SKERTON ST LUKE'S CE VA PRIMARY SCHOOL

Live, Learn, Thrive;
Love God, Love each other

POLICY FOR

POSITIVE BEHAVIOUR

Reviewed: Autumn 2026
Review Due: Autumn 2027

School Christian Values

WISDOM – RESPECT- PERSEVERANCE – ASPIRATION – SERVICE - JUSTICE

Bible Reference

Luke 10: 27 'Love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind. Love your neighbour as yourself'

Policy References

This policy is written with reference to the following school policies:

- Safeguarding & Child Protection Policy
- Health and Safety Policy
- SEND Policy
- Mobile Phone Policy

Most of these policies are available on the school website. In addition, copies of the following policies are available, on request, from the school office.

INVESTORS IN PEOPLE
Healthy School
THE DIOCESE OF BLACKBURN
ACTIVEMARK 2008
2003 school achievement award

INTRODUCTION

Skerton St Luke's C E Primary School promotes a positive approach to all aspects of behaviour. We live our chosen Bible passage 'Love your neighbour as yourself' Luke 10:27. We recognise that expectations of behaviour must be realistic and consistent. Our school ethos is focussed on developing positive relationships between staff and children within a framework of high expectations and consistent routines and boundaries, which are well defined and understood by all.

Our school values are:

WISDOM RESPECT PERSEVERANCE ASPIRATION SERVICE JUSTICE

We teach love and respect for God, ourselves and each other. All pupils are encouraged to develop a sense of responsibility and self-regulation from an early age through our planned curriculum, pastoral support as well as through the everyday incidental opportunities that naturally arise. We see teaching good behaviour as key to our curriculum as much as any of the core subjects.

At Skerton St Luke's CE School, we recognise that good discipline and behaviour is a whole school responsibility and therefore requires the support and cooperation of all members of our community. We understand that behaviour is a form of communication of an unmet need. Beneath every behaviour is an emotion with the behaviour being the part we can see. We teach our pupils that emotions are normal and natural but we can learn how we behave following experiencing any emotion. We believe that fostering a nurturing ethos and strong positive relationships are key to this. In this policy, we outline how we ensure we take a fair and consistent approach to positive behaviour management, centred on a restorative approach. Whilst providing a universal scaffold in this policy, we also recognise that individual pupils may need more bespoke support to meet their needs.

AIMS

- To ensure the safety and well being of all pupils, staff, governors and visitors.
- To promote equal opportunities in both learning and personal development so all at Skerton St Luke's can thrive flourish
- To promote a positive, nurturing and restorative ethos in the school.
- To teach and promote mutual respect between all members of the school community
- To ensure a calm atmosphere in which effective learning and teaching can take place
- To foster an environment where all gain in confidence and foster pride in personal and whole school achievements.
- To foster the acquisition of self-regulation, responsibility and accountability.
- To ensure that all are aware that actions and choices have consequences.
- To allow pupils and staff to develop and demonstrate positive abilities and attitudes.
- To 'Love your neighbour as yourself.' Luke 10:27

EXPECTATIONS

Our Take Care Rules promote children to take ownership and responsibility (at an age-appropriate level) for the way they interact with others and their surroundings.

There are 5 TAKE CARE rules:

- TAKE CARE of yourself
- TAKE CARE of others
- TAKE CARE of your learning
- TAKE CARE of your school, your community and your world
- TAKE CARE of your future

These are displayed in all classroom in a child-friendly poster. Children with additional needs may require their own copy of the Take Care rules for easy reference. The TAKE CARE rules have been designed to dovetail into our school values:

We take care of ourselves because we value…	WISDOM
We take care of each other because we value…	RESPECT
We take care of our learning because we value…	PERSEVERANCE
We take care of future because we value…	ASPIRATION
We take care of school community and world because we value…	SERVCE and JUSTCE

This links really well with our Christian ethos and give us all a clear steer to the skills that we want to develop in our pupils (as indeed ourselves as adults) that will equip them well for life.

Mobile phone use in school

It is a school expectation that pupils should not bring mobile phones or smart watches into school, even on social events such as school discos. Where parents deem it necessary for mobile phones to be carried, they must be handed in to the school office at the start of the day and stored securely until home time. Written permission must be given by parents for children to bring phones into m school. School take no responsibility for loss or damage of smart technology (inc. watches or phones) brought into school.

