



St. Luke's Behaviour Policy

Agreed by the Governing Board: March 2017

Last review: September 2021

Next review: October 2022

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1) STATEMENT OF PRINCIPLES:

At St Luke's Church of England Primary School, we aim to support children's intrinsic motivation regarding positive behaviours, relationships and learning through the following key values:

- **Courage** (*determination, perseverance, resilience...*)
- **Enthusiasm** (*passion, enjoyment, positivity, optimism, sense of adventure*)
- **Excellence** (*aspiration, inspirational, high personal standards, being prepared to give 100% to everything we do as Jesus gave 100% to the world that he loved*)
- **Fairness** (*Justice and inclusiveness*)
- **Honesty** (*integrity*)
- **Kindness** (*Generosity, truthfulness, speaking well of people, building people up with encouragement*)
- **Partnership** (*togetherness, community, collaboration, cooperation*)
- **Respect** (*empathy – feeling how it is for others*)
- **Responsibility** (*for your own learning, others' learning, behaviour...*)
- **Safety** (*keeping ourselves and others safe*)

We are committed to enabling all children to access learning. We value everyone as an individual, capable of growth, change and development. We have high expectations that support the development of our pupils as effective and responsible citizens.

We aim to provide a positive, friendly and inclusive culture, where all children, staff and visitors feel safe, respected, supported and free from discrimination of any sort. We aim to provide an environment and a platform for the development of social and moral awareness.

We recognise that high standards are best promoted when the whole school community (staff, parents, and children) have a shared understanding of what constitutes acceptable behaviour. By promoting positive behaviour, we hope to build individual and collective esteem and encourage good personal relationships.

We promote sensitivity towards the needs of others and encourage all children to take ownership of their actions and behaviours; supporting a restorative approach towards mending relationships and development towards responsible and self-aware adulthood. We encourage the understanding that we all make mistakes, and promote reflection as an important part of reconciliation.

Just as God forgives us, so we encourage forgiveness of one another in recognition of its transforming power. In line with the school values, and embracing God's gift of forgiveness, we recognise its healing nature in terms of mending hurt, both in others and ourselves:

'Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you.'
Ephesians 4:31-32

At St Luke's we strive to develop the intrinsic motivation in pupils to work hard, embrace challenge and become better people, in line with the school's mission statement and motto. For this reason, incentives and stickers are used with caution and in response to clearly defined process, effort and accomplishment of performance goals. Whilst we aim to reward positive attitudes and behaviours, any stickers and praise are given mindfully and authentically. The use of rewards and sanctions is responsive to the individual situation and the individual child and, whilst being applied fairly, takes into account SEND, disability and the needs of vulnerable children, offering support as necessary. Exclusions, would only be used as the very last resort.

2) SYSTEMS FOR POSITIVE BEHAVIOUR MANAGEMENT:

At St. Luke's we aim to recognise the positive rather than emphasise the negative. For the majority of children this approach will work, with sanctions needed only for a minority of children. The main focus for rewards and sanctions is within the classroom, extending to Senior Management only where necessary.

We encourage positive behaviour through consistent behaviour management and staged approaches. We use a restorative approach to behaviour incidents and variety of positive behaviour management systems:

BEHAVIOUR PODIUM (Appendix 2): Is a restorative approach to behaviour, where the child seeks to remain on BLUE throughout the day.

- A child can be moved to amber with a warning about their behaviour if it does not reflect the school values.
- A child will be moved to red if behaviour persists, with a penalty appropriate to the age and development of the cohort: e.g. this might be to complete a self-reflection form, either in an allocated area of the classroom or in a 'buddy class'.
- Children with EHC plans will remain in class as internal exclusion to another class might prove counter-productive.
- The aim is for the child to manage their behaviour back to blue.
- All children start on blue every day, so that the system remains restorative rather than punitive.

TRAFFIC LIGHTS: Fundamentally, this is the same as the behaviour podium, but is used in Early Years and has a slightly different visual display. The aim is for the child to remain on GREEN throughout the day.

