable, a meeting can be disturbed in order to at least hand in a note to say that a child needs to be seen before the end of the school day, so that the fresh start can be upheld the following day and the child is not sent home anxious about an impending meeting.

In the unlikely event that this is not possible, the child must not be threatened with a visit to a Head the next day, but on her return the Head may wish to speak with the child/the child's parents.

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**5.3.4 Severe Clause:** In cases of theft, swearing, spitting, behaviour causing physical injury with intent, wilful damage to property or racist/homophobic/misogynistic remarks/behaviour, the child will move immediately to red on the chart and the Headteacher will be informed. These incidents were identified by pupils as being serious and not acceptable in our school and parents (of the perpetrator and any victims) will always be informed before the child goes home that day, even if they later redeem themselves and move up. The incident will be recorded on CPOMS.

**5.3.5 Further action, including exclusion**

If behaviour issues are not addressed by the use of the above rewards and sanctions, the class teacher and leadership team will liaise with parents/carers to develop additional alternative strategies to meet individual needs, whereby the general class chart will be discontinued for this pupil for a period of two-four weeks. This may include a "Smiley Face" daily behaviour record or behaviour diary. Different versions of the charts (for lesson times/break times/both/reward at end of day/reward at end of morning & end of day) are stored in the staffroom.

**5.3.6** Where these strategies do not have the desired improvement, a Behaviour Support Plan may be put in place to help. Additional support from external agencies may also be sought. At all times, maintaining safety and good teaching/learning conditions for all staff and pupils remains a priority.

**5.3.7 Internal exclusion** may be used in an extreme situation, where the child is in crisis and their behaviour is in danger of harming themselves or others or seriously impeding their learning. Such occasions will always be recorded on CPOMS and parents brought into school to be informed. Parents will be told that a repeat of this extreme behaviour may result in a fixed term exclusion from school.

**5.3.8 Suspension**

At St Luke's, suspension is extremely rare and is viewed as a last resort and as an instrument of support. Suspension will always be followed by a reintegration meeting between the parents/carers, child, Headteacher and class teacher, detailing agreed strategies to try to prevent a recurrence. Suspension means that a child cannot be in school, nor any public place during school hours, for the duration of the exclusion period. Work will be set and marked by the class teacher during this period.

**6. Restraint Policy / Positive Handling**

**6.1** Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- a. committing any offence
- b. causing personal injury to, or damage to the property of, any person (including the pupil)
- c. prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise

**6.2** St Luke's CE Primary School has a commitment to using the positive behaviour management strategies outlined in this policy. However, on the rare occasions where physical intervention is necessary, staff will use physical intervention safely. Those children identified where physical restraint would potentially be necessary, will usually already have a behaviour management plan, of which the SENCO and class teacher will be aware.

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Where restraint has been used with a pupil the parent will be notified before the child goes home.

- 6.3** When there is an occasion when physical intervention has been used it will always be recorded within 24 hours of the incident) by the person(s). Incidents of physical intervention are reported termly to governors as part of the Headteachers Report. **See recording form appendix iii**

**7. Co-ordination and Monitoring**

The Headteacher's role includes the role of behaviour co-ordinator and as such she ensures all staff are aware of the policy and that appropriate training is provided. Monitoring in the form of "drop-in" (announced and unannounced) or more focused observations, or discussions with pupils, may be made by members of the Leadership Team. Conduct and behaviour for learning are key elements of lesson observations. Parents, staff and pupils are consulted on the standards of behaviour via the annual questionnaire.

**8. Parents and Adults Other than Teachers**

Parents are given an annual reminder of the school's behaviour policy and asked to support its aims, rewards and sanctions. Any person working in the school, paid or voluntary, is expected to model the behaviour expectations and can expect to be given the same degree of respect by our pupils. Concerns about behaviour should be reported to the class teacher as soon as possible.

**9. Recording and Reporting**

- 9.1** All staff report serious behaviour incidents on CPOMs so all members of SLT are kept informed. Leadership Team and Headteacher keeps a log of incidents reported to them on CPOMS.
- 9.2** Anonymised incidents of a racist or homophobic nature and incidents requiring physical intervention/restraint are reported to governors on a termly basis as part of the Headteacher's Report.
- 9.3** Behaviour is reported to parents as part of the annual report to parents and at parent-teacher meetings.
- 9.4** Weekly (or even daily in EYFS/KS1) feedback meetings with parents/carers may be agreed at the suggestion of the teacher or the parent/carer where behaviour is frequently inappropriate or suddenly deteriorates. These will always emphasise any positive outcomes that week as well as highlighting areas for improvement / targets for the coming week.

**10. Review & Development of Policy**

The aim of review is to ensure that excellent standards of behaviour are achieved and maintained, and to update this policy as necessary – at least annually. The Headteacher is responsible for the updating of this policy following consultation with staff and governors.

**Karen Allen,  
Headteacher**

**Behaviour Reflection Sheet**



Name: \_\_\_\_\_

Class: \_\_\_\_\_ Date: \_\_\_\_\_

**Read this first**

1. You have been given reflection time from the class to think about your behaviour and where it is taking you.
2. It is your job to work with your teacher on how to make better choices for the future.

