



Positive Behaviour and Anti-Bullying Policy

Policy Ratified:	September 2023
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Vision and Values

“Live life in all its fullness” John 10:10

Through our core Christian values of Love, Courage and Hope, we aim to create an environment in which every child feels safe, secure and flourishes. Within a place of kindness, they will grow into individuals who believe in themselves and know that they are an important part of their community. Given outstanding opportunities for learning, they will have the drive to take on new challenges, the resilience to cope with life’s hurdles and know that they can learn from mistakes made. By fostering positive relationships, our children and staff will be empowered to be the best they can be.

We recognise that clear structures with predictable outcomes have positive impacts on behaviour. It is based on the work of Paul Dix and his book ‘When the adults change, everything changes’. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

“When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or ‘behaviour systems’ that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat students down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour.”

Paul Dix, Pivotal Education

At St Luke’s, we believe that secure and positive relationships, built through a culture of epistemic trust, will enable our children to thrive within the secure and safe boundaries. Epistemic trust is the trust of believing the knowledge and information being shared is reliable and dependable. We for our children to flourish socially, academically and emotionally we prioritise positive relationships rooted within The St Luke’s Way.

Values Are The Rules We Live By

Our school vision 'LIFE IN ALL ITS FULLNESS' and our values of LOVE, COURAGE AND HOPE, underpin how we live our lives through The St Luke's Way.

THE ST LUKE'S WAY VALUES ARE THE RULES WE LIVE BY					
LOVE		COURAGE		HOPE	
WORDS	ACTIONS	WORDS	ACTIONS	WORDS	ACTIONS
Kind(ness)	We are kind to one another.	Perseverance	We keep going when things are tough.	Resilience	We bounce back.
Respect	We listen to each other.	Integrity	We do what is right, even when it is difficult.	Aspiration	We work hard.
Compassion	We look out for others.	Independence	We take responsibility for our actions.	Dreams	We aim high.
Caring	We help each other.	Determination	We always try our best.	Goals	We set goals.
Thoughtful	We share.	Problem solving	We find solutions.	Reflective thinking	We learn from our mistakes.
Team work	We work together.	Creativity	We are true to ourselves.	I can't do it...YET	We are positive.



LIVE LIFE IN ALL
ITS FULLNESS

John 10:10

Aim of the policy

- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships
- To ensure all stakeholders are clear of our behaviour expectations and provide guidance about how to support learners to self-regulate, manage their behaviour and feel safe so they are ready to learn
- For everyone to know and practise our systems and routines
- To define what we consider to be unacceptable behaviour and outline how this should be tackled
- To promote the expectation of giving first attention to best conduct and refuse to give learners attention and importance for poor conduct
- To help learners take responsibility for their behaviour and be accountable to the consequences of it
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others
- To promote community cohesion through improved relationships

Responsibilities and Expectations

Excellent behaviour is underpinned by strong relationships, high quality teaching and learning and positive recognition. In order to achieve this, we have set expectations for all members of our community & their behaviours

Responsibilities for staff

- To follow the Positive Behaviour and Anti-Bullying Policy
- To remember that all 'behaviour' is communication
- Model the 'St Luke's Way', using the school values as a framework of what we expect, by being positive role models and having high expectations of behaviour
- Model how to treat everyone with respect, regardless of background, gender, sexuality and race etc.
- Work closely with parents and carers
- Praise in public (PIP) and reprimand in private (RIP)
- Be alert to signs of bullying, including a change of pattern in behaviour (including friendship groups), attendance, punctuality, achievement, contributions in lessons and around the school
- Pass on concerns or issues immediately to the relevant class teacher/ SLT
- Use any opportunity, including our school behaviour systems, to reinforce expectations about positive behaviour and integrity
- Be available for children to talk through issues with outside lesson time
- Be mindful of seating plans, and groupings in lessons and activities that might accentuate issues
- Be proactive on all duties, and noticing any children who seem isolated or withdrawn
- Plan and scaffold learning to support self-regulation skills
- Be proactive and attending CPD to support their understanding of behaviour and barriers
- Create a safe, calm learning environment with clear expectations of routines and behaviour