INDIVIDUAL BEHAVIOUR CHARTS: Some children with SEN, or social, emotional, behavioural difficulties, may have their own behaviour charts/behaviour plans. The intention is for these to support or to focus on positive change. Depending on the situation, these may be shared with parents, phase leaders, SLT or the Head Teacher.

REWARDS FOR GOOD BEHAVIOURS:

Rewards will be given in recognition of the process of a child's learning, as evidenced in their work, behaviour and willingness to work with challenge, and will be given mindfully. **This means to praise authentically for: effort not ability; specifics not generalities; behaviours not the child.**

Rewards may include the following:

- Recognition in assembly (Child, group or class)
- Tokens and dojos.
- Golden time.
- Certificates, trophies and Special Awards.
- Newsletter recognition.
- Celebration Assembly: with certificates awarded for 1 child in each class on a weekly basis who displays outstanding achievement and demonstration of the school's key values and principles

DOJOS: Children may be given classroom dojo points for a range of behaviours including the following:

EYFS

- Active speaking/listening.
- Helping others/ working together.
- Imagination/creativity.
- Showing growing independence.
- Making effort.
- Positive behaviour.

Key Stage 1

- Active speaking/listening.
- Leadership and role modelling
- Helping others-team work
- Creativity
- Independence
- Perseverance/working with challenge
- Demonstrating school values
- Positive behaviour.

Key Stage 2

- Oracy
- Leadership and role modelling
- Collaboration and team work
- Environmentally Aware
- Creativity
- Independence
- Resilience
- Demonstrating school values.
- Positive behaviour.

GOLDEN TIME: is a timed period of reward for good behaviours, which takes place on a Friday afternoon. Children with Golden time will be given a range of choices of activity. Golden time presently runs from Years 2-6. In negotiation with their class teacher, children in Years 4, 5 and 6 may be given permission to run clubs at this time.

HOUSE SYSTEM: The House system operates consistently throughout the school, with staff and children allocated to houses:

- Classes are divided into 4 houses - mixed ability and behaviour.
- Children will receive house tokens for participation and enthusiasm in school events and displaying positive
- play within a pair or group whilst in the playground or at lunchtime.
- Children will receive house tokens for walking in a single final line quietly with hands behind back.
- At the end of each week the winning House will be announced in the weekly Celebration Assembly.
- At the end of every ½ term, the children of the winning house are rewarded; presently with movie afternoon in the hall. This was their choice and we keep that under regular review.

3) PROVIDING BEHAVIOUR SUPPORT AND GIVING SANCTIONS:

If a pupil's behaviour falls below the standards expected of them, breaks school expectations or fails to follow a reasonable instruction the teacher/paid member of staff can impose a consequence/sanction on that pupil.

This decision must be reasonable: i.e. proportionate to the circumstances and taking into account the pupil's age, any special educational needs, disability, equality of opportunity, religious requirements etc. (Section 91 of the Education and Inspections Act 2006).

Corporal punishment is illegal in all circumstances.

Teachers should consider that sanctions work best when:

- Priority is given to recognition and positive relationships as well as stimulating teaching and learning
- They are delivered with a sense of consistency rather than severity
- They are given without humiliation or 'put down'
- They are immediate rather than deferred
- They are private rather than public
- They are separate from reward systems
- Children are given an opportunity to talk through their difficulties
- There is an emphasis on repairing relationships after a difficulty

The school will consider whether continuing disruptive behaviour might be the result of unmet educational, learning or safeguarding needs and whether further partnership with parents and support from other agencies might be necessary.

Teachers will record behaviour incidents in class behaviour books. In this way a clear overview of behaviours and actions is available for information and monitoring purposes. Each child will have a page in the book. Furthermore, there will be a whole class overview sheet, that summarises incidents at a glance. Teachers are asked to record a lunch time incident as L and a red in class incident as R on that overview sheet. More detail is then found on the pupils' page.

