ST LUKE'S CE PRIMARY SCHOOL

POSITIVE BEHAVIOUR Policy

Autumn 2026

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Aims

At St Luke's CE Primary School we aim to develop self-motivated, self-controlled and responsible children. All staff, children, parents and governors have responsibilities to value, respect, care for, praise and listen to each other to encourage such attitudes in our children. Our behaviour policy is clearly underpinned by Christian values of truth, love, respect, forgiveness and reconciliation.

We have formulated these aims as a whole school:

- To feel safe and protected.
- To value and appreciate one another irrespective of age, gender, creed or race, and to acknowledge that everyone has a part to play within our school community.
- To try our best at everything we do.
- To develop the ability to work independently, co-operatively and with self-discipline.
- To listen with respect to one another and be conscious never to damage another's self-esteem.
- To foster a caring attitude for the school environment, including the building, inside and outside areas, equipment and personal effects.
- To prepare pupils for the responsibilities, opportunities and experiences of adult life.

We flourish and grow in an atmosphere of praise and encouragement and develop pride in ourselves and our school. In order to achieve this, certain standards must be fully understood and maintained. We actively seek to apply the standards consistently and uphold them at all times. The standards are our Golden Rules. The Golden Rules have been adopted by the school community of children, parents, teachers and governors. These rules are displayed in every classroom and in prominent positions around the school to promote positive behaviour.

GOLDEN RULES

Be gentle	**Don't hurt anybody**
Be kind and helpful	**Don't hurt people's feelings**
Work hard	**Don't waste your or other people's time**
Look after property	**Don't waste or damage property**
Listen to people	**Don't interrupt**
Be honest	**Don't cover up the truth.**
Walk quietly and sensibly around the school	

All of us have the responsibility to uphold and support these standards at **all** times. In this way the powerful influence of home and school working together will actively help and support our children.

The benefits of good social behaviour

For the children

- Children need to know what is expected of them and how to realise the importance of the way they behave and how it affects themselves, their peers, their parents and their teachers.
- They can work in a calm and quiet atmosphere concentrating on their work free from disruption from others.
- They learn to care for each other and the importance of friendship.
- They learn self-respect and develop self-confidence and increase their self-esteem.
- They learn to always do their best in their school work and feel pride in their achievements.

For the staff

- With good behaviour from the children, teachers are able to teach what they have carefully planned and thus meet the needs of all pupils. Lessons are stimulating and exciting and free from the worry of disruption.
- Staff can spend more time with the children helping them to work rather than spending it on sorting out behaviour problems.
- There are less interruptions and more concentrated work for the children.

For the parents

- They can feel confident that children are growing in a positive environment.
- To help them build strong relationships with the school where they can discuss issues of behaviour and concerns and be supported and give support as we are all working together.
- To know their children will receive clear guidance and support and encouragement to behave well.

Behaviour we wish to encourage

We all need to have a common understanding of what good behaviour is so that we can work together. It also needs to be age appropriate. Behaviours we encourage, support and develop are:

- self discipline;
- respect for all adults, peers and property;
- appreciation of others irrespective of family background;
- politeness and good manners;
- the ability to listen well to adults and peers;
- the ability to express an opinion appropriately;
- the ability to reconcile any differences;
- understanding of others;

- empathy and compassions for others, regardless of background;
- patience and resilience;
- personal satisfaction in achievement, academic and personal;
- co-operation and collaboration;
- a sense of calm;
- personal organisation and tidiness;
- care for the environment inside and outside the classroom.

We must all work actively together to encourage good and model good behaviour.

Corridors

Children are expected to walk quietly around the building at all times (especially when passing through areas where other people are working alone). Children should be encouraged to hold doors open for others, showing politeness and consideration. Snacks should be eaten outside and never in corridors.

Assembly

Assembly is a time for reflection and collective worship. To aid this, staff and children are expected to enter and leave the hall silently.

Dinner Hall

Children should line up calmly, in an orderly fashion and eat their meals politely.

Playground

At lunchtime, children are expected to show equal respect to lunchtime staff.

