

Behaviour & Anti- Bullying Policy

Date of approval: October 2023

Review date: October 2024



Educating through faith, hope and love.

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1. Aims

St Luke's Church of England School is a school for the whole community. Our vision has Jesus' promise "*I came to give life—life in all its fullness*" at its heart (John 10:10). We believe that all children deserve an education of the highest quality in order to flourish and enjoy a life filled with meaning and purpose. Our children combine a care for others with a love for learning, and an appreciation of the importance of spiritual, mental and physical well-being.

At St Luke's CE School, staff, parents and children work together to create a happy and caring learning environment with high expectations and standards of behaviour. In our school, clear and consistently reinforced boundaries provide a framework for school to be a just place where adults and children are treated fairly. Behaviour which is disruptive or detrimental to others will always be dealt with firmly but with compassion and forgiveness.

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:



- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#). Paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in shared spaces between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Disregard of our school Golden Rules
- Attitudes towards staff or peers which display disregard for our core Christian Values of Faith, Hope and Love.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any items which a staff member 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)



4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome, marginalised and excluded, powerless or worthless. It is focused on a particular characteristic and may include taunts, gestures, graffiti or physical abuse.
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching.
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing.
Cyber-bullying	Cyber-bullying can occur in and outside school. Because it is 'virtual bullying', it can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward on content. Cyber-bullying takes place online, such as through social networking sites, messaging apps or gaming sites



4.1 Vulnerable Groups

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Children with caring responsibilities
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are perceived to be gay, lesbian, bisexual or transsexual
- Those suffering from health problems, including mental health issues.

4.2 Signs of Bullying

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

- **Physical:** unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.
- **Emotional:** losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.
- **Behavioural:** asking to be taken to school, anxiety around lunchtimes, taking longer to get home, asking for (more) money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

4.3 Bullying Prevention

Preventing and raising awareness of bullying is essential in spreading the message that in St Luke's CE School, bullying is neither acceptable nor tolerated.

Through pupils following the Golden Rules (see below), and staff reinforcing them, our intention is to create an environment where bullying cannot flourish.

Through assemblies, as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying (such as two friends falling out, or a one-off argument). We adapt the Anti-Bullying Alliance resources to raise awareness during the national annual Anti-bullying Week.

E-safety is an important part of the Curriculum and information for parents is included in newsletters and on the school's website. E-safety workshops (in person or online) are held to raise parents' awareness of cyber-bullying. Pupils are overtly taught to tell an adult in school if they are concerned that someone is being bullied.



4.4 Listening to children

In line with our Safeguarding and Child Protection Policy, it is important that children are and feel that they are listened to when discussing or disclosing any potential incidents of bullying. Should a child disclose an incident of bullying, staff should:

- Listen to the child
- Take them seriously
- Show empathy
- Let the child know it's not their fault
- Avoid stereotypes
- Reassure them they were right to tell you
- Follow our procedures for reporting concerns

Staff must remember that bullying can have a huge negative impact on children – in the short and long term and must

- be on the lookout for signs of bullying, and be aware of who might be more vulnerable
- report any concerns they have
- take prejudice-based bullying seriously and listen to children affected by it

4.5 Responding to Bullying

All cases of alleged bullying should be reported to the SLT.

In any case of alleged bullying, either the class teacher, the Headteacher, or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.

If the allegation of bullying is upheld, the Headteacher (or senior leader) should seek to use a restorative approach with the perpetrator(s) and victim(s) together. The consequences of their actions on the victim(s) should be fully explained to the perpetrator(s). Both parties should be clear that a repeat of these behaviours will not be acceptable.

All bullying incidents must be recorded. Parents of both parties should be informed.

If the situation does not improve, the Headteacher (or senior leader) should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and punitive sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped. The police will be informed if necessary. All incidents of bullying must be reported by the school to the Governing Body.



5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing and approving this Behaviour Policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

Pupils are expected to show respect to members of staff, each other and school property in line with our core Christian values of faith, hope and love.

Our starting point for acceptable behaviour is always our overarching golden rule *"So in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets."* Matthew 7:12.

To help us achieve this we expect all pupils to follow the school's 'Golden Rules':



*We care for each other
We try our best
We listen to each other
We are honest
We look after our school*

The same high expectations are set for the adult members of the St Luke's CE School community, and are outlined in the staff code of conduct which can be found within the SLS Staff Handbook.