- To respond calmly, consistently and positively, always using a warm but firm tone and approach
- Use the Trackit Light system to reward children with green points and record warnings and reflections/ thinking times
- Give reminders to children using the St Luke's Way language
- Be specific when giving praise
- Allow take up time when giving reminders or warnings
- Make regular positive phone calls home (twice a week where possible)
- Display children's work in the classrooms and corridors
- Phrase expectations positively e.g. we walk around the school (instead of don't run)
- Use the language of legendary lines and wonderful walking when lining up and moving around the school
- Meet and greet children at the beginning of every day and when entering any learning spaces (always resetting expectations)
- To allow for opportunities to resolve a situation using restorative practice
- Teach children how to self-regulate and build resilience through programmes such as Stormbreak
- Use visuals, such as a visual timetable to make the day as predictable as possible
- Consult with SENDCo or Behaviour Lead regarding children needing additional support, behaviour plans, risk assessments or monitoring cards
- Use My Concern to log escalating behaviour incidents which are symptomatic of external factors or where a safeguarding incident has taken place
- Record incidences of bullying on Trackit Lights (and on 'My Concern' if persistent or involving other safeguarding concerns and inform Anti Bullying Champion
- Make referrals to the Children and Families Support Worker to support children's emotional health and wellbeing, where appropriate

Responsibilities for Parents and Carers

This is how we do it here: parents need to teach their child these behaviours at home to help them become a successful learner in our school. Paul Dix (2017)

- Explain to their child the meaning of the home school agreement before signing (at the front of the children's planner)
- Support their child in living the 'St Luke's Way'
- Inform the school of any changes in circumstances that may affect their child in school
- Speak to the child's class teacher, in the first instance, if they are concerned about their child
- Support the school's Positive Behaviour and Anti-Bullying Policy
- Engage in discussions and meetings to support their child's behaviour and attend promptly if called to the school
- Understand that no child's behaviour should prevent other children from learning or from feeling safe
- Treat everyone equally and fairly regardless of their age, disability, gender reassignment, marriage and civil partnership status, pregnancy and maternity, race, religion or belief, sex and sexual orientation (the Protected Characteristics)
- Be positive towards their child and their efforts and achievements whilst working in partnership with school staff
- Report any signs that your child might be subject to bullying to the school
- Reporting any suspicion of bullying of other children to the school

Responsibilities for Children

- To follow 'The St Luke's Way', being respectful and kind and behaving in a way that keeps me and others safe
- To treat everyone with respect, regardless of background, gender, sexuality, age, disability, religion or faith and race
- Report any suspicion of bullying to an adult immediately. This can be done verbally or by writing a note to a member of a staff
- Walk away from any potentially dangerous or threatening situation, and telling an adult immediately
- Ensure they are never bystanders to incidents of bullying - they should offer support to the victim and encourage them to report it
- Demonstrate integrity at all times (doing the right thing even when no-one is looking)
- To learn strategies to deal with a range of situations positively and avoid dysregulation
- To resolve conflict and build and maintain positive relationships by engaging in the restorative practice model
- Accepting the consequences for my actions and engaging with the reflection/ thinking time process
- Behave in a way that does not stop others from learning
- Behave in a way that everyone is safe and feels safe
- To understand that if an adult gives me a choice, they are trying to help me
- Accept that staff make final decisions
- Treat everyone in the school community love

Responsibilities for Governors

- Involvement in developing a positive behaviour and relationship culture and policy
- Being acquainted with the school and monitoring the implementation of the 'St Luke's Way'
- Attend training to increase their own knowledge and to support the strategic leadership of personal development, behaviour, PSHE and welfare
- Have a strategic overview of how bullying is managed and dealt with across the school
- Monitor the policy strategically and systematically, against the school's vision
- Having legal responsibilities for exclusions and suspensions
- Support teaching staff when implementing policy
- Be responsible for the wellbeing of all children and staff, including the Senior Leadership Team and Headteacher