Behaviour we wish to discourage

We must all work actively together to discourage the behaviour that we do not wish to happen:

- bullying/ aggression- verbal and physical;
- disrespect of people;
- bad language;
- intolerance of others e.g.disabilities / race;
- under achievement and laziness;
- defiance and answering back;
- dishonesty, stealing and cheating;
- disruption;
- boisterousness;
- lack of consideration;
- over competitiveness and arrogance;
- vandalism;
- selfishness.
- bearing grudges

It is by frequent reference to the Golden Rules and their behaviour that we will be helping children to achieve a full understanding of what we are trying to achieve. All children need to feel safe, secure and be able to express their thoughts and feelings in an environment where they feel listened to. We all have a duty to listen to our children and take appropriate action.

Through the use of HeartSmart, children learn how to make good decisions and everyone is taught how to value themselves, show love and care towards others, to forgive and to be honest.

Procedures and practice

Golden Time

Every other week, all children are rewarded with 1hr Golden Time. This is the greatest reward of all. In that time there are a number of different activities led by members of staff and volunteers; these change on a termly basis, but include for example, ICT, construction, dressing up, gardening, art and drawing, gymnastics, yoga, sewing, cooking, board games, drama, dance, basketball and football. It is the norm that we freely give this 1hr reward to everyone as we believe all the children will behave sensibly and well at all times.

Schools Council

The Council will consist of two children (a boy and a girl) from each class (Y1-6), who will be elected by their peers in September. Y6 pupils will liaise with the Reception class. Meetings will take place at least once per half term and will follow circle time where issues may be raised. Issues to be discussed may include school improvement issues, playtimes, behaviour.

Property

Taking care of possessions is an important aspect of growing up.

Children should be encouraged from an early age to look after their books and toys, clear up after activities by returning resources to the correct place. This early training develops a caring attitude in children so that when they arrive at school, they continue to treat both their own and school property with respect.

This eventually leads to a greater understanding and care of the environment. In school children are expected to leave shared areas (e.g. ICT suite / hall /library) ready for the next class. Monitors in each class and throughout the school also take responsibility for specific jobs.

To help all children look after their own property, everything should be named:-

ALL clothing
PE equipment
Lunch boxes
Flasks
Coats

If school property is damaged, we ask for it to be replaced, but most importantly encourage children to tell us. We expect parents to replace lost library books, broken equipment, etc.

Accidents do happen and we all understand this.

Obviously if property is damaged purposefully, we all need to be aware of the situation and then take appropriate steps.

Encouraging Good Behaviour

At St. Luke's, we place a strong emphasis on rewards and privileges. We are aware of the importance of encouraging appropriate behaviour in school and the different ways this can be achieved. We recognise the need to establish and maintain high standards of behaviour. Two ways to encourage good behaviour are through the use of praise and a system of rewards. We recognise and highlight good behaviour as it occurs. We explain and demonstrate the behaviour we want to see.

Actions that may be used to promote good behaviour

- Remind children about the Golden Rules by celebrating them when they are kept.
- Use signals to encourage good behaviour– e.g. hand signals to let children know when to sit up, sit down, turn round, put the chair legs on the floor, stop what you are doing, listen carefully, look carefully.
- Verbal reminders that are anonymous- 'We're just waiting for 3 children now to look this way ready to start the lesson'.
- Respond positively to children's contributions.
- Positive comments in books. Smiley faces denote pleasure and praise in the work.
- Sanctions are not threatened but occur naturally as part of the class agreement.
- Ensure that any behaviour that is deliberately ignored is addressed privately with the child.
- Ensure that a stated course of action is followed up.
- Help children to save face in front of others, to avoid any escalation of poor behaviour.
- Ensure that the child understands that it is the behaviour that you do not like, not him or her.
- Have high expectations of all areas of children's work in school- behaviour, attitudes and academic work.

Whole School Rewards

Specific whole school rewards include:

1. House-points

There are 4 Houses at St Luke's School:-

Green

Yellow

Red

Blue

All children are in a House team. House points are given to encourage good behaviour and working together as a team for a shared goal.

House points are given to the children for good work (particularly noting effort), good behaviour, endeavour and helpfulness e.g. sitting nicely, holding a door open, manners, verbal contributions. The points are collected weekly and put into a running total. All staff should be consistent in their awarding of House-points.

Points will be tallied in the classroom using tokens and collected by two Year 6 children at the end of the week. The team with the most points from across the school for that week will be announced in whole school Collective Worship. A record of totals for each week will be given and shown on a display in the hall.

At the end of each half-term, the winning team will be allowed to have a reward time.