ETHOS

A whole school approach to positive behaviour management and the restorative approach in evident in whole school commitment to the 'Zones of Regulation'. All Staff are trained in the Zones of Regulation and are encouraged to follow the principles of helping children to recognise and then regulate their own emotions and their behaviour. Staff work with pupils and their families, where appropriate, to support the implementation of the zones.

See Appendix 1 for more information related to Zones of Regulation.

IN THE CLASSROOM

Class rules and responsibilities are agreed at the start of the school year and displayed prominently in class. These will be revisited regularly (at least once a term, where expectations are reset). Support is valued and expected from everyone in the school community to promote the qualities of tolerance, politeness, good manners and respect for others and their property. Good behaviour is rewarded. Inappropriate behaviour is identified and addressed quickly so that children get the support and encouragement they need to adapt and grow. Understanding and managing feelings and emotions are taught through the PSHE curriculum, Zones of Regulation, class topics, the use of PSHE, Kidsafe and in Worship sessions.

IN THE PLAYGROUND/FIELD

All are expected to follow our Take Care Rules at breaktimes as in lessons. Children are expected to go outside at break/lunchtime as soon as they have left their classroom or the toilet. All children must ask permission of the teacher on duty/lunchtime supervisor to go to the toilet once outside. Coats or belongings should be kept with the child outside until the end of break/lunchtime.

At lunchtime children are expected to respect the authority of our lunchtime organisers. Children should display good eating habits/manners. Lunch boxes should be returned to designated places. If first aid is required the child should be taken to a member of staff who will be equip to provide first aid on the spot.

All lunchtime staff should encourage appropriate behaviour through dinnertime and tackle children who choose to act in an unacceptable way. Lunchtime organisers may opt to use a range of any of the following sanctions:

- Intervention before the event of any inappropriate behaviour is always preferable and an excellent strategy to use.
- 1-1/group discussion
- walk around with the lunchtime organiser for a set time discussing expectation and appropriate behaviours.
- A serious incident should be reported to the senior lunchtime organiser immediately, who will bring the child into school.

HOW DO WE RECOGNISE, REINFORCE AND REWARD POSITIVE AND APPROPRIATE BEHAVIOUR?

At St Luke's we balance defined, high expectations with positive rewards to recognise when those expectation have been met. When staff are particularly pleased with a child, group or class, there are a range of strategies used, including:

- Verbal praise
- Dojo points
- Star of the Week certificate – 1 pupil from each class each week nominated for exceptional work or achievements during the week.
- Discussion with parent and/or postcard home
- Letters home.
- Headteacher Awards
- St Luke's Take Care Champion - 1 pupil nominated for following the Take care Rules that week

POSITIVE TOUCH IN THE CONTEXT OF POSITIVE BEHAVIOUR SUPPORT

What is Positive Touch?

Positive touch refers to physical contact used appropriately to comfort, reassure, or guide students in a way that promotes emotional wellbeing and positive behaviour. This may include:

- A hand on the shoulder for reassurance
- A high-five to celebrate success
- Holding a young child's hand to guide or calm them
- A supportive pat on the back
- Comforting a distressed student (e.g. gentle side hug with consent)

Such contact is always **non-intrusive, age-appropriate**, and **clearly for the benefit of the child**.

Why Positive Touch Matters

- Children, especially in early years and primary settings, may seek appropriate physical reassurance during moments of distress or regulation.
- Touch can help calm heightened emotional states, support regulation, and build trusting relationships.
- Positive touch can model caring and respectful human interaction.

Guiding Principles

All staff must ensure that any positive touch:

- **Is in the best interest of the student**
- **Is age, developmental, and context-appropriate**
- **Respects the student's boundaries and cues** (verbal and non-verbal)
- **Is never used as punishment, control, or out of frustration**
- **Is culturally sensitive and inclusive**

Wherever possible, **verbal reassurance should be used first**, and positive touch should follow only if it is appropriate and welcomed.

Staff Expectations

- Staff must use **professional judgment** and be aware of how their actions may be perceived.
- Staff must never force physical contact or ignore signs of discomfort from the student.
- Any use of touch that may be open to misinterpretation (e.g. in calming a distressed child) should be **brief**, **explained**, and ideally witnessed.
- Staff should **record and report** any instance where positive touch is used in response to a significant behavioural or emotional incident.

