

# Hanley St Luke's Church of England Academy

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## BEHAVIOUR AND RELATIONSHIPS POLICY

Date adopted	March 2019
Date last reviewed	September 23 November 23    January 24 February 24 June 24    October 24 July 25
Next review date	July 26
Subject lead	Zoe Cooper/ Emma Facey
Governor/Committee (where applicable)	For Statement of Principles Full Board

### Our Vision:

**Jesus said: 'I have come that they may have life and have it to the full.'**

**Promoting *life-long learning***

**Developing *life-giving relationships***

**Exploring *life-enhancing faith***

**Inspiring *life-enriching aspiration***

**Opportunities for Life**

This policy outlines the teaching, learning, organisation and management of the behaviour and relationships at Hanley St Luke's C of E Primary Academy.

### At Hanley St Luke's our Mission is to:

- Promote Christian belief and practice and to encourage the moral and spiritual development of all people in our school.
- Develop in each person a sense of self-worth and the necessary qualities to become a full and valuable member of British society
- Encourage the full academic potential of each child.

- In our school we promote honesty, courtesy, kindness, perseverance and respect. We celebrate all our many differences and diversity, believing each individual is special and valued by God.

### Statement of Behaviour Principles

The governors have approved the following principles to guide the headteacher in designing and implementing the school's Behaviour Policy:

- Every pupil understands they have the right to feel safe, valued and respected, and able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- School culture promotes excellent behaviour
- Rewards and sanctions are used consistently by staff, in line with the Behaviour Policy
- The Behaviour Policy is understood by pupils and staff
- Suspensions and exclusions will only be used as a last resort, and the school follows government guidance relating to suspensions and permanent exclusions as follows:

[Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

- Pupils are supported to take responsibility for their actions
- The school seeks to work in partnership with families to support pupils where there are challenging behaviours
- The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.
- Advice and guidance from Department for Education related to the use of reasonable force, physical touch and confiscation of items are followed consistently by all.
- This written statement of behaviour principles is reviewed and approved by the full governing body every year.

### Behaviour Policy

#### Introduction:

At Hanley St. Luke's we strive to ensure that all children are treated fairly and feel happy, safe and secure. We strive to create an atmosphere where all children feel uniquely special as members of God's family and are able to understand, recognise, uphold and promote the values of honesty, courtesy, kindness, perseverance and respect. Our work is underpinned by our vision:

***Jesus said: 'I have come that they may have life and have it to the full.'***

**Promoting *life-long learning***  
**Developing *life-giving relationships***  
**Exploring *life-enhancing faith***  
**Inspiring *life-enriching aspiration***  
**Opportunities for Life**

Hanley St Luke's is proud to be an inclusive school that meets the needs of a range of children- this includes those with complex family backgrounds as well as those with a range of special needs. We understand that many children need help to manage and articulate their emotions and need additional support to meet our behaviour expectations

and we strive to support them to achieve those aims. However, we also recognise that all children have a right to feel safe and secure in an atmosphere conducive to learning so this policy is designed to reflect the work we do, striving to ensure all our children can have the very best of starts in life.

We base our behaviour management on promoting our school rules and values, celebrating the positives and incentivising children to make the right choices and therefore support their behaviour.

Our policy seeks to teach children that an individual's actions have consequences for themselves and for others.

However, our policy is not formulaic but rather a guide to be implemented for the best outcomes for each child and the context of their actions, with the pupil's understanding and acceptance following a restorative conversation where possible.

This Policy operates in conjunction with the following policies:

- Anti- bullying
- Child Protection and Safeguarding
- Equality Statement
- SEND
- Teaching Learning & Assessment

In reviewing and implementing this policy the guidance contained in the following Department for Education (July 2022) document has been followed:

[Behaviour in Schools. Advice for Headteachers and school staff](#)

#### **Policy Aims:**

- To create a safe and secure environment that promotes effective learning and supports safeguarding (through our Safeguarding and Child Protection Policy (see our website), which in turn is informed by Keeping Children Safe in Education 2023)
- To promote positive relationships between pupils, staff and our community.
- To encourage and support children to become well rounded, responsible, respectful, moral and caring individuals.
- To provide both challenge and support to achieve high standards.
- To support the delivery of highly effective teaching that equips children with essential knowledge and skills to promote academic achievement and an appreciation of learning within a rich and relevant curriculum.

#### **Our Rules**

- Be Ready
- Be Responsible
- Be Safe

#### **Our Values**

- Honesty
- Courtesy
- Kindness
- Perseverance
- Respect

#### **Roles and Responsibilities**

### The Head teacher and leadership team will:

- Implement the behaviour policy, reinforcing the need for consistency of approach throughout the school.
- Report to governors regarding the effectiveness of the policy
- Support staff when dealing with challenging behaviour and the law
- Be a positive role model
- Ensure the health and safety and welfare of all children
- Promote positive behaviour through thoughtful encouragements and celebration of positives
- Ensure the promotion of the Rules and Values in and around school
- Ensure appropriate use of consequences through restorative approaches
- Work closely with parents /carers of children displaying challenging behaviours

### Staff will:

- Explicitly teach, model and practise required class/ school routines
- Plan and deliver effective lessons taking account of children's starting points
- Provide a calm environment to enable all pupils to learn
- Promote the three school rules and values in and around school & key instructions
- Promote positive behaviour with thoughtful encouragement, use of Class Dojo and rewards
- Offer the children choices and the chance to make the right decision
- Support children with the language and vocabulary they need in order to socialise and develop interpersonal skills e.g. use of 'Remember we' rather than 'Don't', 'Walk please' instead of 'Stop running'.
- Ensure new pupils arriving are supported with understanding the behaviour systems, rules and routines
- Be a positive role model
- Follow the staff Code of Conduct
- Develop positive relationships with children to enable early intervention
- Inform parents/carers about the welfare and behaviour of their children through Dojo messaging system, face to face or by telephone
- Follow the behaviour policy consistently and report negative behaviour following the correct procedure on Arbor
- Work in partnership with senior and middle leadership to ensure all agreed strategies and actions are carried out including the use of individual Behaviour Recovery plans or Pupil Passports.