Midday Meals:

- At lunch times, midday staff will record behaviour incidents on behaviour slips that will be passed to the class teacher at the end of lunchtime.
- These will note what happened, the impact and the resolution. The focus will be on resolution of incidents as and when they arise.
- Class teachers will add these slips to the child's page in their class behaviour book.
- Behaviour books will be monitored every other week by the behaviour leads to see where intervention might be required.

4) STAGED APPROACH TO BEHAVIOUR:

The class teacher and other adults will encourage pupils to follow the St Luke’s key learning principles and values, using in class positive behaviour systems and restorative practices (as above).

Behaviour Sanctions Ladder Early Years:

Behaviour Management

We recognise that children enter the Early Years with different experiences of types of provision and some without prior experience of an educational setting. Many children may go through a time of adjustment, balancing their own emotional needs and ways of expressing themselves with the social needs of the setting and others people. It is up to us as practitioners to understand that some of the behaviours exhibited by children are due to this change.

Positive behaviour management begins with children being able to recognise and express their emotions in a socially acceptable way. In order to aid children in understanding and expressing their emotions all practitioners must be aware of the whole child, be non-judgemental, patient, always model “good” interactions and expression. We know that children may not always be able to articulate their needs and emotions; it is up to us to facilitate growth in PSED through it being a focused area for the unit, especially at entry times. During their first term we focus on the Prime areas of the curriculum (Personal, Social and Emotional Development, Communication and Language, Physical Development).

Difficult interactions between children will be addressed through discussion and solution methods. All children will express their feelings, respond to the feelings of others and work together to come to a resolution. This fosters confidence, language and independent problem solving skills. Our main aim is to create independent, confident children, with a positive self-image and wellbeing, that are able to problem solve independently, seeking assistance from adults when required.

	Behaviour	Appropriate sanctions	Comments	Adults involved
Stage 1 – Low level ‘aggravations’	<ul style="list-style-type: none"> Shouting inside class Moving/ climbing around classroom during a carpet session Running in the classroom Interrupting other pupils/adults Ignoring instructions Silly noises/minor annoyances Pushing in the line Taking toys or work from others Making a mess of an area, Speaking inappropriately to another child Taking items from the classroom 	<ul style="list-style-type: none"> Eye contact/ child’s level Reminders Short discussion and review class rules Cool down time in place of child’s choosing if requested Tactically ignore Tidy up the area affected Reinforce expected behaviour Praise child for making good choices Model appropriate behaviour Facilitate use of emotional language to describe the situation and foster empathetic expression Focus activity designed around modelling expectations/ behaviours 	<ul style="list-style-type: none"> Not recorded No other staff members involved Adult to address situation After three repetitions within a small time frame then move to Stage 2 	<ul style="list-style-type: none"> Class teacher, or other classroom staff Staff on playground duty

