

St. Luke's C of E Primary School

‘Work Together, Grow Together and FLOURISH Together.’



Behaviour and Discipline Policy 2026 – 2027

Our school's ethos is to provide children with a quiet, calm but engaging and friendly learning environment, so that all children have the opportunity to flourish.

“The kingdom of heaven is like a mustard seed... Though it is smallest of all seeds, yet when it grows it is the largest of garden plants and becomes a tree, so that birds can come and perch on its branches.” (Matthew 13:31–32)

Friendship | Love | Originality | Understanding | Resilience | Integrity | Selflessness | Hard Work

St. Luke's C of E Primary School aims to promote an environment where everyone feels happy, safe, respected and free from all forms of negative behaviour. We believe that every member of the school community should feel valued and respected, and that each person is treated fairly and with compassion. We are a caring community, whose values are built on mutual trust and respect for all.

Our vision and values are theologically grounded with clear links to a Christian narrative through Bible quotes and stories based on The Mustard Seed. Each term reinforces the Bible teachings for one of our core Christian values. It is with this Christian vision that we shape and craft our school policies, action and Church School development plan.

We understand the importance of implementing a consistent approach to positive behaviour and staff at St. Luke's strive to provide an environment where children understand the difference between right and wrong.

We feel that this Christian vision and our school values impacts every aspect of our school life and no more so than our school behaviour policy where we coherently reflect our vision and policy in practice as we work together to ensure everyone flourishes and lives life in all its fullness, to support our reflections and developments in demonstrating outstanding behaviour at school. It is a means of promoting positive relationships, so that everyone can learn effectively.

AIMS

- For every member of the school community to feel valued and respected, and for all persons to be treated fairly
- Provide an ethos and environment within which everyone feels safe and which enables everyone to learn effectively
- Teach children behaviour that is appropriate to different situations
- Raise awareness amongst children of the need to recognise and manage their emotions and reactions
- Support children whose behaviour within the school environment is challenging or who may find friendship and co-operation difficult

OBJECTIVES

- Provide clear expectations for a range of situations that children will meet within the school day and/or on the school premises
- Have clear strategies for regulating conduct and promoting good behaviour, self-discipline and respect
- Reinforce good behaviour so that children feel good about themselves
- For all staff to focus on de-escalation and preventative strategies rather than reactive
- All staff know how to manage difficult or dangerous behaviour, and to have an understanding of what challenging behaviour might be communicating
- Prevent bullying, in school and online.

- Ensure behaviour responses take account of safeguarding, SEND, disability, communication needs and the school's duty to make reasonable adjustments, while maintaining high expectations for all pupils.

ROLES, RIGHTS AND RESPONSIBILITIES

In order to achieve our aims and objectives we recognise that different groups of people need to work together. These groups include children, teachers, non-teaching staff, parents and governors. Individual members of these groups play different roles and have different rights and responsibilities.

The school rules are discussed regularly in assemblies and in the classrooms so that every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class.

The Role of Pupils

- Discuss the school and class rules within their class
- Understand the consequences of breaking the school rules
- Vote for members of their class to represent them on the School Council or well-being council.

Understand and follow our 5 Golden Rules:

- To always try their best
- To treat others with respect
- To look after peers and school property
- To listen to other people, and respect their opinions
- To be honest and always tell the truth