When Positive Touch Is Not Appropriate

- If the student objects to physical contact
- In moments of high distress where touch could escalate the situation
- With students who have a **history of trauma**, unless part of a planned, agreed strategy
- As a substitute for de-escalation techniques, communication, or emotional support

Training and Safeguarding

Safeguarding always takes precedence. Staff must make dynamic risk assessment judgements to mitigate any risks to safety within the school environment. All staff have been recently trained in CPI verbal intervention strategies. The purpose of the CPI programme is to foster a culture of safety within our school, with a focus on recognising, preventing and positively managing crisis behaviours. The SLT have been trained to the level including safety interventions (see below).

HOW DO WE MANAGE AND MODIFY INAPPROPRIATE BEHAVIOURS?

Behaviour at Skerton St Luke's is mostly good due to the hard work of all in applying our positive approach to behaviour management. However, occasionally, some pupils may stray outside of our expectations which is where a kind, compassionate and understanding approach to restoration is most important. *Examples of behaviours sitting at each level are listed in Appendix 2.*

Consequences

In all instances of misbehaviour, staff have been trained to take a restorative approach in their approach to resolving the issue. This means that we:

- ✓ Have high, but realistic, expectations for all children
- ✓ Know that children need to feel safe
- ✓ Recognise the emotions that sit beneath behaviour
- ✓ Recognise that being able to self-regulate is a skill that must be explicitly taught, modelled and practised
- ✓ Teach children how to co-regulate and then to self-regulate
- ✓ Recognise that children make mistakes and they are learning how to behave positively just as they are learning in any formal curriculum subject
- ✓ See any mistake as a teachable moment
- ✓ Teach the children to be aware of how their actions may impact others
- ✓ Allows children affected by negative behaviours to explore their response and experience positive resolution
- ✓ USE the Zones of Regulation tools to provide space and time for the child to show when they are ready to discuss the issue

As a result, when practised and embedded over time, the restorative approach changes the neurological processes in how children think and improves their ability to recognise and respond positively to the emotions they feel. Stable relationships are fostered built on mutual trust and respect. All of this results in occasions of misbehaviour reducing.

In all instances, staff will always be specific and clear about which part of the behaviour was inappropriate and why. This should be closely linked in to the language of the Take Care Rules.

Some children may not be able to follow the same expectations outline in this universal response and may need a personalised plan to support their behaviour. In these instances, the bespoke support will be detailed in their IEP (Individual Education Plan) or in an Individual Support & Safety Plan. This will outline their personal behaviour targets and support for staff in how any behavioural incidents should be addressed.

Low-level behaviours

If pupils exhibit low-level, disruptive behaviour, the following process will be followed:

1. Children will be given a first reminder that clearly reminds pupils of school's expectation for learning

2. If the behaviour does not improve, the children will be given a second and final reminder, from classroom staff, that again restates behavioural expectation but always makes clear that if they continue, they will have to reflect on their behaviour with the teacher. An individual Behaviour expectation card to be placed on the child's desk to encourage self-regulation.
3. If the behaviour does not improve, the children should be made aware that the teacher and child will reflect on this during the next break time. This should not last more than 5 minutes to ensure that children receive an appropriate amount of playtime for a brain break.

It is up to teachers to individually decide how to record the reminders, though this should not be in a way that might shame pupils. The start of a new lesson, after a break time, will signal a fresh start for all children.

Where possible, the child should be support to regulate within their classroom but, where this is not possible, the Zones of Regulation chairs in the corridors may be used. The children may collect a 'tray' of supporting objects from the Swannery to help them regulate. Once the child is calm, the children will be supported to respond to and reflect on the incident, using the widget support tool to scaffold their processing and learning, where necessary.

At St Luke's, we believe every child is learning and growing in wisdom, character and faith. Mistakes are part of learning, and we see them as opportunities for reflection, forgiveness, and growth. Our behaviour reflection books, placed outside classrooms, provide children with a calm space to pause and think.

They are guided to consider:

- What happened?
- Who has been affected?
- How can I put things right?
- What will I choose to do next time?

This practice reflects Jesus' teaching: "Love your neighbour as yourself" (Mark 12:31). We encourage children to show love, kindness, and respect towards others, and also to treat themselves with care and forgiveness.

By taking time to reflect, children learn responsibility, practice reconciliation, and strengthen the loving, respectful relationships that are at the heart of our St Luke's community.

Should the behaviour continue, it is at a teacher's discretion to send the pupil to the Key Stage Lead, or other SLT, in their absence for a more formal reminder of expectations.

