



# Slyne-with-Hest C. of E. Primary School Statutory Behaviour Policy

Policy:	Behaviour management
This statement was reviewed by all staff:	September 2025
This statement will be reviewed:	September 2026
Governor committee responsibility:	Standards Committee / Full governors

*Listen, learn, love and laugh as part  
of God's family*

Encourage  
one another  
and  
build  
each other  
up.

1 Thessalonians 5:11

At Slyne-with-Hest St Luke's CE Primary School we aim to provide a safe, happy Christian environment with a high quality of care to all of our members.

The Christian faith and its teachings will be the basis for every aspect of life at our school. This school is distinguished by the support of its entire staff, for its Christian foundation, promoting a sympathetic understanding of Christianity and other faiths.

This policy should be read in conjunction with:

- Safeguarding Policy
- Health and Safety Policy
- Attendance Policy

- Equalities Policy
- Special Educational Needs Policy
- Anti-Bullying Policy
- Complaints Policy

## **Philosophy**

All children can behave well and make the right choices but they need support in this. The purpose of the Behaviour management policy is to provide a clear structure for everyone working in school of ways in which pupils can be helped to make good behaviour choices and thus start to develop their own self-discipline.

## **Aims**

- To ensure a calm and purposeful working environment for all in school (staff, children, parents, visitors)
- To create a positive approach to behaviour management where children are rewarded for making the right choices
- To promote positive relationships at all levels
- To develop a set of clear, easily understandable rules which everyone knows of and can relate to
- To provide clear procedures for staff of when / what action should be taken

These aims will be achieved by the implementation of the following school rules:

### **School Rules**

We treat everyone and everything with respect

We keep ourselves and others safe

We listen carefully and follow instructions

We use kind hands, words and actions

We are good learners



## **The graded approach**

	What does it look like?	Who deals with it?	How is it dealt with?
<p><b>Green</b></p> <p>Child's name starts the day on green</p>	<p>The rules are being followed:</p> <ul style="list-style-type: none"> <li>• We treat everyone and everything with respect</li> <li>• We keep ourselves and others safe</li> <li>• We listen carefully and follow instructions</li> <li>• We use kind hands, words and actions</li> <li>• We are good learners</li> </ul> <p>Children are happy and active class members who, through their behavior choices and actions are showing that they are good classmates and learners and allowing other to be the same.</p>	All members of staff	<p>Rewards are given including (see the next sections in the policy):</p> <ul style="list-style-type: none"> <li>• Verbal praise</li> <li>• Class Dojos</li> <li>• 100 dojo reward certificates and prizes</li> <li>• Stars of the week certificates</li> <li>• Celebration work praised</li> <li>• All children who have been on 'Green' all week to be praised in Friday celebration assembly</li> </ul>
<p><b>Warning</b></p> <p>Child's name is moved out of the main green zone to the thought cloud</p>	<p>A child makes a wrong choice in class or on the playground e.g. not getting on with their work / pulling a face at another pupil / saying something unpleasant to another child / unsafe use of a piece of play equipment</p>	All members of staff	<p>A warning will be given using the words 'This is your warning now – please focus on your work / stop.. etc</p> <p>The child will clearly know that a warning has been given.</p>
<p><b>Amber</b></p> <p>Child's name is moved out of the thought cloud and to the Amber area</p>	<p>Following a warning the child continues with the behavior or starts with another behavior which does not follow the school rules. This will be:</p> <ul style="list-style-type: none"> <li>• Not treating people / things with respect</li> <li>• Doing something that is not safe</li> <li>• Not following an instruction (following the warning given)</li> <li>• Using words / actions that are not kind</li> <li>• Stopping themselves and others learning</li> </ul>	Teachers / TA's and support staff	<p>Child will be reminded of the school rules and expectations</p> <p>They will be moved in class to sit on a table on their own to focus more on their work.</p> <p>Given 'time out' on the playground next to the member of staff on duty to consider what needs to change with their behavior.</p> <p>This should all be done through a calm conversation and not involve the child being shouted at.</p>