The Role of Teachers

- Agreeing a classroom Code of Behaviour with each new class that will allow the teacher to teach and the learners to learn and that will ensure a safe environment for all;
- Ensure the school and class rules are understood and enforced in their class, and that their class behaves in a responsible manner during lesson time;
- Have high expectations in terms of behaviour, and strive to ensure that all children work to the best of their ability;
- Create and sustain a calm, positive and supportive environment, which includes a sense of community, within the class;
- Arrive in class on time;
- Know the children as individuals, recognising their characters, identifying their learning styles and taking this knowledge into account when planning lessons;
- Inform parents about expected behaviour and seek their support if needed;
- Use praise to reinforce expectations;
- Ensure all children are noticed and receive attention in class;
- Treat each child fairly and enforce the rules consistently;
- Treat all children with respect and understanding;
- Ensure all adults working with children are informed of individual challenges and strategies;
- Plan activities appropriate to the ability, maturity and special educational needs of the children;
- Be aware of safety issues when planning activities;
- Establish procedures for giving directions about tasks;
- Teach children about behaviour skills;
- Plan and respond to individual needs to learn behaviour skills and self-regulation;
- Provide opportunities for children to develop different kinds of relationships with one another;
- Allow children to express their views and feelings and seeking to extend their understanding of relationships through the PHSE curriculum;
- Be consistent and fair when giving rewards and relevant and proportionate when imposing sanctions;
- Liaise with external agencies, support teachers, midday staff, parents and the headteacher as necessary to support and guide the interests of the child;
- Ensure that all adults working with children are aware of the expectations regarding behaviour and of the strategies used to teach and reinforce that expected behaviour;
- Work in partnership parents and carers keeping them up to date with their child's progress and behaviour at school;

- Ensure the health and safety of the pupils in their care;
- Identify problems that may arise and to offer solutions to the problem;
- When a child with a specific behaviour management plan transitions to another class ensure that information is communicated. A meeting with the current class teacher, the new teacher and SENCo is set up

Organise the classroom in a way that encourages successful learning by giving attention to:

- Space for working and movement;
- Seating arrangements;
- Access to materials and equipment;
- Noise levels;
- Display class routines;

Non-teaching Staff - The role of the Learning Support Assistants

- Being aware of relevant and accepted expectations and reinforcing them
- Being consistent and fair when giving rewards and relevant and proportionate when sanctions
- Knowing the children as individuals, recognising their characters and taking this knowledge into account when working with them
- Being aware of procedures for giving directions about tasks and reinforcing them
- Teaching children about behaviour skills and self-regulation
- Reassuring, re-focusing and reaffirming tasks set for children
- Fulfilling roles identified within behaviour plans for children
- Having high expectations of children
- Providing opportunities for children to develop different kinds of relationships with one another by encouraging involvement in, for example, playground games and conversation
- Allowing children to express their views and feelings and seeking to extend their understanding of relationships through discussion
- Responding to children's needs swiftly
- Observing children and informing class teachers and/or the Headteacher about specific incidents or trends in behaviour
- Encouraging respectful attitudes for others, the environment, property and equipment

The Role of Midday Staff Members

- Being friendly and approachable
- Being aware of relevant and accepted expectations and reinforcing them
- Being consistent and fair when giving rewards or imposing agreed sanctions
- Knowing the children as individuals, recognising their characters and taking this knowledge into account when working with them
- Support children's development of behaviour skills and self-regulation
- Having high expectations observing children and informing class teachers and/or the head teacher about specific incidents or trends in behaviour
- Encouraging respectful attitudes for others, the environment, property and equipment
- Liaising with class teachers about any issues during dinner time, if necessary

The Role of Parents and Carers:

As a school, we explain the rules at our introductory parents' meeting and expect the parents to support the school in implementing these:

- Ensure your child attends school every day for the start time at 8.45am, unless they are ill. Notify the school office as soon as you can to let us know the reason your child is absent

- Notify the class teacher if someone else is collecting your child from school
- Help your child to make healthy life choices – making sure they go to bed at a reasonable time
- Help child with home learning including reading regularly (three times per week)
- Work collaboratively with school so that children receive consistent messages about how to behave at home and at school;
- We build a supportive dialogue between school and home and inform parents appropriately if we have concerns about their child's behaviour or welfare. If the school has to use reasonable sanctions, parents should support the actions of the school. If a parent has any concerns about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher. If their concern remains they should contact the Chair of Governor
- Inform the school of any medical or social circumstance that might affect the behaviour of their child
- Provide their child with the opportunity to discuss school so that any worries or concerns are recognised at an early stage
- Inform the school of any concerns about their own child's behaviour
- Keep in touch with their child's teacher both formally and informally so that their child's interests can be discussed whenever necessary
- Support and co-operate with the school in implementing the behaviour policy
- Respect the staff of the school and valuing their professional opinions
- Promote positive attitudes towards school
- Provide a good example of behaviour

