



St. Luke's Church of England Primary School

'Nurturing the individual as part of our community'

Faith – Wisdom – Aspiration – Community – Compassion

'Learning for Life'

Policy Name	Behaviour and Relationships Policy
Governors responsible for review	Quality of Education
Date Approved By Committee	13 th October 2025
Review Cycle	Annually – Autumn
Statutory/Recommended/Optional	Statutory

Our Mission Statement

Our Mission statement is based on the values of empathy and respect for all, diversity, integrity, faith and being proud of who you are.

'Nurturing the individual as part of a caring and sharing community'



At **St. Luke's CE Primary School** we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. We are an Emotionally Friendly School. We believe that good behaviour begins from within, and how we feel. That is why we promote positive mental health and excellent nurturing relationships; pupil to pupil and staff to pupil.

We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at, St. Luke's CE Primary School. We recognise our responsibility to safeguard and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying.

At St. Luke's we acknowledge that some children find it difficult to manage their own behaviour for a variety of reasons. We aim to give all a chance to reach their full potential. By relational approaches to behaviour and raising attainment, we hope that their sense of self-worth will also be raised, and in turn, this will minimise the effects of disruptive behaviour upon themselves and others.

This policy aims to ensure that every member of our school family feels happy, safe and secure. We want to create a community where everyone feels valued and respected and a place where they will be treated fairly and in a consistent way. We hope to promote good relationships, so that people can work together with the common purpose of helping each other to achieve.

The staff and children believe that everyone in our school has three basic rights:

- The right to feel and be **safe**.
- The right to **learn**.
- The right to be treated with **respect**.

We have five values at St. Luke's. Our values reflect how we should behave and treat other people, at all times;

- Faith
- Wisdom
- Aspiration
- Community
- Compassion.

Our Approach

School aspires to develop strong relationships between all members of our school family. We want to help children cope when things go wrong (resilience) to know the difference between right and wrong and to make good choices even when no one is looking.

We have a non-judgemental, curious and empathetic attitude towards behaviour. We encourage all adults as part of our family at St Luke's CE to respond in a way that focuses on feelings and emotions that might drive certain behaviour, rather than the behaviour itself.

We use a **Trauma Attuned approach** to behaviour management. This promotes positive relationships with our children, especially those that may have experienced adversity.

Trauma results from an event, series of events, or set of circumstances that is experienced by an individual as harmful or life threatening. While unique to the individual, generally the experience of trauma can cause lasting adverse effects, limiting the ability to function and achieve mental, physical, social, emotional or spiritual wellbeing.

Trauma-attuned practice aims to increase practitioners' awareness of how trauma can negatively impact on children, and their ability to feel safe or develop trusting relationships. It also acknowledges the need to see beyond an individual's presenting behaviours and to ask, '**What does this child need?**' rather than '*What is wrong with this child?*'. Staff are the pupils "caregivers" in the absence of the parents and they can change a negative to a positive.

“When little people are overwhelmed by big emotions, it is our job to share our calm, not join their chaos”

L.R. Knost

High Expectations

Through **QUALITY FIRST TEACHING** the majority of needs can be met within the classroom environment.

These strategies include:

- Using a calm and consistent approach with firm, fair and explicit boundaries
- Starting each school day with a MEET and GREET at the classroom door
- Remembering to use the **PIP** (Praise in Public) and **RIP** (Reprimand in Private) approach at all times
- Establishing consistent routines that will help to alleviate anxiety
- Reminding children of the rights to be **RESPECTFUL, SAFE** and **LEARN** at all times.
- Adults explicitly modelling positive behaviour.
- Adults specifically teaching techniques for self-regulation; breathing, mindfulness.
- Using positive language.
- **CONNECT** before **CORRECT**
- Believing that all children can succeed
- We encourage positive behaviour using consistent language; **KIND HANDS, KIND WORDS, KIND ACTIONS**.
- Using our agreed school reward systems
- Providing an organised, clutter free learning environment
- Utilising appropriate styles of groupings
- Adapting learning activities
- Implementing carpet places and lining up orders that are reviewed regularly
- Ensuring that all learners are supported by adults where needed when being directed to tasks
- Giving clear instructions using a variety of methods
- Referring to the class visual timetable and pre-empting change
- Ensuring there is an appropriate level of challenge in the learning

“Classroom management is not about having the right rules, it’s about having the right relationships.”