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Stage 2 – Less serious ‘ oppositional’</p>	<ul style="list-style-type: none"> • Repeated Stage 1 behaviour • Refusal to engage in discussion • Shouting or aggressive voice with adults/children • Minor challenge to authority • Minor, non-directed swearing or inappropriate language • Repeatedly upsetting other children • Hurting/pushing another child • Throwing small classroom resources into the air or away from other children. 	<ul style="list-style-type: none"> • Adult to engage child in restorative conversation <ul style="list-style-type: none"> ○ If child refuses to discuss: Child moved onto cloud until able to discuss and resolve the situation with adult support • Informal contact with parents by class teacher • Child allowed time in the calming space or in a quiet space of their choosing to regulate emotions. • Lunchtime: quiet time with a staff member inside. Report to teacher. • Staff to discuss trends within behaviour and work out triggers. • Strategies created as a team to support child in addressing times of day/ triggers successfully. • Small group/ buddy time for children to use social language and engage in activities focussed on feelings and behaviours. 	<ul style="list-style-type: none"> • Lunchtime staff to record this and put into class incident book, after discussion with class teacher • Informal contact with parents by class teacher to be briefly recorded in class incident book • Repeated Stage 2 incidents within a short time frame to be reported to AHT. This should also be evident in the class incident books, which are to be monitored weekly by AHT. This would then move the behaviour to Stage 3. 	<ul style="list-style-type: none"> • Class teacher/ Support staff • Phase leader/AHT
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Stage 3 – More serious ‘ harmful’</p>	<p>Behaviour</p> <ul style="list-style-type: none"> • Repeated Stage 2 behaviour • Deliberately throwing small objects with the intention of harming or breaking them • Repeated refusal to engage in a resolution with an adult • Deliberate repeated rudeness to adults • Harmful/offensive name calling/directed swearing at another child or adult • Targeted physical harm • Spitting at someone • Biting someone • Repeatedly targeting specific child • Repeated physical aggression with adults/ children 	<p>Appropriate sanctions</p> <ul style="list-style-type: none"> • Reported to HoS • Could involve formal contact with parents by HoS • At the discretion of the HoS, depending on the circumstances surrounding a ‘Stage 3’ incident, child to be put onto a behaviour chart/‘on report’. This would be monitored by the phase leader/out of class AHT in first instance for as long as necessary. If a child’s behaviour quickly improves, they will come off the chart. If the child’s behaviour does not improve, or worsens, then the child’s parents will be contacted by the HoS, and their behaviour chart will be monitored by the HoS, with a copy being sent home every week • Child specific behaviour strategies reviewed by EYU team and routines/ spaces and strategies to be adjusted to better suit the child’s changing needs. These plans to be reviewed with HOS and SENCO. • If the child is demonstrating behaviour which is deemed unsafe, both for themselves and/or others time out of class may be required. Staff member to take child to quiet and calm space. 	<p>Comments</p> <ul style="list-style-type: none"> • Stage 3 incidents (including repeated Stage 2 behaviour) to be recorded and kept on file, both by HoS and in class incident book • Parental contact recorded by HoS and kept on file, both by HoS and in class incident book • If a child is at risk of exclusion, Executive Headteacher, HoS and SENCO to meet with parents to put a plan in place to aim to prevent exclusion (Stage 4) • If a child is at risk of exclusion, we may involve external agencies as means of additional support (for example, CAHMS) • If behaviour is persistent, and it is believed to be rooted in social, emotional and mental health, then they may be placed on the SEND register • A Pastoral Support Plan (PSP) could be put into place 	<p>Adults involved</p> <ul style="list-style-type: none"> • Phase leaders/AHTs • Head of School • Executive Headteacher • SENCO • External agencies where appropriate
<p><i>Please note that all ‘Stage 3’ behaviours should be reported directly to the out of class AHT, or the Head of School if they are not available, rather than to the phase leader. More serious behaviours need to be dealt with promptly by the Head of School and should not interrupt the teaching and learning in the phase leaders’ own classes. The Head of School will then make a decision as to the level of involvement from the phase leader. Typically, this could involve:</i></p> <ul style="list-style-type: none"> ➤ updates on a child’s behaviour; ➤ involvement in any necessary decision making around the child and their behaviour; ➤ monitoring of behaviour charts. 				

Stage 4 – Very serious	<ul style="list-style-type: none"> • Repeated Stage 3 behaviour • Harming someone with intent • Serious, deliberate damage to school/pupil property 	<ul style="list-style-type: none"> • Parental contact and formal meeting arranged with headteacher • Internal exclusions • Possible fixed term exclusion • Permanent exclusion • Tower Hamlets referral form 	<ul style="list-style-type: none"> • Procedures in place for a managed move to an alternative setting 	<ul style="list-style-type: none"> • SENCO • Head of School • Executive Headteacher • External agencies
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Additional amendments to the behaviour policy in response to protective measures in school, in response to the Covid-19 crisis:

All of current disciplinary measures that we have in our policy, as outlined above, remain in place. **The measures in this section reflect the school's new and additional protective measures that have been put into place in response to the Covid-19 crisis, and are there to protect the health and safety of all pupils and staff members.**

It is important for us to recognise that some children will return to school having experienced significant stress, anxiety or bereavement during the crisis. Therefore, we will continue to approach our behaviour management positively, providing support for pupils where needed. All pupils will need to be taught new norms and routines around social distancing and personal hygiene and safety for themselves and others. For children with SEND, it will be particularly important to provide additional support to help them to understand and apply these new behaviours.