Responsibilities for Headteacher and Senior Leadership Team

- Ensure the relevant PSHE curriculum areas are taught in class, through Collective Worship and through the wider curriculum offerings
- Collate parent voice feedback about pupil safety and bullying, in order to refine policy and practice
- Ensure that staff are on duty in all areas of the school at breaks/lunches/before and after school, in order to prevent opportunities for bullying to occur
- Ensure that parents/carers are clear about their role within this Policy
- Ensure that feedback from staff, parents and pupils is used to refine policy and practice

Responsibilities for the Behaviour and Anti-Bullying Champion

- Ensure all incidents of bullying are investigated in a timely and fair manner, and that appropriate action is taken
- Review the Anti-Bullying Policy annually
- Report to governors
- Monitor, review and respond to patterns in incidents relating to challenging behaviour and bullying
- Gather feedback from pupils about personal safety and bullying, in order to refine policy and practice
- Lead the Anti-Bullying Ambassadors
- Plan and lead Anti-Bullying Week

Managing Behaviour

Rewards and behaviour management

- Public praise
- Value points rewarded for showing The St. Luke's Way
- Display of children's work
- Sharing good work or behaviour with another member of staff
- Opportunities to be prefects, school council representatives, Bronze Ambassadors, etc.
- Positives phone calls home (we aim for two a week per class)
- St Luke's Value certificates will be awarded weekly for children showing either Love, Courage or Hope and presented during celebration worship
- St Luke's Way Value Stickers will be awarded by school leaders for children demonstrating specific values through their actions or learning outcomes
- The St Luke's Way Award will be awarded half-termly to one child per class. The award is to recognise children consistently showing the St Luke's Way. This will be awarded during the half-termly St Luke's Way assemblies
- The St Luke's Way House Award will be awarded for the house with the most green values points. This will be awarded during the half-termly St Luke's Way assemblies. The entire house will get an extra playtime together across infants and juniors

We see relationships as the foundation to establishing a culture of high expectations of behaviour through our values in action. Adults will establish positive relationships built on epistemic trust through:

- Daily meet and greet at the classroom door
- Reprimand in private and praising in public
- Positive and approachable teaching styles (alongside non-verbal cues)
- Specific and explicit praise: class cheers, "faaaaaantastic", "You have been so courageous by problem solving!" etc.
- Leading Stormbreak sessions to have authentic conversations around social and emotional wellbeing at age-appropriate levels

Trackit Lights

Children's classroom behaviour will be managed through positive affirmations given through green values points, linked to the St Luke's Way, recorded on Trackit Lights. Certificates for reaching point milestones will be given out in weekly celebration worships. In addition, warm, but firm, reminders will be given discreetly and linked with the St Luke's Way. Non-verbal signals will be used where appropriate.



Reflection/ Thinking Time

When a child has persistently not shown the St Luke's Way they will have received an amber warning and then be given a red light, resulting in a reflection time (KS2) or thinking time (KS1). Please see appendix 1 and 2 for the flow chart that explains this process.

Reflection Time - Key Stage Two

Reflection times held daily. Children will use this time to discuss the potential roots of the behaviours they displayed, constructive options available to them linked to the St. Luke's Way and action plan their next steps/consequences. This process is to support children to change their behaviour.

Thinking Time – KS1

What works is the immediacy of the response not the weight of the sanction. Paul Dix (2017)

To support with the developmental stages of KS1 children, their thinking times will be delivered immediately in an agreed location within the year group. This is a quiet space away from their peers to think about their actions for approximately 5 minutes. An adult will then lead the child through a visual think sheet to remind them of the St Luke's Way, explore the reasons for their behaviours, their feelings and action plan their next steps/consequences:

Persistent Red Trackit Lights

Children across the school persistently receiving red Trackit Lights will receive additional behavioural support alongside the involvement with the SENDCo and/or pastoral lead and/or behaviour lead. Positive Behaviour Monitoring Cards will be used as an intervention for an agreed period of time (usually 2 weeks). The impact of the report cards will be reviewed resulting in either: completing another cycle of a report card or designing a tailored approach to further support the child to access their classroom environment and learning.