Classroom Management

Classroom management and teaching methods have an important influence on children’s behaviour. The learning environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher/teaching assistant and children, strategies for encouraging good behaviour, arrangement of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding that will enable the children to work and play in cooperation with others. Praise should be used sincerely to encourage good behaviour as well as good work. (PIP)

Criticism should always be constructive and a private matter between teacher and child. (RIP)

Classroom Rules and Expectations

At the beginning of each academic year, class teachers and teaching assistants (in consultation with the children) will establish the classroom rules and expectations.

The rules should be used to remind children of the standards of acceptable work and behaviour in the classroom and are referred to when children are behaving inappropriately or producing poor quality work, as a result of poor learning behaviours. The rules are also used to encourage positive behaviour and attitudes. These will be clearly displayed in the classroom and referred to regularly throughout the day.

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules and procedures should:

- be kept to a necessary minimum;
- be positively stated, telling the children what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be consistently applied and enforced;
- promote the idea that every member of the school has responsibilities towards the whole.

The revisiting of our expectations and agreements regularly is vital for them to remain important and relevant.

All adults work in partnership to **model, reinforce** and **support** our expectations.

Transitions, Break times & Lunchtimes

At St Luke's CE we promote our good behaviour expectations at all times during the school day, adults ensure we use a calm and consistent approach with firm, fair and explicit boundaries as we move around school. We walk around the building on the left hand side in single file lines, **SILENT** and **SENSIBLY**, both doors to be held open by pupils. We respect all adults as part of our school family.

Pupils are aware that each class contributes to being a good role model to others in school; we encourage the use of **KIND HANDS, KIND WORDS, KIND ACTIONS** at all times.

Adults on duty must:

- Ensure that all children are **RESPECTFUL** and **SAFE**
- Encourage and teach new games
- Space out around the playground and field
- Be vigilant
- Use positive language at all times
- Remember **PIP** and **RIP** at all times

We understand that some pupils may find social and unstructured time more challenging than others, due to their social, emotional and self-regulation needs. At break times we offer an "Inside Club" on each street for some pupils to attend. Inside Club is led by a Teaching Assistant from the learning street each day, pupils will have the opportunity to colour, create, make, take turns, play board/card games, read and build their social skills in a calm and structured manner.

At lunchtime pupils who have a targeted SEMH plan or Individual Behaviour Plan will access a Nurture Group led by our Inclusion Team; Pastoral Lead or SENCo.

Rewards and Recognition

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children.

Rates of praise for behaviour should be as high as for work.

To praise, promote and reward positive behaviour, we use a range of rewards including;

- ★ Verbal feedback / praise
- ★ Non-verbal feedback e.g. *thumbs up gesture, smile, pat on shoulder*
- ★ **Team Points**
- ★ Headteacher/Deputy Headteacher award
- ★ Stickers
- ★ Certificates
- ★ Good news postcards – posted to parents
- ★ Governors Termly Award

- ★ Successful Learner Assembly (weekly)
- ★ Notes in home/school diary
- ★ Recognition in Newsletter
- ★ Website
- ★ Additional playtime
- ★ Share good choices with other adults for positive reinforcement

Team Points

Every child and adult at St Luke’s CE belongs to a team.

Our teams are named after Olympians – Farah, Storey, Brownlee, and Ennis-Hill.

Each team has its own colour. **Farah** is red, **Storey** is blue, **Brownlee** is yellow and **Ennis-Hill** is green.

1. Each child and member of staff is assigned to a ‘team’.
2. At the start of each academic year two pupils in (KS1/KS2) will be appointed as house captains via a democratic vote.
3. All members of staff will reward points to house teams and individuals for a range of achievements, including good work, improvement, courtesy and behaviour and for following our core values of faith, wisdom, aspiration, community and compassion. Children can earn team points for representing the school at sports events and many other things.

Children individually work towards Bronze, Silver, Gold and Platinum certificates throughout the year.

Bronze	300 team points	Should be achievable by all in the school year
Silver	600 team points	Should be achievable by most in the school year
Gold	1000 team points	Should be achieved by some in the Summer term.
Platinum	1500 team points	Exceptional performance throughout the school year. Only a handful of pupils should achieve this.

The winning TEAM each term will be recognised for their achievement. The reward may be; *coming into school in pyjamas for the day, non-uniform day, film afternoon in the hall, an extra playtime or something else*. This will be decided by the staff TEAM leaders and a representative from each class.