<p><b>Red</b></p> <p>Child's name is moved out of the Amber and to the Red area</p>	<p>Despite being moved in class / given thinking time on the playground the behaviours continue throughout the day:</p> <ul style="list-style-type: none"> <li>• Frequently having to be moved in order to learn and allow others to learn</li> <li>• Treating people and equipment with a lack of respect on more than one occasion</li> <li>• Deliberately ignoring instructions</li> <li>• Not using kind hands and feet on the playground</li> </ul> <p>(There could be a mixture of in class and outside incidents)</p>	<p>Teachers</p> <p>A member of SLT is notified and then recorded on CPOMs by the end of that day</p> <p>If a child is on red twice in a week then a member of SLT will contact the parents.</p>	<p>If needed the child will be sent with work to complete to an adjacent classroom – no big fuss will be made.</p> <p>An email (details below) will be sent by the class teacher to the parents informing them that their child has been in the red zone on the behavior chart that day. The information will also be recorded on CPOMs</p> <p>The following morning:</p> <ol style="list-style-type: none"> <li>In EYFS / KS1 the child will have a discussion with the classteacher about their behavior and will miss their playtime by walking round with the adult on duty</li> <li>In KS2 the child will go to the assigned member of SLT and spend morning breaktime with them completing the restorative behavior checklist.</li> </ol>
<p><b>Specific incidents</b></p>	<p>There are a small number of incidents that are too severe to simply be put on red. These include:</p> <ul style="list-style-type: none"> <li>- Physical aggression to any member of the school community</li> <li>- Use of racist / abusive / sexualized language</li> <li>- Deliberately being rude and showing no respect to a member of staff</li> <li>- Treating people and property with a blatant disregard and intentional disrespect including fighting / bullying</li> </ul>	<p>HT / DHT</p>	<p>Restorative process with HT / DHT</p> <p>HT / DHT contacts the parents of the child in question and informs them of the incident and consequences.</p> <p>Consequences agreed – this may involve missing multiple breaktimes. In this case they would join the member of SLT on duty on the given day but would only complete the restorative approach / form once.</p>

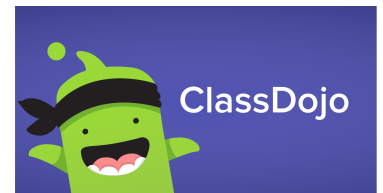
**EVERY** day is  
a new  
**BEGINNING**  
— take a deep —  
breath, **SMILE**  
& start again

**All children always start the new day in the Green zone and begin again.**

A pupil with additional needs may need to have aspects of the above adapted. In these cases the SENCo and classteacher will work together to form a behavior plan. Risk assessments will be put in place (as needed) and referrals to outside agencies for support will be made.

### **Reward and Sanction Charts**

Reception children are introduced to a positive approach to behaviour management by the use of class dojos. These are recorded using the computer based system with children looking to gain as many dojos as they can each week.



Children in KS1 and 2 also use the class dojos but in a more cumulative manner – aiming to reach 100 dojos over a period of time. Dojos are given for good work / positive behaviour choices / helping others etc



When a child reaches 100 dojos they will get a small certificate and are to be able to go to the office choose a prize from the 'Prize boxes'

### **Stars of the week**

In order to promote good work, effort and values two children from each class will be presented with a '**Star of the week**' certificate. These will be chosen by the classteacher at the end of each week and recorded on a certificate with the reason why they have been chosen. The names of the children will be sent home on the weekly newsletter.



1 star of the week will be for learning and the other for attitude to learning /positive behavior choices / working well as a team member etc

## **Celebration Assembly / Certificates of good work :**

In order to promote good work and application of values there will also be regular celebration assemblies. A selection of children from each class can be nominated for their work or application of values. They will show their work and receive a certificate in assembly. Their work will also be put on display to celebrate their success on the 'Celebration Wall' in the main school corridor.

## **Restorative approach:**

We will always use a restorative approach to dealing with poor behaviour. This will apply particularly in cases where the rules that are broken relate to safety in school. We will ask children to reflect on the consequences of their behaviour choices. Using the following questions:

### Behaviour Reflection Sheet

Name:

Date:

You have displayed behaviour that was not appropriate. Take some time to think about what has happened. Read the questions below and answer them honestly.

What happened?	
What did I do?	
What did other people do?	
How did this make me and others feel?	
What could I have done differently at the time?	
What has happened as a result of my actions?	
What will I try and do differently in the future?	