Teachers will update parents/ carers and log behaviour on CPOMS, when:

- The child has spent time with the Key Stage Lead
- The child has needed 2 'reflection' times within a day or 4 across the week as this may indicate that more bespoke support is required

Teachers will seek the support of the SLT and Pastoral Team in the case of noticed repeating patterns of low-level behaviour, where internal or external referrals may be considered.

Serious or persistent misbehaviour

Any behaviour which is deemed to be a serious nature requires immediate action by members of staff at the appropriate level. If behaviour is not addressed, then the member of staff is condoning the behaviour and it is likely to occur again. Parents should be informed in a timely manner of any serious incidents that have occurred in school. In all instances, the class teacher should consider whether SLT or Pastoral team support is needed.

All serious behavioural issues must be recorded on CPOMS.

EXTREME OR VIOLENT BEHAVIOUR

The first duty of all staff members is of care. We feel that, at St Luke's, we strive to develop the whole child. Appropriate and acceptable behaviours and work done on cause and consequences are valued highly within school and the wider community. As a staff team, we are trained in CPI Verbal and Safety Interventions which foster a culture of safety and prioritise de-escalation techniques.

We also accept though, that despite following the CPI approach and using sound preventative and pro-active strategies being used, there may be occasions when reactive strategies may still be needed when dealing with pupils displaying overtly challenging or violent behaviour.

Due to the volatile nature of the situation, a dynamic risk assessment should be conducted by the most senior member of staff available with consideration given to:

- Keeping the child/ren themselves safe
- Keeping other people around them safe
- Medical attention needed
- Getting support from a member of SLT

Safety interventions should only be used to prevent a child from harming themselves or others or from damaging property that might pose a risk to personal safety. Restraint should involve minimum reasonable force and should seek to avoid injury. Staff should not attempt to use safety interventions with a child if they are likely to put themselves at risk. Any incident involving physical restraint must be fully documented on CPOMs and on the Safety Intervention Log, as well as communicated promptly to parents. The incident will be investigated in a calm atmosphere – usually after a 'cooling off' period for all involved.

ABUSE OF STAFF

The headteacher has the responsibility of supporting staff in the reasonable exercise of their duties. Verbal/physical abuse towards any staff member will be taken seriously.

The headteacher will make final decisions relating to sanctions, including exclusion. A consistent and fair approach will be taken though consideration will be given to the seriousness of the incident, previous conduct and the commitment to accessing support to make positive changes.

Parents or carers, who are unhappy about the decision of the Headteacher, may make a formal complaint or appeal the exclusion (if permanent). Information on how to make a formal complaint can be found on our school website: https://www.skertonstlukes.lancs.sch.uk/our-school/complaints Information on appealing a permanent exclusion is provided within the formal notification letter.

EXCLUSIONS

We follow the DfE Guidance on Suspension and Permanent Exclusion.

At our school, exclusions may take the form of:

- Internal exclusion (where the pupil works in a different area of the school for a number of sessions or days, away from their classmates but always supervised)
- Fixed term external exclusion (a number of sessions or days in which the pupil may not attend school)
- Permanent external exclusion (where a pupil may not return to learning at our school)

The power to exclude a pupil from school may be exercised only by the Headteacher. Careful consideration will be given to the use of any exclusions as some pupils may try to use this to their own advantage and may be at risk when out of school. During the period of an external exclusion, the legal responsibility for the pupil rests with the parent/guardian.

After a period of fixed-term exclusions, welcome back or reintegration meetings are held with the child.

The decision to exclude a pupil permanently should only be taken:

• in response to a serious breach or persistent breaches of the school's behaviour policy; and
• where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

This decision is never taken lightly and the Headteacher will ensure that, where foreseeable, support measures are put into place and other options, such as managed moves, have been explored.

Debarment from midday break

"Debarment" in this case usually means exclusion from school during the midday break and is only used in few cases and after careful consideration. It is logged as a half-day suspension.

The Headteacher has the duty to ensure the safety and discipline of all pupils while they are on the school premises. If a child puts themselves and others at risk or consistently acts in an inappropriate way then this sanction may have to be enforced. It will be for a fixed period. Before the child is accepted back into the family of our school the parent/guardian will have visited the Headteacher to talk through the inappropriate behaviours, and will have signed our Code of Conduct contract. The child will be given a 'mentor' – a member of staff who will monitor and discuss with the child any on-going problems. Full details of definitions and procedures relating to exclusions are contained within LA guidelines.