### Children will aim to:

- Know the school rules and values
- Follow the school rules
- Uphold the school values
- Be responsible for own actions and their impact on others.
- Learn to work cooperatively
- Engage in restorative conversations and be willing to be reflective to change behaviours
- Accept their individual actions have consequences for themselves and for others
- Accept that all children are treated with equity according to their needs

### The Governing Body will:

- Approve the Statement of Behaviour Principles to guide the design and review of the Behaviour Policy
- Carry out its statutory duty relating to exclusions and disciplinary issues

- Review the effectiveness of the policy with the Head Teacher

### Communication and parental partnerships:

Effective communication and positive parental partnerships are crucial in maintaining high standards of behaviour and consistency. If a child has behaviour which is causing a concern in school, steps will be taken to inform parents early on. The class teacher will have the initial responsibility for this as part of their leadership of behaviour in their classrooms. Teachers will be responsible for reporting any early warning signs for behaviour and safety to members of the middle and senior leadership team so strategies can be put in place to support the pupils and where appropriate, more formal steps can be taken.

First contact will be recorded on Arbor and parents will be informed/ given more detail face to face, via Dojo or telephone call. If behaviour persists, or is more serious then class staff send letters home to parents to inform them more formally of the different stages are used to ensure all are clear on the stage and ways to support the child to improve their behaviour.

The behaviour policy is reviewed annually and where amendments have been made, it is shared with parents. It is published on the school website. Senior leadership, middle leadership, with the support of the wider team will strive to support and encourage parents to share the same aims of the school in promoting good behaviour. Where appropriate, parents will be signposted to additional support where this is needed.

### Use of Rewards and Consequences:

We believe that children must be taught that their personal actions have consequences which may be either positive or negative. Our motivational reward scheme ensures children learn that positive actions generate positive consequences for themselves and also create a happy, safe and successful school community.

The best reward a child can receive is the intrinsic pride and satisfaction from their own efforts and good choices made enhanced by the thoughtful encouragement from those who teach them. We have a child/ SEND/ EAL friendly rewards section in our policy to exemplify this.

Children need explicit teaching of how to be successful in making those good choices and in following the school rules and expectations.

We do not assume that all children have had the same experiences or expectations before arriving at our school. We also work on a trauma informed and emotion coaching basis. Therefore some children will need more teaching, support, clarification and redirection than others.

To support this process our child/ SEND/ EAL friendly graduated consequences are designed to encourage positive progress and deter future negative incidents. Staff aim to have restorative conversations with pupils so that, where possible, pupils accept their actions should result in a consequence which is proportionate and fair and that reasonable adjustments have been made where necessary for pupils with additional or special educational needs.

Where misbehaviour gives staff cause to suspect that a pupil is suffering, or is likely to suffer, harm as set out in Keeping Children Safe in Education 2025, staff will follow the school Safeguarding and Child Protection Policy and speak to the Designated Safeguarding Lead.

### Reasonable Adjustments:

As an inclusive school, all pupils, staff and visitors should be free from any form of discrimination. The school recognises its legal duty under the Equality Act 2010 to prevent pupils with protected characteristics from being at a disadvantage. Consequently our approach may be adjusted to cater for the needs of the pupil, with preventative measures put in place where needed. A multi-agency assessment will be considered for pupils who display continuous disruptive behaviour.

Staff will take into account any contributing factors that are identified e.g. bereavement, abuse, neglect, mental health need, bullying, SEND, criminal exploitation, significant challenges at home. Mitigating circumstances will always be considered in order that consequences are fair and proportionate.

However, we always hold to the aspiration that all children can be supported to uphold our rules and values.

### Special Educational Needs:

- Pupils who have been identified as having a Special Educational Need with associated behaviour challenges will be given appropriate support and targets to encourage, promote and model appropriate classroom behaviour designed, discussed and shared with the pupil and parents (.g. a learning plan, behaviour recovery plan etc.). A graduated approach will be used, along with the Assess, Plan, Do, Review cycle.
- The SENDCO will ensure that learning plans and individual behaviour plans for all children, including those with an Educational Health and Care Plan (EHCP), are reviewed by teachers with parental and pupil involvement and any outside agencies are fully involved as necessary. Where there are concerns, early contact with the LA about behavioural issues would be appropriate and an emergency review of the plan may be needed.

### Removal from Class:

To prevent unacceptable disruption to the learning of others or to maintain a safe environment, a child may be directed to move to another appropriate learning space for a time out, part of a lesson or for longer where necessary. Where this is the case, every effort will be made to ensure that the child's learning continues and parents are informed of the need for a removal. When a child is removed they will be continue with their learning from class. Where this is not possible they will be provided with alternative work which will be deemed meaningful to the pupil e.g. reading comprehension at the child's level.