**Red email to parents:**

The following wording should be used in all behavior emails to parents if a child is in the red area:

Dear parents:

Following the school's colour coded behaviour policy, I am sorry to inform you that \_\_\_\_\_ was today in the red zone. This means that on several occasions throughout the day they made the wrong behaviour choices including:

- Disturbing themselves and others with their learning
- Not showing respect to members of staff / other classmates
- Not following instructions given
- *Add as required*

We believe that every day is a new day in school and hope that tomorrow better choices will be made. Please take time to talk through what happened today with your child and encourage them to make better choices as they move forward. If you wish to get in contact please reply to this email and we will be back in touch as soon as possible.

**Critical incidents:**

There may be a small number of incidents that are too serious to be dealt with just using the procedures above. In these instances the child should be sent (with an accompanying child or adult) to see either Mr. Bowden (HT) or Mrs. Waterhouse (DHT). If needed the presence of Mr. Bowden or Mrs. Waterhouse should be requested at the scene of the incident. In these cases, it is vital that it is made clear exactly why the child has been sent. As noted above these cases might include:

- Physical aggression to any member of the school community
- Use of racist / abusive / sexualized language
- Deliberately being rude and showing no respect to a member of staff
- Treating people and property with a blatant disregard and intentional disrespect including fighting / bullying

**In exceptional circumstances the school has the right to exclude a pupil for a fixed term or permanently depending on the severity of the incident in question.**

**Fixed Term Exclusions:**

Slyne-with-Hest St Luke's CE has a sound and comprehensive behaviour system in place, with clear rules, expectations and sanctions in place. With this in mind, fixed term exclusions are very rare and used for only the most serious behavioural incidents. Any fixed term exclusions will be the Head's decision and communicated with the parent by the Headteacher or a member of the Senior Leadership Team. The Senior Leadership Team, SENCo and class staff will reflect on the provision for a child following a Fixed Term Exclusion, and readjust accordingly to meet the needs of the pupil.

Parents have the right to make representations to the governing body about an exclusion.

**Sanctions – conduct outside the school gates**

Teachers have a statutory power to discipline pupils for misbehaving outside of school premises. Headteachers have a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable.' The school's behaviour /anti –bullying policy will apply in response to all non-criminal bad behaviour and bullying, including cyber bullying, which occurs anywhere off the school premises and is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.

Subject to the policy, the teacher may discipline for any misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity or
- Travelling to or from school or
- Wearing the school uniform or
- In some other way identifiable as a pupil at the school.

The teacher may also discipline for misbehaviour at any time, whether or not the conditions above apply, that: Could have repercussions for the orderly running of

the school or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

### **Special Educational Needs**

As noted above, there may be occasions when a child with specific emotional / behavioural needs requires that the procedures above are amended to meet his/her specific needs. This will be done is consultation between the classteacher, SENCO / Headteacher. The child will be involved in the process and understand the rules / systems specifically in place for them.

For the ways the school supports children with additional behavior needs see the charts in Appendix 1 at the end of the document.

### **Use of Reasonable Force**

All possible measures will be used before the need to use reasonable force is considered. However, sometimes we recognise de-escalation of situations is not possible and physical intervention will be required in order to prevent pupils from hurting themselves, hurting others, damaging property, absconding or causing significant disorder to the running of school. Physical intervention is *never* used as a consequence, but a safety measure to reduce risk and protect all members of the school community and child involved.

Examples include:

- Remove pupils from the classroom where they are refusing to follow an instruction to do so and are continually and significantly disrupting the learning of others. (Senior staff would be first be called to the situation)
- Prevent a pupil from leaving the classroom/school grounds where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- Prevent a pupil at risk of harming themselves through physical outbursts.
- Prevent a pupil at risk of damaging school property through physical outbursts.

*This is not an exhaustive list, but gives guidance on some possible scenarios that could lead to physical intervention.*

Following any physical intervention with a pupil, the incident will be recorded and signed by the members of staff involved. This record will be discussed and shared with parents the same day. **Any physical intervention will be a last resort.**

### **Confiscation of inappropriate items**

School staff can search a pupil for any item if the pupil agrees.

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- 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 offence, or
  - to cause personal injury to, or damage to the property of, any person (including the pupil).

### **Confiscation**

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline. Parents will be informed if such event takes place.