Untolerated Conduct at our school

CHILD-ON-CHILD ABUSE

Incidents of child-on-child abuse may range from name calling, hurting or sexual harassment. This may include:

- Sexual comments, such as sexual stories, lewd comments, sexual remarks about clothes and appearance, and sexualised name-calling.
- Sexual "jokes" and taunting.
- Physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes, and displaying images of a sexual nature.
- Online sexual harassment, which may be standalone or part of a wider pattern of sexual harassment and/or sexual violence. This includes:
  - The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
  - Sharing unwanted explicit content.
  - Upskirting
  - Sexualised online bullying.
  - Unwanted sexual comments and messages, including on social media.
  - Sexual exploitation, coercion, and threats.

Pupils are encouraged to report these incidents in line with Policy for Child Protection and Safeguarding.

Skerton St Luke's CE School 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.

BULLYING INCIDENTS

Refer to School Policy on Anti Bullying.

RACIAL OR OTHER DISCRIMINATORY INCIDENTS

Discrimination, by any protected characteristic, is not tolerated at our school and any incidents are taken seriously. All incidences will be logged on CPOMS and any racial incidents will be reported to Lancashire County Council. In the wider context, as in our anti-bullying policy, the first target to reach is that of prevention before the event. Whole school, class worship and PSHE lessons tackle this in a pro-active way.

Summary

Maintaining high standards in pupil conduct is important to us as this is how we enable all of our pupils to feel that they belong and are safe and valued. By creating a culture in which safety is key, all pupils can achieve and thrive.

Appendix 1

Zones of Regulation

The Zones of Regulation is a conceptual framework used to teach students self-regulation and self-control. According to the book Zones of Regulation by Leah M. Kuypers, creating this type of system to categorize the complex feelings and states students experience improves their ability to recognize and communicate how they're feeling in a safe, non-judgmental way.

This curriculum teaches students to use strategies or tools to help them move between zones. The Zones of Regulation categorizes states of alertness and emotions into four coloured zones. It is important to know that it's fine for students to experience all of these emotions while they're at school. There is no bad zone, but it is important to learn and use strategies that would help students get to their Green Zone.

What are the Zones of Regulation?

The **Blue** Zone:
The Blue Zone is used to describe low states of alertness, such as when one feels sad, tired, sick, or bored. This is when one's body and/or brain is moving slowly or sluggishly.

The **Green** Zone:
The Green Zone is used to describe a regulated state of alertness. A person may be described as calm, happy, focused, or content when in the Green Zone. This is the zone students generally need to be in for schoolwork and for being social. Being in the Green Zone shows control.

The **Yellow** Zone:
The Yellow Zone is also used to describe a heightened state of alertness; however, a person has some control when in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, nervousness, confusion, and many more slightly elevated emotions and states when in the Yellow Zone (such as wiggly, squirmy, or sensory seeking). The Yellow Zone is starting to lose some control.

The **Red** Zone:
The Red Zone is used to describe extremely heightened states of alertness or very intense feelings. A person may be experiencing anger, rage, explosive behaviour, panic, terror, or elation when in the Red Zone. Being in the Red Zone can best be explained by not being in control of one's body.

Appendix 2

Examples of types of pupil behaviour and where they may ordinarily sit in terms of school response. This list contains examples but is not exhaustive and individual context will be used to help inform staff of the more appropriate route to taker to successfully modify and improve behaviour.

Behaviour	Examples (not exhaustive or restrictive)	Sanction/s
Low-level behaviours	Talking in class at inappropriate times Calling out at in inappropriate times Moving around during carpet/ introduction time Disturbing the learning of others Throwing things around the classroom Running in the classroom or in corridors	Reminders and reflection time Discussion with SLT
Serious behaviour	Telling lies Swearing Consistently disruptive classroom behaviours without improvement Bullying Child-on-child abuse Racial incidents	Reminders and reflection time Discussion with SLT Individual Support & Safety Plans
Violent behaviour	Verbal threats to other children or staff Physical intimidation of other children or staff Hitting, kicking or punching other children or staff Bullying Child-on-child abuse	Individual Support & Safety Plans Individual breaktimes Debarment from lunch
Internal exclusion	These three serious sanctions may be used by the Headteacher when a child's behaviour has become a serious concern because there is a risk to their own safety or wellbeing, that of others in school or risk to property. This could be a one-off incident or a series of small ones, without any sign of commitment to improvement.	Learning outside of the classroom
Fixed-term exclusion		Time away from school
Permanent exclusion		Change of school placement