A Tailored Approach

We recognise that a small number of children will benefit from a tailored approach to their behaviour and relationship management. These children will have behaviour plans that will reflect specific support in place to motivate their engagement with the learning environment, peers and adults. Furthermore, a tailored reward and consequence system may be used and will look slightly different

to the Trackit Lights system, however the principle behind it will always be rooted in the St Luke's Way.

Consequences

On both key stage behaviour flow charts (appendix 1 and 2), it clearly shows that there are potential natural consequences and school led formal consequences that can be used when children make choices that do not follow The St Luke's Way. We understand that punitive consequences often do not motivate children to change their negative behaviours. Furthermore, we understand that epistemic trust cannot be built through punishments and rewards. During Reflection Time and Thinking Time, adults will discuss the natural consequences of their behaviour and involve the child in deciding any formal consequences.

Potential Natural Consequences:

- Apologising to and adult/child verbally or written
- Speaking to adult at start of a break or lunchtime
- Confiscated property until home time
- Breakdown of friendship group
- Removal from group task
- Tidying up mess

Potential Formal Consequences:

- Agreed minutes off break / lunchtime
- Agreed lunchtime football/activity session(s) missed
- Unable to represent the school at an event
- Loss of responsibility within school for agreed time
- Conversation with parents

Use of Inappropriate Language

Inappropriate language is not tolerated at St Luke's. We recognise that some children may live in an environment where inappropriate language is very common and they may not fully understand what they are saying/repeating and why it is inappropriate. Research shows that inappropriate language (such as swearing) can be an automatic reaction that can help regulate the right side of the brain and is used by children to release emotions and/or protect themselves.

Serious Behaviour Policy Breaches

A serious breach in behaviour is treated as highly serious as it undermines others, affects learning and can affect the well-being of others. Examples of behaviours considered as a serious breach are:

- Persistent defiance

- Persistent refusal to follow instructions
- Persistent disruption to the learning of others
- Persistent or significant verbal or physical aggression towards others
- Discriminatory behaviour, including racist or homophobic behaviour
- Swearing – purposeful and targeted
- Bullying
- Bringing in a banned item
- Vandalism
- Damage to property
- Theft

NB: This is not an exhaustive list.

If such behaviour occurs, a sanction will be determined by a school leader after reviewing the incident. In Reflection Time, the sanction will include one or more of the following:

- Positive Behaviour Monitoring Report Card to track and identify behaviour
- A meeting with parents, child, the teacher and a member of the school leadership team to action plan to support the child.
- A change to break and lunchtime structure
- A prolonged period of time out of the classroom
- Removal of privileges or role of responsibility held within school
- Internal isolation
- Suspension
- Permanent exclusion

NB: Sanctions will be determined in line with behaviour and the child's needs. Please note, this is not an exhaustive list.

Suspension and Exclusion (see DfE Guidance)

The governors and staff at St Luke's recognise that it is not desirable to suspend pupils from their education and wish to assure parents that suspensions are only used when other methods have failed to secure an improvement in behaviour. Serious incidents or persistent poor behaviour may lead to a suspension of up to five days, using the national guidelines for suspension.

Only the Headteacher of the school is authorised to suspend a child. In the absence of the Headteacher, the Deputy Head will liaise with the Headteacher in order to authorise the suspension. Before a child returns to school, following suspension, there will be a reintegration meeting with a senior member of staff or safeguarding welfare officer on site that day with both the child and parents (see appendix 3). At these meetings, it is important that the voice of the child and parent is heard and recorded. Once suspended, a child is at risk of permanent exclusion.