The Role of Governors

Governors have the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines:

- The Headteacher has the day to day authority to implement the school behaviour policy, but governors may give advice about particular disciplinary issues
- Be involved in the development of the policy in accordance with the stated aims of the school
- Be informed about the successes of the policy in maintaining high standards of behaviour
- Ensure that the school has a behaviour and discipline policy
- Support staff in implementing the policy
- Monitor and evaluate the effectiveness of that policy in bringing about its stated aims and objectives
- Report on the effectiveness of the policy to parents
- Provide opportunities for dialogue with children, staff and parents

WHOLE SCHOOL STRATEGIES

We have an agreed set of principles for all members of the school community to adhere to, our five 'Golden Rules':

- To always try their best
- To treat others with respect
- To look after peers and school property
- To listen to other people, and respect their opinions
- To be honest and always tell the truth

These are displayed in pictures and texts around the school. In addition to this each class has agreed its own rules which are displayed in the classroom.

As well as the 'Golden Rules/school code every member of the school community should apply the following principles:

- We do not condone inappropriate behaviour
- You are responsible for your own behaviour
- First time is a mistake, second time is a choice

Promoting Positive Behaviour – Praise and Reward Systems.

We plan a relevant, motivating and stimulating curriculum, differentiated to meet the needs of all children to ensure, wherever possible, children are doing purposeful activities they enjoy. We want children to value their education and rarely miss a day at school. Children are helped and encouraged to be confident, self-assured learners whose excellent attitudes to learning have a strong, positive impact on their progress. We reward children with positive attention and praise so children are proud of their achievements, and of their school. Other ways we reward children are:

Tree Tokens

The children can earn tree tokens in their classroom and around school for good examples of learning behaviour, team work and setting good examples of following our 'Golden Rules' and making the right choices. At the end of the half term, the tree team with the most points will win either a movie afternoon, tea afternoon or can have the opportunity to complete craft activities.

Gold Stars

Children can earn gold stars by reaching gold on our traffic light system for excellent effort, super work and consistently following our rules and being a good role model to others. These Gold Stars go towards achieving their bronze, silver and gold awards and afternoon tea.

25 gold stars = Bronze Award

50 gold stars = Silver Award

75 gold stars = Gold Award

100 gold stars = Platinum Award & Afternoon Tea

Pupil of the Week

Children may receive a Pupil of the Week for demonstrating how they have *flourished*:

F – friendship

L – love

O – originality

U – understanding

R – resilience

I – integrity

S – selflessness

H – hard work

The children will be presented with a certificate and a badge that will indicate what value they have demonstrated throughout the week as a celebration for all of their hard work. Parents and carers are welcome to join in on the celebration assemblies. Key Stage Two takes place at 9am and Key Stage One takes place at 3pm.

Other Strategies used to support and promote pupil welfare and good behaviour:

Children can be supported in behaving as we expect through the following means:

- Friendship Bench

- The staff use listening systems e.g. Worry Box so the children know how to communicate to the teacher that they need to talk about something that is worrying them.
- Use positive rather than negative phrasing eg. stand next to me, walk beside me to... stay seated in your chair
- Limited choice eg a playground plan, two choices shall we talk here or in the library?
- Contact parents regarding children making positive choices and for good behaviour
- Learning about how to develop positive relationships and making informed choices about healthy eating, fitness, and their emotional and mental well-being is taught regularly through PSHE/RSHE. This includes developing an excellent understanding of how to stay safe online, the dangers of inappropriate use of mobile technology and social networking sites.
- SENDco/Pastoral/Headteacher/Parent involvement in support programmes and behaviour plans.
- Referral to other agencies who can support. Our SENDCo can engage with Healthy Minds, BPBP or any other support service deemed appropriate, ensuring we make use of expert advice when needed.
- Encouraging children to reflect on incidents and identify ways to make the situation better as well as deal with conflict so that they can learn how to solve their own problems (restorative practice)
- The spiritual, moral, social and cultural aspects of learning within our curriculum, and collective worship provide children with the opportunity to become thoughtful, caring and active citizens within school and in the wider community.

What will we do if we see things we do not expect to happen?

There are times when agreed rules are not followed. Unacceptable or disruptive behaviour will be addressed consistently, while staff will consider the child's age, developmental stage, SEND or disability, communication needs, circumstances and any safeguarding factors.

In line with Department for Education guidance, pupils with SEND or disabilities are not exempt from the school's behaviour expectations or from appropriate sanctions. However, staff will consider whether a pupil's SEND or disability has contributed to the behaviour, whether the school has made appropriate reasonable adjustments, and whether any adjustment to the response or sanction is required. This does not mean that harmful, unsafe or disruptive behaviour is accepted or left unaddressed.

- Every classroom has a traffic light display with the school rules clearly displayed as GREEN expectations. The aim is for the children to stay on GREEN and aim for GOLD. Each child is an individual and we consider this when dealing with misbehaviour. The consequences and rewards that may be used in school are shown in the behaviour for learning table in Appendix 1.
- At the beginning of every session, each child will start with their name on GREEN. Children will stay on GREEN if they follow the school and class rules at all times. Tree tokens and value stickers will be awarded.
- Children achieve GOLD if they consistently follow the school rules and go above and beyond expectations for them as an individual for work or behaviour.
- If a child requires a reminder to reflect on their approach to the school/class rules, their name will be moved to AMBER.
- If the behaviour persists, their name will move from AMBER to RED. This means that the child's behaviour is unacceptable. The member of staff will record this on CPOMS informing the Headteacher, SENDCo, or Senior Teachers. In KS1 the child will miss 5 minutes and in KS2 the child will miss 10 minutes of their next available break time to restore and reflect on their behaviour with the support of the class teacher.

- Although colours cannot be earned back, the child's name will be moved back to GREEN after each session.
- Parents will be informed if their child received a red that day by their teacher so they feel well informed and in a position to support.

Some behaviours will result in moving straight to red. These are displayed in the classroom and are any act of violence/dangerous behaviour, abusive/bad language, spitting, breaking resources, stealing, bringing dangerous items into school, refusal to follow instructions and persistently stopping others from learning or any other behaviour which is deemed inappropriate.

In response to behaviour that results in Amber or Red, school staff can choose to take appropriate action as follows:

- Asking the child to reflect on the event and consider a written or verbal apology
- Assisting with rectifying the problem they caused
- Finishing/repeating the task
- Private talk with the member of staff concerned
- Agreeing on a more suitable place in class
- Talk with SENCO/pastoral TA for support
- Withdrawal of privileges, where proportionate. A pupil will not normally be prevented from accessing an educational visit simply as a routine punishment; any decision affecting participation will be based on safety, risk, behaviour and the school's ability to make reasonable adjustments.

Where a child receives repeated REDs, the school will review the pattern, possible triggers, underlying need and the effectiveness of current provision. This will include discussion with parents/carers where appropriate and may include SEND screening or assessment, pastoral support, an individual support or behaviour plan, or advice from external professionals. Repeated REDs do not automatically indicate SEND and there is no automatic threshold at which a particular plan or referral must be made; support will be based on the individual child's needs and circumstances.

If behaviour continues despite support, the school will review the provision with parents/carers and consider whether specialist advice or additional intervention is required. Any reduced timetable would only be used exceptionally, for a clearly defined purpose and period, with appropriate review and in accordance with current statutory guidance; it will not be used as an informal exclusion.