All removals will comply with the Children and Families Act 2014 and Equality Act 2010. If a child is LAC or open to CIN or CP, then the social worker will be informed by a member of the Safeguarding Team. Where a child is LAC, the Designated Teacher for Looked after Children will also be informed.

### Use of Reasonable Force and Physical touch:

In order to maintain the safety and welfare of our pupils and staff, it may sometimes be necessary to use reasonable force, as permitted by law. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, from causing disorder or committing a criminal offence. It is only used when all possible options have been exhausted, by staff in line with this policy; taking into account children with SEND and the bespoke needs of vulnerable pupils. Staff involved must complete a record of the incident in the 'Respectful Restraint' folder, add to My Concern and inform parents.

Respectful Restraint- Our school has a number of staff trained in the use of reasonable force and where a child's risk assessment indicates that this may be required, members of this team will be deployed.

All adults in school have the power to physically intervene to control or restrain a pupil, if in their professional judgement this is required to prevent pupils from hurting themselves or others, from damaging property or causing public disorder. This is in line with government guidance which can be found by clicking [here](#). [Use of reasonable force in schools - GOV.UK](#)

This also sets out the rules around physical touch as follows:

### Physical Touch:

Government guidance is that schools DO NOT adopt a no touch policy as 'there is a real risk that such policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm' Department of Education "Use of Reasonable force- Advice for head teachers, staff and governing bodies" (July 2013).

Also the document states:

*It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.*

*Examples of where touching a pupil might be proper or necessary:*

- *holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school*
- *when comforting a distressed pupil*
- *when a pupil is being congratulated or praised*
- *to demonstrate how to use a musical instrument*
- *to demonstrate exercises or techniques during PE lessons or sports coaching*
- *To give first aid.*

### **Suspensions and Permanent Exclusions:**

In exceptional circumstances, where a child's behaviour is not responding to the additional support offered and escalated consequences and all appropriate advice has been sought from relevant professionals, then a suspension may be enforced. However, a single incident of such severity that the health and safety of pupils or staff is at risk, may also generate an immediate suspension. In exceptional circumstances where multiple suspensions have been issued or a single act of behaviour is of the severest nature then a permanent exclusion would be considered by the head teacher seeking advice from the Local Authority Inclusion team.

However, where a child is at risk of permanent exclusion (ROPE), the school will work with all stakeholders to seek to minimise this risk by considering various strategies if not already in place such as Early Help, internal alternative provision, external alternative provision, or managed moves etc.

### **Playtime and Lunchtime Arrangements:**

Our supervision staff are a much valued part of our school team and are made up of those who work specifically as playtime/lunchtime support staff and those who also have other roles in school.

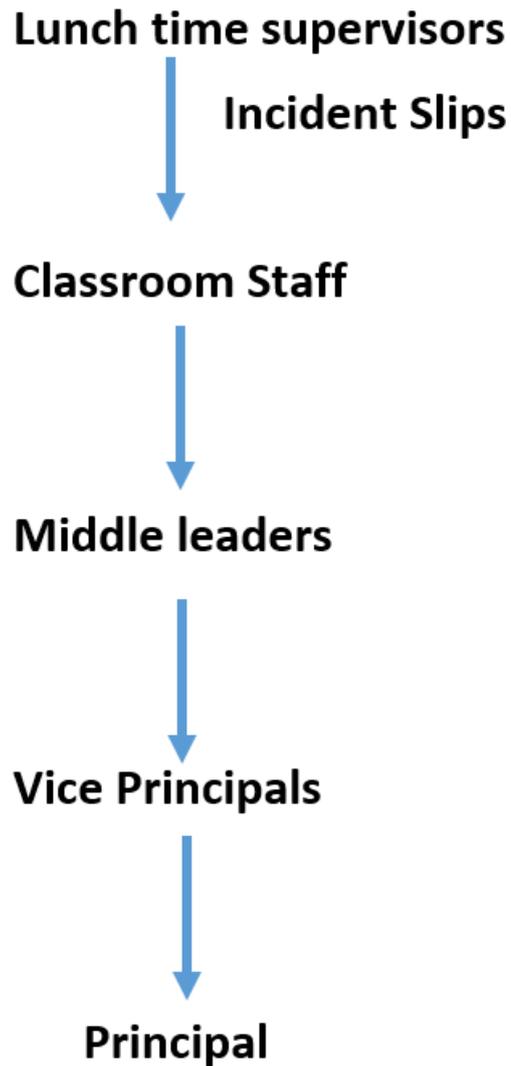
Our school has achieved the Better Lunchtime Quality Mark which ensures that all aspects of our provision offer the best experiences for our children from the food they eat, the dining experience in the school dining room and also out on the playgrounds. The lunch staff work in partnership with the teaching staff and ensure that good behaviour is celebrated with thoughtful encouragement and fed back to the teacher for inclusion in the classroom praise and reward protocol as appropriate.

Midday staff are trained and expected to interact and play with children throughout the lunch period.

Children have Wellbeing and Playground leadership roles to support their peers.

Low level behaviour is dealt with in line with Stage 1 of the Behaviour Protocols with the key strategies being redirection/ clarification and cool down time as directed by the supervisor. More serious or repeated behaviours are reported to the class teacher or class support staff at the end of the session using communication slips to avoid interruption to learning time.

Any behaviours that are repeated, or more serious are reported to a member of the middle or senior Leadership team. Any more serious one off incidents are reported to senior leadership as in line with Stage 5. The following flow chart exemplifies the flow of delegation when dealing with incidents at break and lunch times.