Crisis

A crisis is defined as any situation where a pupil or member of staff is in significant and imminent danger of being physically hurt. During this situation the following procedure should be followed;

- Ensure the safety of other children – this may mean removing a child or class
- Send for adult support, using the red emergency cards in each classroom and communal areas in school. A child will take this straight to the office and the office will alert a member of SLT on duty to respond, with a member of the Pastoral Team
- Where possible adults should work in pairs to support a child in crisis, being mindful that more adults may only escalate a situation further
- Restraint may be used by staff trained in Team Teach if there is risk to the child or others

Zero-Tolerance Approach to Sexual Harassment and Sexual Violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored. Different sanctions will be appropriate for different (levels) of sexual harassment and sexual comments. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence will be considered after the allegation has been fully investigated by members of the SLT and parents have been informed. The response to the incident will be proportionate and in line with harmful sexualised behaviour assessment guidance.

We will consider:

- The age and the development stage of the alleged perpetrator(s)
- The nature and frequency of the alleged incident(s)
- How to balance the sanction alongside education and safeguarding support
- This is set out in paragraph 464 of Keeping Children Safe in Education – the statutory guidance for schools and colleges (2023)

Appropriate sanctions may include:

- A verbal warning or reflection and apologise to the peer
- A letter and or phone call to the parents
- A period of internal isolation
- A period of suspension

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Reporting the incident using My Concern
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to Early Help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

Anti-Bullying

St Luke's CE Primary School is a place where every person has the right to be themselves, to be included and to learn in a safe and happy environment. Everyone at our school is equal and treats each another with respect and kindness through showing our core value of LOVE and allowing everyone to 'live life in all its fullness'.

What is Bullying?

We use the Anti-Bullying Alliance definition of bullying:

“the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online”

Bullying is a form of anti-social behaviour that the school considers inappropriate and unacceptable in all its forms. It is a behaviour by an individual or group, repeated over time, that hurts another individual or group either physically or emotionally. If bullying is allowed it harms the perpetrator, the target and the whole school community and its secure and happy environment.

Bullying can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching inappropriate / unwanted physical contact etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional / indirect / segregation – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Threat with a weapon
- Damage to personal property
- Theft
- Visual/written (e.g. graffiti, gestures, wearing racist insignia)
- Motivated by actual or perceived difference

Bullying can be based on any of the following things:

- Race (racist bullying)
- Sexual orientation (homophobic or biphobic)
- Special educational needs (SEN) or disability
- Culture or class
- Gender identity (transphobic)
- Gender (sexist bullying)
- Appearance or health conditions
- Religion or belief

- Related to home or other personal circumstances
- Related to another vulnerable group of people

Bullying hurts. No one deserves to be a victim of bullying. Everyone has the right to be treated with dignity and respect. Pupils who are bullying need to learn different ways of behaving. We accept that bullying can occur at St. Luke's. Every member of the school community takes responsibility to prevent bullying and respond promptly and effectively to incidences of bullying.

Prevention

In order for St Luke's CE Primary School to be an inclusive, safe environment where all learners thrive with respect and dignity, prevention of bullying is key. Bullying is prevented through the curriculum, the application of the positive behaviour policy, safeguarding practices, clear systems for identifying, reporting and tackling bullying and leaders with a responsibility for anti-bullying.

The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. It also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect difference. Collective worship explores the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying.

Through a variety of planned activities and time across the curriculum, including through targeted work in Anti-Bullying Week, children are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions. Class teachers provide regular opportunities to discuss issues that may arise in class and for teachers to target specific interventions. Stereotypes are challenged by staff and pupils across the school. Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with school council.

We will work with parents and carers, and in partnership with community organisations to tackle bullying, where appropriate.

Children are taught the following phrase to use when they feel uncomfortable with others actions. They are also taught how to respond if they hear another child say it to them.