Incidents will be recorded on CPOMS and investigated by the Head of school/and or the SENDCO. Consequences may include loss of play or privileges or withdrawal from class activities and will be dependent upon the nature of the misconduct.

Repeated incidents of behaviour which contravene the code may mean the school seeks the advice of external agencies such as the educational psychologist. A support plan may be drawn up.

Serious one-off breaches or persistent breaches of the school rules may lead to suspension or, in the most serious circumstances, permanent exclusion, in accordance with current statutory guidance.

If property has been damaged, then the school may ask parents to provide replacements.

Children who persistently breach the school rules will have individual support plans drawn up and may follow different steps of interventions and sanctions.

Physical Intervention, Reasonable Force and Restrictive Interventions

St. Luke's follows the DfE guidance Restrictive interventions, including the use of reasonable force, in schools, which has applied since 1 April 2026. Staff will seek to prevent and de-escalate situations wherever possible. Any use of force or other restrictive intervention must be lawful, necessary, reasonable and proportionate to the circumstances.

Reasonable force must never be used as a punishment. Staff will consider the child's age, SEND, disability, communication needs, health, known vulnerabilities and other relevant circumstances when deciding how to respond.

Reasonable force may be used where the law permits, including to prevent a pupil from harming themselves or another person, prevent serious damage to property, or respond to behaviour that seriously prejudices good order and discipline. The least restrictive response appropriate to the circumstances should be used.

Significant incidents involving reasonable force or restrictive intervention will be recorded on CPOMS and reported to parents/carers as required. Incidents will be reviewed to identify learning, preventative strategies and whether an individual support, behaviour or risk-management plan requires amendment.

There are occasions when appropriate physical contact may be used without constituting force, for example to comfort a distressed child where appropriate, gently guide a child, support curriculum activities such as PE, or respond in an emergency.

Further arrangements are set out in the school's safeguarding procedures and any separate Reasonable Force / Restrictive Interventions procedures.

Confiscation, banned item and Searching Pupils

The school may confiscate, search for, retain or dispose of items only in accordance with the law and current DfE guidance. Searches will be carried out with regard to safeguarding, dignity, proportionality and any SEND or communication needs.

Any items that are considered inappropriate will be handed directly to parents or police, depending on the seriousness of the confiscation. Items that are considered inappropriate include mobile phones, alcohol, drugs, knives or weapons etc

Discipline beyond the school gate

When there is a case of poor pupil behaviour beyond the school gate (travelling to or from school, taking part in any school organised or school related activity, wearing school uniform or in some way identifiable as a pupil at the school), the school may enforce its right to apply a consequence to a pupil in school. Examples of this may include:

- Bullying of a pupil outside of school
- Use of cyber bullying outside of school
- Inappropriate behaviour taking place close to the start/end of day when pupils are in school uniform
- Behaviour that poses a threat to another pupil or member of the public
- Behaviour that could have repercussions for the orderly running of the school
- Behaviour that could adversely affect the reputation of the school

Suspension and Permanent Exclusion

The school follows the current DfE statutory guidance Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement. Only the

Headteacher, or the person formally acting as Headteacher, can suspend or permanently exclude a pupil.

A suspension or permanent exclusion will be considered only in response to a serious breach or persistent breaches of the school's Behaviour and Discipline Policy and where the statutory test is met. Decisions will be lawful, reasonable, fair and proportionate and will take account of relevant safeguarding information, SEND, disability and the school's duties under the Equality Act 2010.

Before deciding to suspend or permanently exclude, the Headteacher will consider the circumstances and evidence available, the pupil's views where appropriate, whether reasonable adjustments or additional support are required, and whether the behaviour may be linked to safeguarding or unmet need. This does not prevent immediate action where necessary to keep pupils or staff safe.