2. Golden Stars

The Golden Stars system rewards individual achievement and the personal qualities the school wants to foster. Golden Stars are received by a child for ***outstanding*** work/effort ***and*** for making a contribution to school life. E.g. not losing any Golden Time in a term, certificate of achievement, 100% club/school attendance, completion of library reading challenge, participation in school competitions (Easter bonnets), being an effective play leader over time, an extra special piece of work.

Each time a golden star is received, a child receives a special **Golden Star stamp** in their 'My Golden Star book'**.** They will also receive a special gold star sticker for their jumper.

When certain milestones are reached, certificates/badges are awarded.

10 Golden Stars = Bronze certificate and badge

20 Golden Stars = Silver certificate and badge

30 Golden Stars = Gold certificate and badge

50 Golden Stars = Headteacher Platinum certificate, bar badge

3. Golden Tickets

Golden Raffle Tickets are handed out at lunchtime to reward children for making good choices. Tickets are entered into a fortnightly tombola and prizes awarded – Attending a HT tea party, sitting on the Golden Table at lunchtime, helping younger children, extra play.

4. Kindness Certificates

This is a kindness cup awarded for 'kindness, helpfulness and politeness'. Any members of the school community can nominate children for the award of the kindness cup by filling in a slip, available in all classrooms and posting it in the ballot box by the Kindness Display. Each half term, the RHE leader will announce Kindness Certificates which will be awarded to an EYFS/KS1 and KS2 winner.

5. Certificates of Achievement

Certificates of achievement are given out by the HT during Friday's certificate assembly. All teachers nominate children for an Achievement certificate prior to the assembly. All Teaching Assistants, Admin and Lunchtime staff should inform teachers if there is a particular child they have noted that deserves a certificate. It is expected that each child will receive at least 1 certificate over the year.

6. Head Teacher Stickers

Special work or endeavour can also be referred to the Headteacher or Deputy Headteacher for an extra comment, praise and special sticker.

Other rewards

In addition, all staff have their own systems for rewards that may include:

- stickers, stamps that children can proudly put on their jumpers or book bags;
- extra responsibilities in the classroom e.g. monitors;
- certificates to take home or display in the class;
- special privileges – use of special equipment or games;
- Sharing achievements with parents- asked to come and see our work or books sent home;
- 'Catch Me' cards to promote positive behaviour; Teachers should inform everyone on the staffroom whiteboard if a catch me card has been issued (Appendix 3).
- Group awards;
- Whole class awards- class cup etc;
- Sharing achievements with other staff;
- A special day for each child;
- Good news telephone calls or texts home;
- Good news letters or postcards sent home in the post;
- Good work books/ Thank you books.

Sanctions

At times, it may be necessary to implement sanctions for behaviour that is not in keeping with our Golden Rules and that we wish to discourage Sanctions must be applied consistently, firmly, fairly and without confrontation. It is important to explain to the child that it is the behaviour we do not accept, not the child themselves. The language of choice is used to explain consequences and responsibilities.

Children need to fully understand the consequences of their actions. Again this can be done in informal ways, such as by eye-contact, a frown, a gesture or words. It can be done privately and should be enough to warn the child that this is not the sensible way to behave. If this does not work, then a more public sanction is needed. Our behaviour ladders (classroom and playtime) show the order of actions that should be taken where there is inappropriate behaviour. At times it may be judged necessary to miss out a step.

The ladders will be displayed in each classroom in a clear and visual form that children recognise (see appendix 1). They follow stages as outlined below:

Stage 1: Minor infringements to be dealt with as follows (to be used in conjunction with the first and second rung at the bottom of the ladder):

1. Informal gesture: eye contact, frown, a gesture
2. A private reminder (if not communicating/ teaching with the whole class at the time)
3. Verbal rebuke: informing the child verbally about inappropriate behaviour and discussing the situation and involving them in the resolution of it.
4. Repetition of task, if not done satisfactorily
5. A visual warning, for example putting names on the whiteboard.