Managing Behaviour Around School

“Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress.” The Gottman Institute

Staff use an **ASSERTIVE APPROACH** with high expectations for pupils to comply. *“Hands in baskets, eyes forward, lips closed”* Staff expect 100% engagement and praise when pupils are following the instructions *“Thank you, I can see.....children with hands in baskets, eyes forward, lips closed”*.

Within our positive approaches we recognise that there may be times when a pupil might make a negative choice and a consequence must follow. This might be a deliberate choice, or an overwhelming impulse which results in an impact on others.

When children find some aspects of school challenging, every effort will be made to make it work before any warning or sanction is issued. Teachers and Teaching assistants will use a range of strategies to meet the needs of individual learners when they are struggling.

We believe that the importance of 'relationship' within the school community should not be underestimated and therefore we endeavour to develop and maintain an emotionally enriched environment for our pupils. With children spending 50% of their waking hours in school, the teacher/learner relationship is key.

Learning Time Responses to Managing Behaviour

Step 1: PREVENTATIVE SUPPORT strategies will include:

- Being clear on a personal level of what is expected
- Giving reminders to help the child to remain engaged
- Chunking of activities and/or instructions
- Regular breaks
- Placing adults within close proximity to children where needed
- Seating children with a supportive learning partner
- Checking in with children at key points in the day
- Making time to listen and support individual learners
- Moving children within the classroom if necessary
- Using more personalised incentives (sticker chart/sticker strips)
- Using individual NOW and NEXT boards
- Using TASK PLANS
- Issuing jobs to support individual needs (morning job to support the child struggling with transition)

Step 2 – GENTLE REMINDER & CHECK-IN.

There are times when children may choose to distract other children from their learning. Communication with the child at this point is crucial and conversation should always highlight the school expectations. Adults must listen and they must try to understand.

- Is the work too difficult?
- Does the child understand the instructions?
- Has the child had a difficult and/or traumatic morning/break?
- Has something happened at home?
- Is the child feeling unwell?
- Has the child fallen out with friends?

Once we have explored potential causes for a child's behaviour (e.g. difficulty with the task, emotional upset, sensory needs), and it appears the child is struggling to meet expectations, the adult will offer a gentle reminder using our relational script. This reminder supports the child to reconnect with expectations without shame. Adults use a script **"I can see you are finding this tricky. I'm here to help. Let's work together to get back on track so everyone can learn safely"**

Step 3 – REGULATE/RESET TIME.

Some children may find the demands of the classroom and interactions with others challenging. In order to successfully access learning time they may benefit from some **REGULATION/RESET** time. Each classroom has a designated **regulation station/safe space** within it for pupils to go. Teachers will follow the 5 steps to self-regulation:

1. **I AM** – Pupil follows the adult instruction. Adult “**I have noticed you are....let’s go to the safe space” and leads the pupil to the safe space.**”
2. **I CALM** – Pupil follows a 4 breaths breathing poster.
3. **I FEEL** – Using an Emotions Chart (EYFS/KS1LKS2) or Blob Tree (UKS2) the pupil identifies and labels their feeling.
4. **I CHOOSE** – from a small Regulation Tool Box the pupil chooses an activity e.g. squidgy, popper, teddy bear, read a picture book.
5. **I SOLVE** - pupil feels ready to return to learning in their learning space.

Step 4 – RESTORATIVE REFLECTION (Supported by an ADULT)

If the child continues to struggle despite previous support, the adult will invite them to engage in a restorative reflection at a calm time, in a supportive and non-shaming way. This is not intended as a punishment or withdrawal of play, but as an opportunity for reconnection, understanding and forward planning.

During this **RESTORATIVE REFLECTION** with an adult, a **restorative conversation** will be had;

- ❖ What happened?
- ❖ What was the child trying to communicate?
- ❖ What might help next time?
- ❖ What is needed to make things better?
- ❖ How can we move forward?

We always end with a reparation strategy or co-created plan to support skill-building.

STEP 4 must be recorded on CPOMS and the **child’s parents** must be made aware that day by the child’s teacher.

Step 5 – SUPPORTED REGULATION IN A PEER CLASSROOM

If a child needs a break from their current environment to reset, they may be offered a short supported time in a neighbouring classroom. The goal is not exclusion, but offering the child a calm, low demand space to re-engage. Staff will sensitively provide the child with meaningful work and check in afterwards to reflect together.

Interaction should be warm but low key supporting emotional regulation without reinforcing avoidance patterns.

A re-entry script back into their classroom **“I’m really glad to see you back. Let’s start fresh”**

STEP 5 must be recorded on CPOMS and the **child’s parents** must be made aware that day by the child’s teacher.