**Record Keeping and Data Analysis:**

We use My Concern electronic system to record safeguarding concerns and Arbor for behaviour incidents which meets the threshold of concern. Class staff to record level 2 and 3 concerns on Arbor. Middle and senior leadership who have dealt with stage 4 onwards will record. Senior leaders resolve the issues on Arbor, and may add a note. It is staff responsibility to check this. Termly summaries are collated from Arbor by Vice Principal.

**Bullying (See separate anti-bullying policy):**

Anti- bullying messages are reinforced through our overall Christian ethos and throughout the curriculum as specific topics. Our rule 'Be Responsible' is widely promoted, taught and reinforced. Our anti bullying charter is displayed in all classrooms and spaces. Any issues of bullying are dealt with in accordance with our anti- bullying policy. A full bullying investigation will take place and sanctions issued in line with stage 5 and 6 of the policy.



**Harmful Sexual Behaviour, Sexual abuse and Child on Child Abuse:**

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, child on child abuse, gender-based bullying and sexual violence. The school’s procedures for handling such abuse are clearly detailed in the school Safeguarding and Child Protection policy and further information is available in Part 5 of KCSIE 2025. Where any incidents of this nature are identified these should always be reported to the Principal or Vice Principal head in accordance the behaviour policy and recorded on My Concern.

Parents of both alleged perpetrator and victim would be informed and depending on age, context and circumstance, relevant agencies would be contacted to access support e.g. our in house counsellor, the NSPCC or other relevant agency for support or where relevant social services and the police.

It may also be necessary to put in place protective measures following a thorough risk assessment to ensure the safety of all pupils.

**Additional Related Information:**

**Mobile phones and other devices:**

Children are not permitted to use a mobile phone in school. Where a child in UKS2 brings a mobile phone to school for safety it must be handed to the class teacher for the day. Staff are not responsible for the safety of such items. Staff reserve the right to confiscate mobile phones if this rule is not followed.

**Confiscation of Inappropriate Items:**

To comply with the law Hanley St Luke’s follows this DFE guidance: ***Searching, screening and confiscation Advice for schools July 2023 and Behaviour in Schools: Advice for Headteachers and School Staff.***

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

The law allows school staff to confiscate, retain or dispose of pupils’ property as a punishment, provided it is reasonable in the circumstances

The most common use of this is where a child is distracted from their learning by fiddling with an item belonging to them which staff will usually remove and return to the child at the end of the day but this may vary depending on the age of the child.

However, in the exceptional circumstance that a child brings prohibited items to school, staff have a statutory power to search and to confiscate such items. Staff are able to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. All searches will be safe, proportionate and appropriate, taking into account the guidance from Keeping Children Safe in Education 2023, and will be overseen by the Headteacher and/or the DSL where possible.

Prohibited items listed in law are as follows:

- knives and weapons
- alcohol
- mobile phones and other electronic devices
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been or is likely to be used to commit an offense or to cause personal injury to, or damage to property of; any person (including the pupil)
- Any item banned by the school rules which has been identified by the school as an item that may be searched for.

#### **Banned items include:**

- Electronic devices (unless by prior permission)
- e-cigarettes
- vapes
- aerosols
- energy drinks
- lighters
- legal highs/psychoactive substances

#### **Malicious Allegations:**

At Hanley St Luke's Primary school allegations of abuse will be taken seriously and acted upon in a fair and consistent way as set out in our Child Protection and Safeguarding Policy. Where allegations have been proven to be malicious, the Headteacher, in consultation with the governing body will enforce appropriate sanctions as appropriate to the context.

#### **Behaviour Outside of School Premises:**

School have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. In response to non-criminal poor behaviour and bullying which occurs off the school premises or online, and which is witnessed by a staff member or reported to the school, the Head teacher will consider whether sanctions are appropriate, in line with our policy.

Conduct outside the school premises, **including online conduct**, that schools might sanction pupils for include misbehaviour:

- When taking part in any school-organised or school-related activity;
- When travelling to or from school;
- When wearing school uniform;
- When in some other way identifiable as a pupil at the school;
- That could have repercussions for the orderly running of the school;
- That poses a threat to another pupil; or
- That could adversely affect the reputation of the school.

### Staff induction, development and support:

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The leadership team will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The principal will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

### Encouragement and Reward

Our Encouragement and rewards system is linked to pupils upholding our ethos, values and rules as follows:

#### **British Values:**

Mutual Respect and Tolerance, Democracy, Rule of Law, Individual Liberty.

#### **Christian School:**

These key Bible verses tie the British Values to our Christian ethos, our school values and rules:

*Love your neighbour as yourself.* (Mark 12:30-31)

*Live as people who are free, not using your freedom as a cover-up for evil, but living as servants of God.* (1 Peter 2:16)

*Let every person be subject to the governing authorities.* (Romans 13:1)

*We have freedom now, because Christ made us free. So stand strong in that freedom.* (Galations 5:1)