### **Child-on-child abuse**

**Child-on-child abuse** is defined as abuse between children. Slyne-with-Hest St Luke's Church of England Primary School has a **zero-tolerance approach to abuse**, including child-on-child abuse.

Slyne-with-Hest St Luke's Church of England Primary School will refer to specific guidance in Keeping Children Safe in Education Part five: Child on Child Sexual

Violence and Sexual Harassment and Lancashire Procedures. [5.31 Peer Abuse \(proceduresonline.com\)](http://proceduresonline.com)

All staff will be aware that child-on-child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff will be aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring. All staff will speak to the DSL if they have any concerns about child-on-child abuse.

**All staff will understand the importance of challenging inappropriate behaviour between peers and will not tolerate abuse as “banter” or “part of growing up”.**

Child-on-child abuse can be manifested in many different ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Upskirting.
- Initiation and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.

All staff will be clear as to the school’s policy and procedures regarding child-on-child abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it.

All staff will be made aware of the heightened vulnerability of pupils with SEND, who evidence suggests are more likely to be abused than their peers. Staff will

not assume that possible indicators of abuse relate to the pupil's SEND and will always explore indicators further.

All staff will be made aware of the heightened vulnerability of LGBTQ+ pupils, who evidence suggests are also more likely to be targeted by their peers. In some cases, pupils who are perceived to be LGBTQ+, regardless of whether they are LGBTQ+, can be just as vulnerable to abuse as LGBTQ+ pupils. The school's response to sexual violence and sexual harassment between pupils of the same sex will be equally as robust as it is for incidents between children of the opposite sex.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Pupils will also be reassured that they will be taken seriously, be supported, and kept safe. This process will be continually reviewed by the DSL / SLT.

Staff will follow these procedures, as well as the procedures outlined in the school's Anti-Bullying Policy and Exclusion Policy, where relevant.

Slyne-with-Hest St Luke's Church of England Primary School and the DSL will consider:

- the wishes of the victim in terms of how they want to proceed
- the nature of the alleged incident
- the ages of the children involved
- the development stages of the children involved
- any power imbalance between the children
- is the incident a one-off or a sustained pattern of abuse
- are there ongoing risks to the victim, other children, school or college staff
- contextual safeguarding issues.

**Following a report of sexual violence, the designated safeguarding lead (or deputy) will make an immediate risk and needs assessment, considering:**

- the victim
- the alleged perpetrator
- all other children (and if appropriate adult students and staff)
- Risk assessments will be recorded and kept under review as a minimum termly

- Refer to Guidance in Keeping Children Safe in Education Sept 2025, Part 5.

School procedures for child-on-child abuse allegations involve immediate action: following the initial discussions, this may involve contacting Children's Social Care and the police if there's a risk of harm, and notifying the LADO (Local Designated Officer). Lancashire referral procedures will be followed.

### **Review Procedure**

The policy will be reviewed annually by all staff and governors and amended in the event of any changes made. Children will be asked to give their opinions at School Council and class discussion times. The policy will be available on the school website.