USING BEHAVIOUR RESPONSES AS INTERVENTIONS

At each stage of the response, staff are encouraged to consider:

“What skill does this child needs to learn here?”

Whether it is emotional literacy, communication, attention-shifting or regulation, any behaviour incident is an opportunity to teach. Adults may decide to follow up with:

- Visual prompts
- Calm scripts for future use
- Zones of regulation tools
- Co-created plans
- Pastoral key adult check-ins

Number of Restorative Conversations in a Half Term	Action
5	A meeting with class teacher, pupil and parent.
10	A meeting with class teacher, pupil, parent and Phase Leader . An Individual Behaviour Plan (IBP) will be put in place.
15	A meeting with a member of SLT, pupil and parent. An Individual Risk Management Plan will be put in place & IBP will continue. Alternative supportive appropriate provision will be put in place, potential referrals/advice from external agencies e.g. PIT/EP .

Each case will be reviewed on an individual basis through discussion with **Phase Leader**.

Step 6 - BEHAVIOUR ADVICE

Any behaviour that is of a high level of concern or a serious case will be referred to for advice from the **Phase Leader**. The Phase Leader may then discuss the serious case with the Headteacher.

Parents MUST be informed of the incident by the class teacher and the consequence in place.

The following behaviour is regarded as completely unacceptable and will result in disciplinary actions and possibly an internal exclusion or an external suspension, depending on the circumstances:

- Persistent disruptive behaviour
- Physical abuse to staff
- Physical abuse on students
- Verbal abuse/threatening behaviour to staff/adults
- Verbal abuse/threatening behaviour to pupils
- Bullying (persistent, repeated intended to hurt someone either physically or emotionally)
- Racist, sexist, homophobic or other forms of discriminatory behaviour
- Sexual misconduct/indecent behaviour

Recreation Time Responses to Managing Behaviour

Step 1 – PREVENT, CO-REGULATE and ENGAGE

All adults model calm, clear expectations using supportive language. Adults to position themselves strategically around play areas to pre-empt difficulties, initiate engagement and scaffold social interactions.

- ALL adults have clear high expectations of behaviours, line order, left hand side **SILENT** and **SENSIBLY**. Pupils holding doors open. Pause and Repeat expectations until pupils comply.
- Engaging in play/games with pupils, being inquisitive about the pupils.
- Model interactions. Simple clear language (less words) – SLOW pace, LOW volume, LOW pitch. **“Let’s walk calmly together....”**
- Use of visuals.

Step 2 – CONNECTION REMINDER

- If a child is struggling, the adult connects with curiosity and gives a relational prompt.

“It looks like you’re finding things tricky right now – how can I help?”

If the behaviour may continue to compromise safety or relationships, a calm and respectful reminder of our shared responsibility may be given:

“We keep each other safe out here. What can we do differently?”

Step 3 – REGULATE/RESET

If pupil does not help and change their behaviour, adults will then ask them to go to a safe space to reset.

HALL – on Green Sofa at the bottom of the stairs.

OUTSIDE MAIN YARD – Outdoor classroom with an adult. **“Would you like to walk with me or sit quietly here?”**

“This is your time to calm and feel ready again – let’s find what helps”

Adults support pupils to regulate/reset.

1. **I AM** – Pupil follows the adult instruction. Adult **“I have noticed you are....let’s go to the safe space”** and leads the pupil to the safe space.
2. **I CALM** – Pupil follows adult lead with 5 finger breathing techniques to calm.
3. **I FEEL** – Using an Emotions Fan/Chart (on staff lanyard) the pupil identifies and labels their feeling.
4. **I CHOOSE** – pupil chooses to walk around the daily mile track, or sit for a little longer breathing.
5. **I SOLVE** - pupil feels ready to return to others.

Step 4 – RESTORATIVE PAUSE & REFLECTION

If a child continues to show distress or difficulty managing their behaviour, they may be supported to have a quieter moment with an adult for reflection. This is not a consequence but a space for emotional processing, problem-solving and re-joining others in a way that feels safe.

The child is guided to a safe space and completes a restorative reflection sheet with an adult who supports understanding and planning next steps.

OUTSIDE – Main yard on Circular Bench. EYFS on chair under canopy.

A **restorative conversation** will be had with the member of staff who initiated reflection time;

- ❖ What happened?
- ❖ What was the child trying to communicate?
- ❖ What might help next time?
- ❖ What is needed to make things better?
- ❖ How can we move forward?