### Our School Values:

**Honesty, Courtesy, Kindness, Perseverance and Respect**

#### **Our Rules:**

Be Ready

Be Responsible

Be Safe

#### **Our Reward system:**

	Advice regarding use
<ul style="list-style-type: none"> <li>• <b>Verbal/ Physical acknowledgment and thoughtful encouragement</b></li> </ul>	<p>Main and most powerful form of reward used day to day. Must be genuine and meaningful.</p>
<ul style="list-style-type: none"> <li>• <b>Sharing success with member of staff, middle or senior leadership team</b></li> </ul>	<p>Children sent to other staff, Principal, Vice principals or members of the leadership team to celebrate good work.</p> <p>(10 Dojo winners to be recorded on the class sheet and receive a prize when the relevant member of SLT visits class.)</p>
<ul style="list-style-type: none"> <li>• <b>Dojo Recognition Board</b></li> </ul>	<p>All children to aim to receive a Dojo point at least once per day. This can be seen by parents. Negative Dojos must not be used.</p> <p>The points are school wide so that children get used to the image and language and can ultimately add on themselves. Teachers may add on their own class specific points if not covered by any below.</p> <div data-bbox="491 770 1198 2011" style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="border: 1px solid #ccc; border-radius: 10px; padding: 5px; width: 20%; text-align: center;"> <p>+5</p>  <p>100% Attendance Schoolwide</p> </div> <div style="border: 1px solid #ccc; border-radius: 10px; padding: 5px; width: 20%; text-align: center;"> <p>+3</p>  <p>1st Place Class Attendance Schoolwide</p> </div> <div style="border: 1px solid #ccc; border-radius: 10px; padding: 5px; width: 20%; text-align: center;"> <p>+2</p>  <p>2nd Place Class... Schoolwide</p> </div> <div style="border: 1px solid #ccc; border-radius: 10px; padding: 5px; width: 20%; text-align: center;"> <p>+1</p>  <p>3rd Place Class... Schoolwide</p> </div> <div style="border: 1px solid #ccc; border-radius: 10px; padding: 5px; width: 20%; text-align: center;"> <p>+5</p>  <p>5 Dojo Points- Well done! Schoolwide</p> </div> <div style="border: 1px solid #ccc; border-radius: 10px; padding: 5px; width: 20%; text-align: center;"> <p>+1</p>  <p>Being Ready Schoolwide</p> </div> <div style="border: 1px solid #ccc; border-radius: 10px; padding: 5px; width: 20%; text-align: center;"> <p>+1</p>  <p>Being Responsible Schoolwide</p> </div> <div style="border: 1px solid #ccc; border-radius: 10px; padding: 5px; width: 20%; text-align: center;"> <p>+1</p>  <p>Being Safe Schoolwide</p> </div> <div style="border: 1px solid #ccc; border-radius: 10px; padding: 5px; width: 20%; text-align: center;"> <p>+1</p>  <p>Courtesy Schoolwide</p> </div> <div style="border: 1px solid #ccc; border-radius: 10px; padding: 5px; width: 20%; text-align: center;"> <p>+1</p>  <p>Effort Schoolwide</p> </div> <div style="border: 1px solid #ccc; border-radius: 10px; padding: 5px; width: 20%; text-align: center;"> <p>+3</p>  <p>Friday Attendance... Schoolwide</p> </div> <div style="border: 1px solid #ccc; border-radius: 10px; padding: 5px; width: 20%; text-align: center;"> <p>+1</p>  <p>Good Samaritan Schoolwide</p> </div> <div style="border: 1px solid #ccc; border-radius: 10px; padding: 5px; width: 20%; text-align: center;"> <p>+1</p>  <p>Handwriting Schoolwide</p> </div> <div style="border: 1px solid #ccc; border-radius: 10px; padding: 5px; width: 20%; text-align: center;"> <p>+2</p>  <p>Homework- Reading/... Schoolwide</p> </div> <div style="border: 1px solid #ccc; border-radius: 10px; padding: 5px; width: 20%; text-align: center;"> <p>+1</p>  <p>Honesty Schoolwide</p> </div> <div style="border: 1px solid #ccc; border-radius: 10px; padding: 5px; width: 20%; text-align: center;"> <p>+1</p>  <p>Kindness Schoolwide</p> </div> <div style="border: 1px solid #ccc; border-radius: 10px; padding: 5px; width: 20%; text-align: center;"> <p>+1</p>  <p>Legendary Lining Up/... Schoolwide</p> </div> <div style="border: 1px solid #ccc; border-radius: 10px; padding: 5px; width: 20%; text-align: center;"> <p>+1</p>  <p>Participation Schoolwide</p> </div> <div style="border: 1px solid #ccc; border-radius: 10px; padding: 5px; width: 20%; text-align: center;"> <p>+1</p>  <p>Perseverance Schoolwide</p> </div> <div style="border: 1px solid #ccc; border-radius: 10px; padding: 5px; width: 20%; text-align: center;"> <p>+1</p>  <p>Proud of my Presentation Schoolwide</p> </div> <div style="border: 1px solid #ccc; border-radius: 10px; padding: 5px; width: 20%; text-align: center;"> <p>+1</p>  <p>Reading at Home Schoolwide</p> </div> <div style="border: 1px solid #ccc; border-radius: 10px; padding: 5px; width: 20%; text-align: center;"> <p>+1</p>  <p>Representing HSL well Schoolwide</p> </div> <div style="border: 1px solid #ccc; border-radius: 10px; padding: 5px; width: 20%; text-align: center;"> <p>+1</p>  <p>Respect Schoolwide</p> </div> <div style="border: 1px solid #ccc; border-radius: 10px; padding: 5px; width: 20%; text-align: center;"> <p>+1</p>  <p>Role Model Schoolwide</p> </div> <div style="border: 1px solid #ccc; border-radius: 10px; padding: 5px; width: 20%; text-align: center;"> <p>+1</p>  <p>Teamwork Schoolwide</p> </div> <div style="border: 1px solid #ccc; border-radius: 10px; padding: 5px; width: 20%; text-align: center;"> <p>+1</p>  <p>Terrific Tidying Schoolwide</p> </div> <div style="border: 1px solid #ccc; border-radius: 10px; padding: 5px; width: 20%; text-align: center;"> <p>+1</p>  <p>Times Tables Schoolwide</p> </div> <div style="border: 1px solid #ccc; border-radius: 10px; padding: 5px; width: 20%; text-align: center;"> <p>+1</p>  <p>Wonderful Work Schoolwide</p> </div> </div>