'Please stop it, I don't like it'

They also learn **STOP**. That bullying is:

Several Times On Purpose

And that they need to:

Start Telling Other People

Intervention

Despite all of our strategies for preventing bullying, we know that it occurs and expect anyone who see or experiences bullying to tell a member of staff as soon as possible. Children must recognise that the school will not accept bullying. However, it is imperative that all claims of bullying are investigated in an impartial, fair and consistent manner, using the system below.

Children and parents must report bullying to a member of staff immediately. This will then be escalated to the Anti-Bullying Champion who will either investigate this or pass this to the most appropriate member in order to deal with the situation promptly and effectively. This member of staff will then work with class teachers to ensure a positive resolution.

Parents and children can speak to any member of staff in school about bullying behaviour as well as children being able to share this in their class worry box.

There may also be times when a child may indicate through their behaviour that they are being bullied. At St. Luke's we will be alert to the following indicators:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn, anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- change in learning behaviour
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- has unexplained cuts or bruises
- comes home hungry (lunch has been taken)
- becomes aggressive, disruptive or unreasonable
- is showing bullying behaviour to other children or siblings
- stops eating
- is frightened to say what is wrong
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated. NB: This is not an exhaustive list.

Anti-Bullying Ambassadors

Anti-Bullying Ambassadors are children who have applied and then been chosen to champion the messages of anti-bullying through the school. The Anti-bullying Champion will lead the Anti-Bullying Ambassadors in their roles and responsibilities-. They will be instrumental in the design and delivery of Anti-Bullying Week and take part in the anti-bullying week assembly.

Cyber Bullying

Cyber Bullying is a form of bullying and is managed and dealt with in the same way.

The Malicious Communications Act of 1988 makes it an offence for:

Any person who sends to another person:

- a letter, electronic communication or article of any description which conveys:
 - a message which is indecent or grossly offensive
 - a threat
 - information which is false and known or believed to be false by the sender
- any article or electronic communication which is, in whole or part, of an indecent or grossly offensive nature, is guilty of an offence if his purpose, or one of his purposes, in sending it is that it should cause distress or anxiety to the recipient or to any other person to whom he intends that it or its contents or nature should be communicated.

Bullying Outside of School

In order for children to 'live life in all its fullness' it is essential for our children to show love both in school and outside of school. Therefore, reported incidents of bullying outside of school will be dealt with seriously and appropriately, depending on the incidents and circumstances.

The Department for Education released the following statement in regards to bullying outside of school premises: *"Headteachers have the legal power to make sure pupils behave outside of school premises. This includes bullying that happens anywhere off the school premises, e.g. on public transport or in a town centre."*

Through Section 89 clause 5 of the Education and Inspections Act 2006 head-teachers have the power to discipline their students for any bullying incidents outside of school "to such an extent that is reasonable."

Responding to Bullying

When bullying has been reported or we become alerted to incidences of bullying, the following actions will be taken:

- All cases will initially be recorded on Trackit Lights
- If the bullying persists or there are wider safeguarding concerns, this will additionally be recorded on My Concern
- The bullying behaviour or threats of bullying will be investigated and tackled promptly

- Support will be offered to the target of the bullying
- Staff will proactively respond to the bully who may require support
- Sanctions will be in accordance with our behaviour policy
- Staff will ensure that parents and carers are kept informed
- Staff will assess whether any other authorities (such as police of local authority) need to be involved, particularly when actions take place outside of school

We will work hard to stop any incidences of bullying that we are aware of and provide support for the victim as well as the child demonstrating bullying behaviour. Through working with both parties, we aim for the following outcomes:

- The victim feeling safe and secure at school with a trusted adult they can talk to
- The perpetrator or alleged perpetrator will engage with support
- A genuine apology or reconciliation will be encouraged
- Additional consequences may be appropriate

Roles and Responsibilities

Please read in conjunction with:

- **Safeguarding policy**
- **Teaching and Learning policy**
- **CLP Behaviour, Exclusions and Reasonable Force Policy**

Appendix 1 – Managing Behaviour – The St Luke’s Way Flow Chart (KS1)



LIVE LIFE IN ALL
ITS FULLNESS

John 10:10

Potential Natural Consequences:

- Speaking to adult at start of break or lunchtime.
- Breakdown of friendship group.
- Removal from group task.
- Tidying up their mess.