New principles:

- We expect all members of the school community to respect the altered routines for arrival or departure at the school.
- We expect all members of the school community to follow the instructions on hygiene, such as handwashing and sanitising.
- All members of the school community must move around the school as per specific instructions (respecting one-way systems, out of bounds areas, socially distanced queuing).
- Staff will ensure that pupils, wherever possible, adhere to social distancing measures. Where pupils are not complying, appropriate sanctions will be used (see below).
- Pupils must immediately inform a member of staff if they are experiencing symptoms of coronavirus (fever, cough, loss of sense of smell or taste), where this is a reasonable expectation.

Sanctions

Behaviour in school

If a child's behaviour is deemed high risk, for example, refusing to adhere to safety measures or involves deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people, the following sanctions and disciplinary procedures could be used:

- In the first instance, staff working with that child would issue the behaviour management strategies **in line with our current behaviour policy.**
- If the behaviour does not improve, or does warrant the immediate support or intervention from senior leaders, then staff would seek the support of the Head of School/SENCO, who would speak to the child, taking them away from other children and adults but keeping them in the area of their year group bubble. Senior leaders may remove the child from their classroom and/or bubble for part of, or the remainder of the day if the behaviour continues to pose a risk to the health and safety of others.

- If the health and safety of other pupils and staff members continues to be put at risk by the pupils not adhering to safety measures, then the parent/carer will be contacted and a fixed term exclusion will be applied **in line with school and Tower Hamlets exclusion guidance**. An individual risk assessment for that pupil will then determine the conditions and appropriateness for a return to school – wherever possible, the pupil will return to school under the mitigated conditions of the risk assessment. If, after an appropriate risk assessment, it is felt that a pupil who has been excluded cannot return, then the school will consult with the local authority before taking any other action.
- The circumstances and actions taken around breaches of the modified behaviour policy will be fully recorded in accordance with school and borough policies.

Pupils with Special Educational Needs

We acknowledge that children will have had a range of different experiences during the lockdown period which may have an impact on their behaviour presentation upon return to school. Some may present with frustration as a result of being isolated from school and friends. Others may have experienced bereavement or loss or another, real or perceived, traumatic episode. For many, the process of re-engagement with learning and the school community, under unusual circumstances, may require some additional input and encouragement. As a result of these varied experiences children may present with behaviour that is not usual, this may include:

- Anxiety; lack of confidence
- Challenging behaviour; fight or flight response
- Anger; shouting, crying
- Hyperactivity and difficulties maintaining attention

For some children, including those with attachment concerns or SEND, and especially those with autism, the change in routines and lack of familiarity will require additional adjustment.

As a school, we recognise that behaviour could be a sign that for some individual children there is an unfulfilled need and that the behaviour is communicating that there is a problem. The school will undertake an individual risk assessment for the child and use **reasonable endeavours** to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response.

Children with SEND are recognised as being particularly vulnerable. The school, and in particular the SENCO, will work closely with parents to implement supportive strategies that will inform an appropriate response. If necessary, school will seek external support from other agencies such as BASS, Educational Psychologists or Early Help.

EXCLUSION:

The Headteacher can exclude your child:

- If they misbehave *in or outside* of school.
- as the result of a *serious incident*.

Prior to the exclusion of a pupil, the following steps will be taken at St-Lukes (unless in response to a serious incident):

- Full consultation with parents well before the stage of considering exclusion is reached
- Full consultation with all relevant staff about the pupil's problems
- Involvement of the pupil where appropriate including reasons for action taken
- Discussion with the SENCO/Inclusion lead and any relevant outside agencies.