<ul style="list-style-type: none"> <li>• <b>10 Dojos- Dip in the box and photo shared on Dojo</b></li> </ul>	<p>Senior leader visits classroom with Ipad/ box. Use class list where names have been recorded. N and R- Mrs Cooper Y1,2,3,4- Miss Facey Y5 and 6- Mrs Forrester</p>
<ul style="list-style-type: none"> <li>• <b>Praise Pads/ Certificates / Stickers and stamps</b></li> </ul>	<p>Used in class at staff discretion to show genuine recognition of effort and good behaviour.</p>
<ul style="list-style-type: none"> <li>• <b>Star of The Week</b></li> </ul>	<p>Designed to reward individual progress, effort, achievement and upholding of values with certificate</p>
<ul style="list-style-type: none"> <li>• <b>Assembly Role Models</b></li> </ul>	<p>Children upholding the rules and acting as role models to be noticed as children enter and/or leave the hall. Sent to the front then receive a Dojo point.</p>
<ul style="list-style-type: none"> <li>• <b>Dinner with Mrs Cooper</b></li> </ul>	<p>Children chosen to eat lunch at special table with table cloth, nice plates etc. with Mrs Cooper on Friday lunch time. Teachers announce nomination in assembly. Photo on Dojo.</p>
<ul style="list-style-type: none"> <li>• <b>Good Samaritan Award for love and kindness</b></li> </ul>	<p>Staff give out Good Samaritan awards to any children displaying love and kindness. Children add to box then Y6 ambassadors write out certificates to receive in celebration worship.</p>
<ul style="list-style-type: none"> <li>• <b>Termly Awards Ceremonies</b></li> </ul>	<p>Year group award ceremonies for effort, progress, attainment, behaviour and attendance.</p>



Rules	Be Ready		Be Responsible		Be Safe
Values	Honesty	Courtesy	Kindness	Perseverance	Respect
<b>Positive Behaviours- Potential Rewards</b>					
For effort, demonstrating our rules and values, good behaviour, good work and any other positive reason your staff decide, you may have a reward.					
Rewards can take many forms at Hanley St Luke's, including but not exclusively:					
Ongoing Positive Praise Smile, verbal comment, actions/ gesture					
Written comment/ stamper/ stickers/ Dojo points					
Weekly Celebration Worship- certificates and photograph for class Dojo.  10 Dojo winners Visit Leaders and write name on sheet- for sticker, prize and photograph for class Dojo.					

## Movement around School

A consistent use of language and positive direction used by all staff reinforces our expectations as follows:

- 'Calm corridors'
- 'Wonderful Walking'
- 'Single file... one behind the other'
- 'Indoor voices'
- 'Silence in the hall'( when in use)
- 'Remember we..... thank you'

Children move as a class or group around school in single file, walking and using quiet voices unless instructed to be silent (exams in progress etc or when moving through the hall\*). Adults model polite greetings and eye contact and encourage children to do the same, demonstrating courtesy and manners. Adults explicitly teach expectations.

When moving through the hall this should be in silence when in use, due to the layout of the building. The exception is when entering and exiting worship/assembly where children may choose to join in with the song playing. At all other times indoor voices are required.

When entering the hall, children are led in by an adult and remain standing until invited to sit as a class.

Children walk in and out of school to their playground (in single file when being led as a class). Adults should collect children from and take to the playground at breaks and lunch times.

## Transitioning from Playgrounds to Entering School

- Pupils are given a visual alert that they have 2 minutes until end of play or 5 mins to end of lunch during which time they tidy up.
- Adults and any appointed children endeavour to ensure those children for whom ending play may be a trigger are informed 1:1 via quiet word.
- After the required time a bell/whistle/ tambourine is shaken to indicate it is time to file inside.
- Assigned adults lead them into class or ask them to start walking into school in single file. Class staff need to bring children in.
- Classes are brought into dining room from playground by staff or playground leaders, reminding them of rules.

**One long whistle blow is used to alert everyone there is a safety issue and everyone should stop and turn to face the direction of whistle blower.**

## Courteous Dining Room Behaviours

- Children wash/ sanitise hands before eating.
- Children sit at their assigned table until invited to go to the hatch.
- Children from Y2-Y6 to pour own drinks and wipe up any spills.
- Children on table with sandwiches wait until first child back from hatch before eating.
- When everyone has finished eating children wait to be invited to clear and be dismissed.

- Adults in charge will wait until approximately two tables are ready and will escort first groups of children out of the dining room.
- Subsequent tables wait to be dismissed.
- Children clear their own plates and place used crockery and cutlery in the correct places.
- Younger children may be accompanied by Y5/6 helpers or school staff as required.

**Examples of restorative conversation scripts for staff to use with children**

Can you tell me what happened? What rules have you broken? What values have you broken?