A pupil may be suspended for one or more fixed periods up to a maximum of 45 school days in a single academic year. Parents/carers will be notified without delay of the decision, reasons, duration and their rights to make representations. The school will meet its duties in relation to education during a suspension and reintegration following suspension.

Permanent exclusion is a serious decision and will only be used where the statutory threshold is met. Parents/carers will be informed of their rights and the governing board and Local Authority will be notified as required. The governing board will consider suspensions and permanent exclusions where required by statutory guidance, and an independent review may be requested following a permanent exclusion where the governing board upholds the Headteacher's decision.

Where appropriate, the school may use reintegration support, off-site direction or a managed move in accordance with current statutory guidance. These arrangements will not be used as informal or unlawful exclusion.

The governing board will monitor suspension and permanent-exclusion data and patterns, including the impact on vulnerable groups.

Bullying

The school does not tolerate bullying of any kind. Our full definition, reporting arrangements, investigation process, support and preventative work are set out in the separate Anti-Bullying Policy 2026–27, which should be read alongside this policy.

In determining whether behaviour constitutes bullying, the school considers the evidence as a whole, including whether there is repetitive, intentional hurting and an imbalance of power. Repeated reports or disagreements do not, by themselves, establish that bullying has occurred.

Relational conflict, serious one-off incidents, discriminatory behaviour and child-on-child abuse will still be taken seriously and responded to even where the bullying threshold is not met. A finding that behaviour is not bullying does not mean that nothing happened or that no support or consequence is required.

Where bullying is established, the school will act to stop the behaviour, support the child who has experienced it, address the behaviour of the child or children responsible, monitor the situation and involve parents/carers as appropriate. Where the concern raises safeguarding issues, staff will follow the Child Protection and Safeguarding Policy and Child-on-Child Abuse Policy without delay.

Monitoring

The Headteacher will monitor the effectiveness of this policy on a regular basis. He will also report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvement.

The school will keep a record of incidents of any breaches of this policy. Records are kept on CPOMS.

The Headteacher will keep a record of any pupil who is suspended or permanently excluded in accordance with statutory and Local Authority requirements.

It is the responsibility of the governing body to monitor suspensions and permanent exclusions, including patterns and the impact on vulnerable groups, and to seek assurance that the policy is administered fairly and consistently.

Review

The governing body will review this policy annually. However, they may 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.

Signed:

Head of school

Signed:

Chair of Governors

Date Reviewed: September 2026

Date of Next Review: September 2028

Appendix 1: Learning Behaviour Summary Table

Expectation	Rewards and Consequences	
Being a brilliant role model/fantastic work/excellent effort		Gold sticker on individual chart towards bronze, silver, gold awards and afternoon tea
Following the 'Golden Rules' and class rules	Reset to green after break and lunch	Verbal praise and tree tokens
Breaking school/class rules For example: ➤ Not listening/following instructions ➤ Unkind comments ➤ Lack of respect e.g. shrugging shoulders, rolling eyes, walking away ➤ Lack of respect for resources ➤ Disturbing others/calling out/talking over others/talking when you shouldn't be ➤ Answering back ➤ Running in school ➤ Not sitting sensibly ➤ Any banned items in school	Any of these behaviours are AMBER Continued AMBER behaviour takes you to red	Asking the child to give a verbal/written apology Assisting with rectifying the problem caused Finishing/repeating task Private talk teacher/TA Moving in class
Repeated AMBER: ➤ Breaking resources deliberately ➤ Stopping others learning ➤ Physical aggression ➤ Verbal aggression/deliberate rudeness ➤ Swearing ➤ Stealing ➤ Refusing to work or follow instructions	Any of these behaviours take you straight to RED	CPOMS log made To stay with the <u>Headteacher</u> at break/lunch and lose 5 minutes KS1 and 10 minutes KS2 of play time. Restorative practice – how can we put this right and make better choices next time? Contact home by class teacher