P A Bowden  
Headteacher  
Updated September 2025

**APPENDIX 1 : Supporting children with additional Behaviour needs:**

A. Pupil causes problems during out of class/ unstructured times of the day	B. Pupil regularly disturbs learning in the classroom	C. Pupil fails to respond to additional support strategies	D. Pupil at risk of fixed term or permanent exclusion
<p>Have you:</p> <ul style="list-style-type: none"> <li>Reviewed the supervision arrangements and zoning Y <input type="checkbox"/> N <input type="checkbox"/></li> <li>Reminded all staff and pupils of the agreed rules and routines for out of class Y <input type="checkbox"/> N <input type="checkbox"/></li> <li>Given the pupil a job/ role/ responsibility for out of class time. Encouraged the use of lunchtime clubs/ sports Y <input type="checkbox"/> N <input type="checkbox"/></li> <li><u>Met with the parents in school</u> Y <input type="checkbox"/> N <input type="checkbox"/></li> <li>Observed the child's behaviour to identify the <u>ABC of behaviour</u> Y <input type="checkbox"/> N <input type="checkbox"/></li> <li>Ensured that all staff have the skills to manage the behaviour and know the strategies to use Y <input type="checkbox"/> N <input type="checkbox"/></li> </ul>	<p>Have you:</p> <ul style="list-style-type: none"> <li>Completed the <u>ABC process</u> Y <input type="checkbox"/> N <input type="checkbox"/></li> <li><u>Met with the parents in school</u> Y <input type="checkbox"/> N <input type="checkbox"/></li> <li>Ensured that all adults consistently use proactive strategies to prevent behaviour problems and use agreed systems to address issues Y <input type="checkbox"/> N <input type="checkbox"/></li> <li>Identified any unmet needs such as <u>speech and language support</u>, <u>EAL</u>, reading catch up, <u>ASD</u> Y <input type="checkbox"/> N <input type="checkbox"/></li> <li>Reviewed the curriculum to ensure that it is appropriate and accessible? Checked pupil groupings? Y <input type="checkbox"/> N <input type="checkbox"/></li> </ul> <p>Does my school behaviour system allow me to identify pupils with a behaviour concern at an early point before the behaviour has become habitual?</p>	<p>Have you:</p> <ul style="list-style-type: none"> <li>Arranged for an observation from an external support e.g. EP, <u>PRU intervention worker</u>, <u>behaviour consultant</u>, <u>SEND traded behaviour support</u> Y <input type="checkbox"/> N <input type="checkbox"/></li> <li>Linked to external providers such as <u>Children's Centre</u>, <u>Family Support</u>, <u>Lancashire Parenting</u>, <u>Emotional Health and Wellbeing support</u>, <u>Domestic abuse team</u>, <u>Early support and help team</u> Y <input type="checkbox"/> N <input type="checkbox"/></li> <li>Considered specialist interventions e.g. counselling, play therapy Y <input type="checkbox"/> N <input type="checkbox"/></li> <li>Considered if <u>CAMHS</u> involvement is needed Y <input type="checkbox"/> N <input type="checkbox"/></li> <li>Shared expertise with local schools Y <input type="checkbox"/> N <input type="checkbox"/></li> <li>Developed a PSP/ BSP Y <input type="checkbox"/> N <input type="checkbox"/></li> </ul>	<p>Have you:</p> <ul style="list-style-type: none"> <li>Considered the use of a <u>managed move</u> Y <input type="checkbox"/> N <input type="checkbox"/></li> <li>Considered the use of <u>alternative provision</u> Y <input type="checkbox"/> N <input type="checkbox"/></li> <li>Discussed the case with your school adviser or LA Alternative provision? Y <input type="checkbox"/> N <input type="checkbox"/></li> </ul>
<p>Additional support: See sections 2,3,4,5 6e, 6f, 6h</p>	<p>Additional support: See sections 2,3,4,5</p>		<ul style="list-style-type: none"> <li>What do I do if I feel <u>a fixed term</u> exclusion is necessary see section 10</li> </ul>

**If yes and the problem still persists have you:**

**If yes and the problem still persists have you:**

- Used a behaviour modification card/ target card/ behaviour contract  
Y  N
- Planned sessions outside of the classroom (group work or 1:1 work) to teach necessary skills such as sharing and making friends  
Y  N
- Identified a skilled support worker for these times  
Y  N
- Addressed hot spots e.g. split up from certain pupils or activities or timings. Used a planned lunch time structure for eating, playing, helping out, accessing lunchtime clubs or nurture/buddy system etc  
Y  N

- Used a behaviour modification card/ target card/ behaviour contract  
Y  N
- Investigated parenting and boundaries at home  
Y  N
- Ensured skilled TA support  
Y  N
- Planned sessions to teach behaviour for learning skills such as self esteem  
Y  N
- Considered a nurturing approach/ provision  
Y  N
- Carried out and recorded clear cycles of intervention- assessment of needs/ issue- intervention and review  
Y  N
- Identified hotspots/ patterns and additional support for this time  
Y  N
- Developed an IEP or IBP  
Y  N

- Considered a managed move or alternative provision?  
Y  N
- Set up a multi-agency meeting (including the parents)  
Y  N
- Consider completing and submitting a CAF  
Y  N
- Developed a clear and regularly reviewed plan for all stakeholders and the child.  
Y  N

**If yes and the problem still persists go to column C**

**If yes and the problem still persists go to column C**

**If yes and the problem still persists go to column D**