**Your job now is to:**

1. Complete this sheet.
2. Discuss with your teacher how to plan for your future positive behaviour in school.

**Please complete:**

I was not:

Being Respectful	Being Safe	Listening
Following instructions	Being Cooperative	Being Responsible
Other: _____		

I chose to:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

The consequences of this were: \_\_\_\_\_

\_\_\_\_\_

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My behaviour made others feel: \_\_\_\_\_

\_\_\_\_\_

Instead, I could have: \_\_\_\_\_

\_\_\_\_\_

If I'd done this, then: \_\_\_\_\_

\_\_\_\_\_

So, from now on, I will try: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Would you like someone to help you plan how to improve your behaviour in future?  
Yes/No**

**If "yes", who would you like to help you?**

**If you now go on to make another poor behaviour choice today, this sheet will be shared  
with your parent/carer.**

**Please sign to show that you are trying to improve your behaviour:**

**Child:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_



## Summary of Behaviour Procedures

Our behaviour policy is based on the celebration and reinforcement of positive behaviour, a consistent approach to rewards and sanctions by all members of staff and explicit behaviour expectations.

**A fresh start is given each day, so all names/faces should be returned to “green” at the end of the day.**

- The power of praise should not be underestimated. Teachers and other members of staff should praise pupils who are displaying the school’s high expectations of behaviour.
- Children must never be left unsupervised.
- A child should never miss an entire break. If being kept in for part of the break (see Lesson Time in 5.3 below) the teacher must ensure that the child is supervised and that he/she is given time to go to the toilet and have a few minutes to exercise.
- Staff at St Luke's avoid shouting: it demeans the adult and humiliates the child.
- Communication is essential: expectations of behaviour must be made explicit
- Staff at St Luke's model the behaviour policy by treating other adults and pupils with respect.

## Rewards and Sanctions

### Rewards:

smiles, praise, achievement stickers/stamps, certificates, mention in assembly (Superstars), whole class rewards (Golden Tickets), positive messages to class teacher, headteacher and/or parents.

Exceptional behaviour can also be rewarded with a move **up** the behaviour chart: into silver and then gold from the green area – or back up **one** step if the child has been moved down that day.

Sweets and biscuits are not appropriate rewards.

### Sanctions:

#### Playtimes / Out-of-School Visits

First time: a quiet warning

Second time: one minute time away from the group (stay with duty staff)

Third time: two minutes more time away, as necessary

Fourth time: remain with duty staff to calm down brought in from the playground to calm down / involve senior staff / change group (on a trip)

#### Lesson time

First time: a quiet warning

Second time: a second warning, **move down to green**

Third time: moved away from the group for a length of time at the teacher's discretion, **move down to yellow**

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Fourth time: kept in for five minutes at the end of the lesson/session, **move down to orange**. This time should include quiet personal reflection. Y5/6 children may be asked to complete a written reflection (see Appendix i).

Fifth time: **move down to red**, parent(s) informed (this may be by the class teacher or the Head/Deputy depending on the seriousness of the actions). There will also be a written record made on the electronic CPOMS system. Informing parents and recording on CPOMS should take place even if the child has subsequently moved up the chart.

**Severe Clause:** In cases of theft, swearing, spitting, behaviour causing physical injury with intent, wilful damage to property or racist/homophobic/misogynistic remarks/behaviour, the Headteacher will be informed immediately. These incidents were identified by pupils as being serious and parents (of perpetrator and any victims) will always be informed before the child goes home that day and the incident recorded on CPOMS.

# St Luke's CE Primary School, Formby Physical Intervention Record Form



Name of child/young person .....

Is this young person a looked after child/SEN/vulnerability? .....

## PART A

### When did the incident occur?

Date	Day of week	Time	Location

### Staff involved

Name	Role	Team Teach trained?	Involvement: physically (P) observer (O)	Staff signature

### Please describe the incident and include:

1. What was happening before? 2. What do you think triggered this behaviour? 3. What de-escalating techniques were used prior to physical intervention? 4. Why was a PI deemed necessary? 5. Any other information relevant to include.

*If this has been recorded in CPOMS, just say "see CPOMS incident" and this form will then be attached.*

### Team Teach technique(s) used (tick as appropriate)

Technique	Standing/escort	Sitting/chairs	Kneeling	Ground
Breakaway/defensive				
One person				

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Two people				
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**Details of hold, e.g. single elbow, double elbow, wrap, etc.**

**How long was the child/young person held?**

**If the child/young person was held on the ground: *\*tick as appropriate***

Did they go to ground independently?\* ☐

(e.g. did the child lift their weight off the floor, or go deadweight)

Were they taken to ground by staff?\* ☐

**PART B (to be completed by SLT)**

Has the child/young person been held before? Yes/No

*A child/young person should have an individual plan clearly detailing reactive strategies and physical intervention approaches if they have been involved in physical interventions on more than one occasion.*

Does the individual support plan need to be reviewed as a result of this incident? Yes/No

Does the risk assessment need to be reviewed as a result of this incident? Yes/No

If yes, who will action and when? (less than four weeks)

Was the incident reported to via CPOMS (if yes, by whom and when)?

Was there any medical intervention needed? Yes/No

Include names of any injured person and brief details of injuries

Please specify any related record forms

Accident Book ☐ Anti Bullying and Racist/homophobic Incident Record Form ☐

Skin Map ☐ Violent Incident Record ☐ Complaints recorded ☐

Other (please specify) .....

**When parents/carers were informed (ideally same day)**

Date	Time	By whom	By direct contact, telephone, letter, email

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**Part B completed by:**

Name	Role	Date and time	Signature