Stage 2: Continual contraventions of the rules (to be used alongside the remainder of the rungs on the school behaviour ladder):

1. Loss of Golden Time minutes recorded on weekly record sheet for each child on a class sheet on the wall/ board. It is the norm that this cannot be earned back. All children should have at least 5 minutes Golden Time so that they experience what a privilege it is to have and will not want to lose it the following week. There may, however, be exceptional circumstances when a child loses all of their Golden Time.
2. More Golden time lost
3. Time out- sitting and working apart from the rest of the class.
4. Time out in another classroom. They are ignored by this class teacher and expected to sit in silence or to complete their work. If a child sits in silence they are required to complete their work on their return to their classroom.
5. Referral to Senior Teacher.
6. Referral to the Headteacher/ Deputy Headteacher. The HT/DHT goes to the classroom/ playground to discuss incident in depth. This is a major form of disapproval.
7. Missing breaks.
8. Continual bad behaviour and where time-out in the classroom is needed, will result in telephone call/ chat with parents by class teacher to inform and discuss matter.
9. Further bad behaviour will result in a letter to parents from the class teacher/ HT/ DHT to request a meeting to discuss the child's behaviour.

Stage 3 - Further contravention of the rules beyond stage 2 (to be used as the final rung on the behaviour ladder)

For the majority of children and incidents the behaviour ladder will be an effective guide and deterrent. However for some children the loss of Golden time, time out and parental involvement may not be enough to affect a change. If disruptive, poor behaviour continues then the class teacher, DHT / HT and SENCO set up a series of short-term personalised behaviour plans. These action plans will have clear targets and will be monitored by the DHT. They will always be shared with parents.

At various stages these may involve:

- Daily sticker charts
- Daily reporting to parents
- Repeated practice of the behaviour they can't get right e.g. lining up quietly
- Loss of Afternoon playtime as a right
- Loss of certain privileges such as sitting with friends at lunch, bringing in toys, attending clubs
- Internal exclusions

Sometimes there are deeper issues to be addressed. A support programme can be set up by the class teacher and SENCO, and shared with parents. Support may include:

- Early identification of underlying special needs issue
- One to One/group sessions with ELSA

- Referral to outside support agencies linked to the school

Stage 4 – For persistent and continual contraventions of the school rules, despite strategies which have been put in place in stages 1,2 and 3

OR for one off very serious incident.(e.g. someone hurt badly, bitten, kicked violently).

The incident is referred to the Headteacher / Deputy Headteacher. Headteacher/Deputy Headteacher goes to the classroom/ playground to discuss incident in depth.

1. Suspension / Exclusion- temporary (known as suspension – lunchtime only or all day/ days) or permanent (known as exclusion)

In exceptional circumstances where a child has seriously breached the school's behaviour policy and is involved in a first or one off extremely serious incident the Headteacher will suspend / exclude the child. In all cases, permanent exclusion will only result if allowing the child to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The school has a separate Exclusions Policy, detailing Exclusion Policy and Procedures.

Racism, Homophobic and disability related incidents

All incidents that might be construed as racist, homophobic or disability related are fully investigated and recorded; in the first instance the HT/DHT must be informed.

Parent Contract

This should incorporate responsibilities to the school and should be read in conjunction with our Positive Behaviour Policy.

Discipline involves protecting the rights of everyone and encouraging everyone to respect these rights- all have responsibilities to enable this to happen.

Responsibilities

Staff	***Children***	***Parent***	***Governors***
To provide a caring, listening environment. To be encouraging and positive towards children. To try to ensure that children act safely. To be consistent in dealing with children. To have regular discussions on behaviour. To be open, informative and	To be cooperative and considerate. To aim to work to the best of their ability. To act in a safe and sensible manner. To know what is acceptable behaviour and consequences of unacceptable behaviour. To inform teachers and parents of any problems.	To be supportive of the aims of the school. To discuss school life with the children and the school staff. To help and encourage children to act in a safe and sensible manner. To support the positive behaviour policy. To speak to and to	To support the school in its behaviour policy.

Staff	***Children***	***Parent***	***Governors***
encouraging to parents and value parents efforts, ideas and thoughts. To follow the whole school policy on behaviour at all times. To support colleagues on the behaviour policy. Not to discriminate against others. Not to accept others discriminating.	Not to discriminate against others. In Y6 the children are encouraged to take on extra responsibilities and set a good example for the rest of the school.	treat everyone courteously. To develop a positive communication with the teacher. Not to discriminate against others. Not to accept discrimination. To co-operate with teachers. To make an appointment to see the teacher first and if necessary then make an appointment with the HT.	

Monitoring and Evaluation

This policy will be reviewed annually by the Headteacher in conjunction with the governing body.