- An opportunity for parents to present their case
- Pastoral support plan written and implemented

If your child is excluded:

- St. Luke's will let you know as soon as possible and follow up with a letter stating how long your child is excluded for and why. Guidance from the DfE and London Borough of Tower Hamlets will be followed
- You should also be told how to challenge the exclusion, if you want to.
- The school has the right to exclude a child on the same day in response to a serious incident, but the school shouldn't make you collect your child straight away.

There are 2 kinds of exclusion:

Fixed period exclusion:

- A fixed period exclusion is where your child is temporarily removed from school. They can only be removed for up to 45 school days in one school year, even if they've changed school.
- If your child has been excluded for a fixed period, St. Luke's should set and mark work for the first 5 school days.
- If the exclusion is longer than 5 school days, St. Luke's must arrange suitable full-time education from the sixth school day, e.g. at a pupil referral unit.

Permanent exclusion:

- Permanent exclusion means your child is expelled. Tower Hamlets local council must arrange full-time education from the sixth school day. It's your responsibility to make sure your child attends.

5) PROCESS AND RECORD KEEPING:

Where *social, emotional and behavioural needs are persistently below the standard required*, the child may:

- be put on the safeguarding/pastoral register and regularly monitored by staff and senior leaders in the schools Safeguarding meetings;
- have additional targeted behavioural support/plans;
- work with the schools Learning Mentor/s or ELSA;
- be referred to outside agencies (such as CAMHS).
- be moved to an EHC plan should social, emotional and behavioural needs continue to impact on the child's development and welfare

Where *social, emotional and behavioural needs impact on learning*, the child may:

- be put on the SEN register and provided with strategies of support from the class teacher, with advice from the SENCO;
- have individual targets, devised by CT and SENCO, which will be monitored and evaluated termly;
- receive intervention programmes of support;
- be referred to external agencies;
- be moved to an EHC plan should social, emotional and behavioural needs continue to impact on the child's learning

At all times parents will be kept informed and encouraged to be active partners with the school in terms of meeting the child's needs.

In extreme cases where behaviour is not improving, the Headteacher and Inclusion Lead/SENCO may set up a Pastoral Support Plan.

6) PHYSICAL RESTRAINT:

At St Luke's, we are committed to a positive behaviour policy that encourages children to make positive behaviour choices. However, we recognise that children sometimes do make the wrong choices. On rare occasions this may result in a situation that requires some form of physical intervention by staff. Guiding, prompting may be used by staff, as a preventative strategy, to redirect or divert children.

Staff have MAPA training (The Management of Actual or Potential Aggression) or Positive Handling Training (Team Teach) to enable safe restraint should this be necessary for the safety of the child and others. The school ensures a continuous cycle of training to encompass all staff over time. In the event that intervention is required, the trained staff for each phase will be called upon (Appendix 5).

7) CONFISCATION OF INAPPROPRIATE ITEMS:

At St Luke's, we follow the DFE advice on searching, screening and confiscation of items.

The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property without liability for damage or loss of any confiscated items.

Power to search without consent, allows staff to search for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Appendix 1: ROLES AND RESONSIBILITIES

THE ROLE OF GOVERNORS:

- Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.
- The Education and Inspectors Act 2006 and DfE guidance (Behaviour in Schools, 2012) requires the Governors to make and frequently review a written statement of general behaviour principles to guide the Head teacher in determining measures to promote good behaviour.
- In line with section 175 of the Education Act 2002 and the Equality Act 2010, Governing bodies must ensure that, in the carrying out of their duties, safeguarding, the welfare of children and equality of opportunity are at the forefront.

- **THE ROLE OF THE HEADTEACHER:**

- Under the School Standards and Framework Act 1998, the role of the headteacher is to implement the school Behaviour Policy consistently throughout the school, to report to Governors, when requested, and to ensure the health, safety and welfare of all the children in the school.
- The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- The Headteacher has access to records of all reported incidents of misbehaviour.
- The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the School Governors have been notified.