What were you thinking/feeling at the time?

How have you been thinking/feeling since it happened?

Who do you think has been affected by your actions? How were they affected?

How do you think they felt?

What could you do now to make things right?

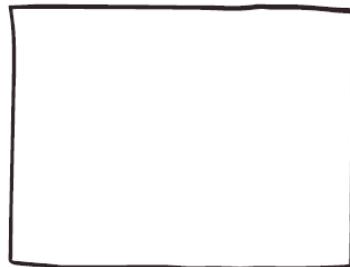
How can we prevent this from happening again?

What can I do to help you?

The above conversation prompts can be supported by asking the pupils to write or draw or the teacher supporting that process. Templates like the examples below may be used to scaffold this if required.

# Reflect and Reset

What happened?



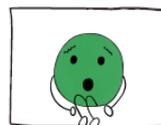
How were you feeling?



Angry



Confused

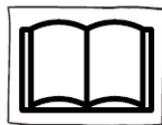


Scared

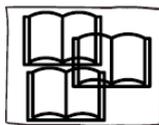


Annoyed

What was the impact of your choice?



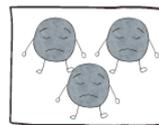
I stopped myself from learning



I stopped others from learning



I feel sad

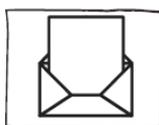


I have made others feel sad

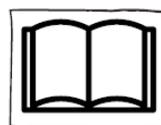
What can you do to make it right?



Say Sorry



Write a sorry letter



Complete my work



I have an idea

## Examples of conversation scripts for staff to use with children to teach and re-establish routines

A routine is something that we do automatically and all the time.

Routines help to keep us safe and happy.

When talking to our partner we should \_\_\_\_

The best way to be safe in school is \_\_\_\_

I can be responsible by \_\_\_\_

It is respectful / not respectful to \_\_\_\_

If I need help I can \_\_\_\_

When moving around school we need to \_\_\_\_

If I have finished my work I should \_\_\_\_

If my teacher needs my attention they will \_\_\_\_

If my teacher is talking I should \_\_\_\_

One thing I should not do in class is \_\_\_\_

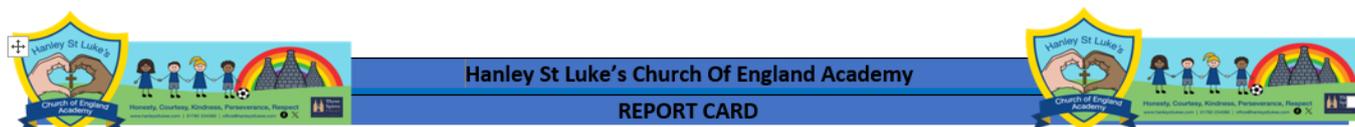
I would use a quiet voice if I was \_\_\_\_

I would use a loud voice if I was \_\_\_\_

I can look after the classroom / school/ equipment by \_\_\_\_

The most important rule in this class/ school is \_\_\_\_

### Example Report Card



In line with the school's Behaviour Policy **BE READY, BE RESPONSIBLE, BE SAFE**, a report card is required at STAGE 4. This is where a child's behaviour has remained persistent following much support by the class teacher, support staff and middle or senior leaders.

Support measures e.g. brain break, visual timetable, access to breakfast, lunchtime nurture...	All OAPs at HSL. Access to Zen Den at lunchtime, ongoing support and encouragement from teacher and support staff as needed, access to mindfulness activities daily, mind up box and fidget toys, revisiting and recap opportunities built into the curriculum, access to Time To Talk area and wellbeing ambassadors, access to breakfast. Brain breaks/ Time outs. Reward time.		General overview (signature acknowledgement by a member of the Leadership team.)
	Am	PM	
Monday	☺ ☹ ☹	☺ ☹ ☹	
Tuesday	☺ ☹ ☹	☺ ☹ ☹	
Wednesday	☺ ☹ ☹	☺ ☹ ☹	
Thursday	☺ ☹ ☹	☺ ☹ ☹	Parent/carer comment Next steps
Friday	☺ ☹ ☹	☺ ☹ ☹	

At stage 4 the support measures remain in place but behaviour is to be closely monitored and reported to parents/carers on a weekly basis. Class teacher send via Dojo.



**Behaviours and Consequences Protocol 2025-2026**

<b>Rules</b>	<b>Be Ready</b> 		<b>Be Responsible</b> 		<b>Be Safe</b> 
<b>Values</b>	<b>Honesty</b> 	<b>Courtesy</b> 	<b>Kindness</b> 	<b>Perseverance</b> 	<b>Respect</b> 

**Ordinarily Available Provision to support behaviour in our school (OAPS):**  
 All children loved and respected, positive environment. Praise.  
 Child/ SEND/ EAL speak behaviour, rewards and relationship policy.  
 Breakfast club and magic breakfast.  
 Daily Mind Up mindfulness, fidget and calm down toys in every classroom.  
 Daily acts of worship and prayer. Role models.  
 Pupil leadership roles- 10:10 ambassadors, Magic breakfast, Young Carers, Wellbeing Ambassadors, Playground leaders etc.  
 Time to Talk areas in classrooms to encourage self resolution. Buddy bench.  
 Anti-bullying policy, motto and posters.  
 Forest Schools. Animals in school. Swimming for all children.  
 Lunch clubs and extra-curricular opportunities including Zen Den.  
 Early help and other provisions in school – sharing shelf, drop ins, safeguarding officer...