Potential Formal Consequences:

- Agreed minutes off break / lunchtime
- Agreed lunchtime football/activity session(s) missed.
- Unable to represent the school at an event.
- Loss of responsibility within school for agreed time

- ✓ Positive and secure pupil- adult relationships built through epistemic trust.
- ✓ Predictable and secure environments.
- ✓ Trackit Lights monitoring positive demonstrations of The St. Luke’s Way and tracking warnings/ negative

Managing low level behaviour.

Step 1 - 1st warning (discrete - in the classroom) - values in action scripted reminder of the St Luke’s way & positive affirmations.

Step 2 - Trackit Light Amber

2nd warning (discrete - outside the classroom/ away from peers if appropriate) - quick conversation between child/ren and class teacher.

Step 3 - Trackit Light Red

Time out + parents informed (same day). Further consequences shared if required.

Step 4

If escalating further, seek support from member of SLT.

Step 5 - children needing additional support and/or a tailored approach to behaviour:

- ✓ Behaviour surgery
- ✓ SENDCo support
- ✓ Pastoral support
- ✓ Meeting with parents
- ✓ The St Luke’s Way Monitoring Card for a period of behaviour monitoring.
- ✓ Behaviour Plan put into place, if required.

Appendix 2 – Managing Behaviour – The St Luke’s Way Flow Chart (KS2)



LIVE LIFE IN ALL
ITS FULLNESS

John 10:10

Potential Natural Consequences:

- Speaking to adult at start of break or lunchtime.
- Breakdown of friendship group.
- Removal from group task.
- Tidying up their mess.

Potential consequences:

- Agreed minutes off break / lunchtime spent
- Agreed lunchtime football/activity session(s) missed.
- Unable to represent the school at an event.
- Loss of responsibility within school for agreed time.

- ✓ Positive and secure pupil- adult relationships built through epistemic trust.
- ✓ Predictable and secure environments.
- ✓ Trackit Lights monitoring positive demonstrations of The St. Luke’s Way and tracking warnings/negative behaviours
- ✓ No shouting

Managing low level behaviour.

Step 1 - 1st warning (discrete - in the classroom) - values in action scripted reminder of the St Luke’s way & positive affirmations.

Step 2 - Trackit Light Amber

2nd warning (discrete - outside the classroom/ away from peers if appropriate) - quick conversation between child/ren and class teacher.

e.g. ‘You are not showing the St Luke’s Way by...’. This should include a positive affirmation and a reminder of reflection time/ possibility of removal from classroom.

Step 3 - Trackit Light Red

Reflection Time + parents informed (same day). Further consequences discussed during reflection.

If required - child can be removed from class to complete work in a shared space or other classroom.

Step 4

If escalating further, seek support from member of SLT.

Step 5 - children needing additional support and/or a tailored approach to behaviour:

- ✓ Behaviour surgery
- ✓ SENDCo support
- ✓ Pastoral support
- ✓ Meeting with parents
- ✓ The St Luke’s Way Monitoring Card for a period of behaviour

Appendix 3

Re-integration Meeting Form

Child's Name:.....

Date of Meeting:.....

Present:.....

Exclusion type / length:

Before we start:	Outline of concerns moving forward:	School response:	Important Documents:	Discussion and Comments from Parents:
<i>Reason for exclusion discussed</i>	<i>Concerns relating to education and safety of self and others</i>	<i>What the school will do</i>	<i>e.g. CP plan, EHCP, IEP, behaviour plan, care plan etc</i>	<i>Parental response, comments and concerns</i>