THE ROLE OF THE CLASS TEACHER:

It is the responsibility of the class teacher (and support staff) to:

- Provide a good role model/uphold the values of St Luke's.
- Be proactive and share responsibility for behaviour around the school and on outings.
- Ensure that pupils behave in a positive and responsible manner, with the school values underpinning behaviour and attitude.
- Maintain high expectations of the children in terms of behaviour and learning; striving to ensure that all children work to the best of their ability and encouraging openness to new learning, exploration and challenge.
- Treat each child fairly, with respect and understanding.
- Record any significant incidents of inappropriate behaviour and report to the appropriate member of SLT (assistant head, head teacher, SENCO. Designated person for CP)
- Liaise with external agencies, as necessary, to support and guide the progress of each child.
- Work in partnership with parents and carers.

ROLE OF THE INCLUSION LEAD:

It is the role of the Inclusion Lead to:

- Review, evaluate and monitor the Behaviour policy as necessary and ensure its implementation across the school
- Maintain an overview of behaviour across the school and respond to behaviour incidents in line with the school policy.
- Be proactive in supporting children, colleagues and parents when difficult situations arise, preventing the escalation of problems, reducing the impact on the school community and maintaining good relations and partnerships with parents/carers through effective communication.
- Work closely with the Head Teacher, SLT, Family Cohesion officer in response to repeated behaviour issues.
- Work closely with the SENco in support of children with behaviour difficulties and liaise with appropriate outside agencies.
- Respond to behaviour issues via the Safeguarding route and Child Protection should that be necessary.

PARENTAL/CARER INVOLVEMENT:

St Luke's aims to welcome parents into school and promote and develop partnership and good communication between home and school.

Should parents have a concern about their child's behaviour or welfare, the school encourages early and open communication. We work to develop positive relationships with parents through meetings which support maintenance or restoration of relationships and mutual respect.

GENERAL EXPECTATIONS:

At St Luke's Primary School, behaviour is recognised to be a collective responsibility between parents, staff, head teacher, governing body, children and other agencies involved with the school. It is vital that the behaviour policy is clear and well understood by staff, parents and pupils and that it is consistently applied. Parent/carers can help by signing and adhering to the home/school agreement (Appendix 4)

Appendix 2

St Luke's Behaviour Podium



Restorative approach to behaviour

- St Luke's key values and principles are displayed around the school and in rooms-pupils and adults understand these and share their value.
- House tokens are rewarded for movement around the school, assemblies, singing etc.

Appendix 3.

REVIEW AND MONITORING:

The Behaviour policy operates in conjunction with the following policies:

- Anti-bullying policy
- E-safety policy
- Special Educational Needs (SEN)
- Equal Opportunities policy
- Attendance policy
- Safeguarding and Child protection policy
- School Uniform policy
- Healthy Eating policy

This policy should be reviewed in conjunction with these policies, in accordance with the school's review cycle.

Appendix 4

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

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: _____ Headteacher

Appendix 5.

Staff trained in positive handling:

Early Years:

Eliza Lefild
Gina McCallum
Lisa Tuffin
Harriet Pickering

KS1:

Jess Tough
Billy Joe Canaway
Kabita Kamaly
Khairun Bibi
Sarah Daley
Isabelle Frail

Key Stage 2:

Adriana Sutherland
Cristina King
Holly Delandre
Alasma Ulhusna
Lou Rae
Natalie Trew
Nina Kerr
Rita Ashrafi
Steve Hammond

Midday meals:

Danielle Frost
Aleha Begum
Faisa Noor
Farhana Islam Begum
Louise Emms
Michelle Green
Natalie Hood

Office staff:

Absana Begum
Pat Probert

Executive Headteacher:

Rebecca Abrahams

PE/swimming:

Anna Adamczyk

Community house and breakfast club:

Cathy Clark
Christine Collins