Stage	Potential Behaviours	Potential Consequences
<b>1</b> Help from an adult to follow the rules.	Not following our school rules and values. Wasting learning time. 	 Reminder and redirection/ warning. Complete missed learning in own time.
<b>2</b> My teacher will speak to parents/ grown ups at home so they can speak to me/ support me.	Repeating Stage 1 behaviours or more serious behaviour such as calling names, pushing, ignoring or unkindness. 	 Reflection time / missed minutes of play. Reminders of rules/ values and restorative conversations. Class teacher contact with parent either face to face or via Dojo. Record on Arbor.

**3**  
My teacher will send a letter to my parents/ grown ups at home.

**Letter 1**

Repeating Stage 1 and 2 behaviours. Example behaviours-More serious swearing, serious fighting, throwing objects, damaging property in anger or disrespect.



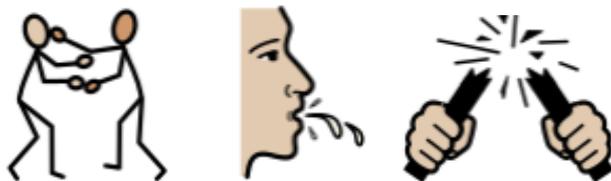
Time out. Reflection time / missed minutes of play.  
Further reminders of rules/ values and restorative conversations. Letter 1 home-saved in behaviour folder. Record on Arbor.

**4**  
A senior leader will send a letter to my parents to say I am now on report. My class teacher will share my report with parents every week.

**Letter 2**

**1<sup>st</sup> Report Period**

Repeating Stage 3 behaviours e.g. further fighting, hurting others on purpose, spitting at someone maliciously, and damaging others' property on purpose.



Henley St Luke's Church Of England Academy  
REPORT CARD

In line with the school's Behaviour Policy BEHAVIOUR IS RECORDED, a report card is required at STAGE 4. This is where a child's behaviour has remained persistent following much support by the class teacher, support staff and outside agencies.

Support measures	All days at risk	Days at risk							
Support measures See, hear, touch, smell, taste, feel, think, and understand. Support staff and outside agencies.	☹️☹️☹️	☹️☹️☹️	☹️☹️☹️	☹️☹️☹️	☹️☹️☹️	☹️☹️☹️	☹️☹️☹️	☹️☹️☹️	☹️☹️☹️
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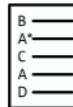
Parental comments (optional) (signed by a member of the Leadership team)

Report card correct and date



Reflection time/ missed minutes of play with middle/ senior leaders who will send letter 2 home and invite my parents in to talk to staff if they need to. Record on Arbor. Discussion around report and what it entails.  
Report card **weekly** check from Senior leadership.

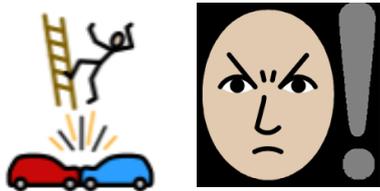
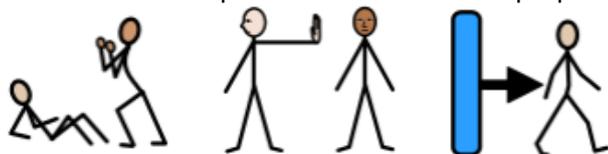
Class teacher to photograph report card and share with parents via dojo.



**5**  
I will now need to show my report to senior leaders every day.

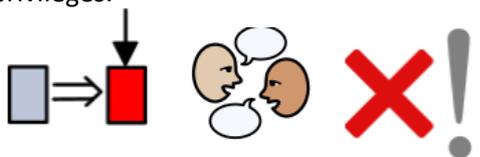
**2<sup>nd</sup> Report Period**

Repeated stage 4 behaviours.  
Physical assault (clear intent to harm), Self-harm, Unsafe actions that could harm others, bullying, racism, Threatening- high probability of someone being hurt, Leaving without permission, Intentional destruction or disruption of environment or property.



Report card **daily** check from senior leaders.

Sanctions such as missed play or lunch, or privileges.



Report card **daily** check from SLT  
Class teacher to photograph report and share with parents via dojo.



<p><b>6</b> I will work in another Classroom and not have breaks/ lunch with my year group.</p> <p><b>Letter 3</b></p>	<p>Repeated stage 4/5 behaviours. Physical assault (clear intent to harm), Self-harm, Unsafe actions that could harm others, bullying, racism, Threatening- high probability of someone being hurt, Leaving without permission, Intentional destruction or disruption of environment or property.</p> <p><b>Pre Fixed Term Exclusion- work in another year group for a designated period to reflect on my behaviour.</b></p>	 <p>Meeting/ communication with teachers, SLT and parents/ grown-ups. Reflection time / missed minutes of play. Further reminders of rules/ values and restorative conversations. Work provided by own class staff to complete in other classroom. Record on Arbor.</p>
<p><b>7</b> Sent home. Reintegration meeting with parents and Principal / VP when back.</p>	<p><b>Fixed Term Exclusion</b></p>	<p>I will have to go home and stay at home to work for a period of time. This will stay on my record and be passed to high schools. Record on Arbor. Inform Trust.</p> 
	<p>Permanent Exclusion If no improvements to all above strategies and liaison with other agencies, or a one off extremely serious incident, then you would be removed from our roll and have to find a new school, as the very last resort.</p>	