Adults will complete a restorative conversation slip and pass to the class teacher to log.

Step 5 – BEHAVIOUR ADVICE

Any behaviour that is of a high level of concern or a serious case will be referred to for advice from the **Phase Leader**. The Phase Leader may then discuss the serious case with the Headteacher.

- Physical abuse to pupils/staff
- Verbal abuse to pupils/staff
- Racist, sexist, homophobic or other forms of discriminatory behaviour
- Sexual misconduct/indecent behaviour

Graduated Approach to SEMH

It is important to understand that individual children may require different levels of support with SEMH. All children should have access to quality first teaching and consistent and fair routines.

Some children will require small group or one to one interventions for a limited time. These time limited support programmes are used to support children in response to experiencing a traumatic event such as a transition period. A few children will need extended periods of intervention in order to maximise progress and narrow gaps.

Some children may require longer intervention and support, these pupils would have an **Individual Education Plan (IEP)** and receive adjustments within the classroom, during break and lunch times, additional sensory breaks from the learning environment. They may have a regular daily check-in from Pastoral Support.

Pupils with an IEP for SEMH may need a different individual response to behaviour management. This will be written in an Individual Risk Management Plan with clear responses for risk reduction measures and strategies to respond to positive /difficult /dangerous behaviours.

Power to use Reasonable force or Physical Constraint

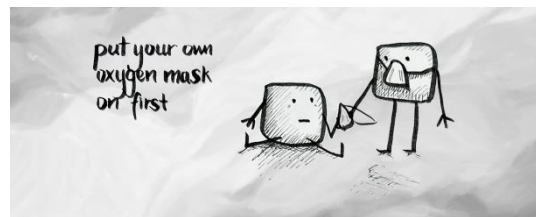
As a school we work on the basis of no physical restraint, however, members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring

themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

In exceptional circumstances and when there is a very real risk of injury to members of our school community, disruptive pupils will either be placed in an area away from other children or other children will be removed from an area to ensure their safety. The area will be a safe environment away from obstacles and dangerous hazards whilst the child is encouraged to calm and regulate. The Sensory Room or The Sanctuary are examples of safe spaces reducing any risk of harm to the pupil or member of staff.

The school will ensure that pupils' health and safety requirements, safeguarding and welfare is upheld. We reserve the right to positively handle any child, with or without permission from parents, if we believe they pose a safety risk to themselves or others.

Staff Wellbeing and Support



“Put on your own oxygen mask first! Take care of yourself, SO THAT you can take care of others”

Staff resilience and wellbeing is essential to support them to remain emotionally available, attuned and responsive to the pupils and for them to be able to help their pupils to manage their own emotions (provide co-regulation).

Staff need to be aware of their own feelings in order to be able to react appropriately to pupils, parents and other staff.

Each day before contact with pupils, led by a Phase Leader or Team Leader a 3 step staff check in is completed. Teams are gathered together for 5 minutes, and follow a 3 step approach:

1. **Ask a question sensible or silly** – e.g. what is your favourite colour?/ If you were a car what would you be? Each staff member responds verbally or written.
2. **Staff rate their emotional state from 1 – 5** (1 is low, 5 is high) this can be verbally, written or using finger representation. All staff on the TEAM are aware of feelings and who may need support/encouragement that day. Phase/Team leader may consider moving members of the team around.
3. **Staff undertake a breathing exercise** - staff practice a calming breathing technique; 5 finger breathing, rainbow breathing, box breathing.

During the day the Team check-in and support each other.

Staff are mindful of the wellbeing of all adults who are working in the building, limiting interruptions to working and following set procedures:

- Check if it is a good time to discuss or ask when a good time would be.
- Use emails as a form of communication – questions, requests, information sharing.
- Complete WORRIED ABOUT A CHILD slip and pass to Inclusion Team
- Log information on CPOMS

Staff are encouraged to use the information provided by the Staff Wellbeing Team – this is located in the Staff Room. This information is from the NHS guidance on 5 Ways to Wellbeing, Local Authority and Education Support.



We recognise that working closely with pupils, especially those with challenging behaviour or SEMH difficulties can have an impact on staff wellbeing and morale. Staff will be encouraged to access an in school service **Place2Think** led by Place2Be School Project Manager.

Place2think:

- Self-referral service open to all teaching and support staff
- Provides consultancy on mental health issues arising in the school
- Helps to support school staff to think about particular children, families, whole classes and year groups