7. Rewards and sanctions

7.1 List of rewards and sanctions

Ways that positive behaviour will be rewarded include:

- Verbal or written praise
- Moving up the class Rainbow Behaviour Chart
- Housepoints
- Golden Certificates
- Christian Value nominations
- Special responsibilities
- Informal mentions to parents or carers

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reminder
- Time out in class in order to reflect on negative behaviour and make a new start
- Time out in another class in order to reflect on negative behaviour and make a new start
- Expecting work to be completed at break or lunchtime
- Referring the pupil to a senior member of staff
- Recording the incident in the class behaviour log and completion of a reflection sheet
- Phone calls home to parents

(See Appendix 2: 3 levels of responses to behaviour).

7.2 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.

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

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 and 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 the St Luke's CE School Child Protection and Safeguarding policy for more information. This policy can be found on the school website or a paper copy can be requested from the school office.

7.3 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site while wearing the St Luke's CE School uniform. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from any school-organised or school-related activity
- Representing the school (e.g. sports matches or concerts)

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).



7.4 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation needs help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

For more information on responding to allegations of abuse against staff or other pupils., please refer to the following St Luke's CE policies:

- Child Protection and Safeguarding policy
- Allegations against staff policy

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement



8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 5 for a behaviour log)

8.3 Confiscation

Any prohibited items (weapons, alcohol, tobacco or vaping products, indecent images) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

8.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or



being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings with each other so that pupils can make a positive start with their new teacher.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues will be transferred to relevant staff at the start of the term or year.

10. Training

Our staff are expected to read, be familiar with and agree to all relevant policies, including the behaviour policy, as part of their induction process.

Behaviour management will also form part of continuing professional development.

Staff training is logged in the school office.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and governing body annually. At each review, the policy will be approved by the headteacher.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Anti-bullying policy
- Allegations against staff policy

13. Additional behaviour documents

Appendix 1: written statement of behaviour principles

Appendix 2: 3 levels of response to behaviour

Appendix 3: rainbow behaviour chart

Appendix 4: reflection sheet



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Appendix 5: behaviour log



Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.



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3 Levels of Response to Behaviour

	Examples of unwanted behaviours	Example teacher response
Level 1		
	Running in school Wasting time out of class e.g. toilet Disturbing others by interrupting or chatting Grabbing or snatching from other children Inappropriate behaviour in assembly or in dining hall One off incidents of teasing or name calling Not listening to adults or each other Throwing rubbish on the floor Calling out Not being on task or delay in starting work Swinging on chair or not sitting sensibly on the carpet Sulky attitude or rudeness Disregard for school equipment	Praise someone who is doing what they should Ask them a question (distract them) Ask if they need help Say name or redirect Stand near them or move them nearer to you Take away object if distracting them Verbal warning or reminder Move name on class behaviour chart Appropriate ignoring/praise/reward others Modelling what to do Reminder of class rules Visual prompts or reminders Time out in class Conversation with parent/carer
Level 2		
	Persistent Level 1 behaviours Refusal to do as asked/ non-co-operation Rough/inappropriate play Kicking, pinching, hitting, hurting others Swearing Taking things that don't belong to you Inappropriate behaviour on a trip/visit Mimicry of staff member Rude remarks about others Getting up and leaving class without permission	Reminder of class rules and explanation of what the expectations of behaviour are Finish work at playtime (supervised by teacher) Move name on class behaviour chart Missed privileges Time out in another class Personal behaviour chart with targets Conversation with parent/carer and SLT Phone call home to parent/carer by SLT Meeting with parent to set behaviour targets Discussion with child explaining consequences
Level 3		
	Fighting Stealing personal property Hurting, threatening or swearing at staff Threatening others with intent Possession or using an offensive weapon ABH & GBH Causing serious damage/vandalism Spitting Racist remarks or other prejudiced remarks with	Discussion with child explaining consequences Letter and incident form sent home to parent/carer followed up by conversation with parent and SLT Send to another teacher with work (internal exclusion) Missed playtime with Head of School Exclusion 1-3 days Permanent exclusion Inform police if appropriate



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intent Bullying	
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Reflection Sheet

Date:

At St Luke's CE School, we follow one main overarching rule from the Bible. *'Treat others as you would like to be treated yourself'*.

We show this through the Golden Rules that we follow every day.

Today there was a serious incident.

What happened today?

Which Golden Rule did I break?

1. We try our best.
2. We care for each other.
3. We are honest.
4. We look after our school.
5. We listen to each other.

What should I do next time?



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Name of child:

Name of adult:

SLS Behaviour Chart





BEHAVIOUR POLICY

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Behaviour Log for serious incidents

PUPIL'S NAME:	
NAME OF STAFF MEMBER REPORTING THE INCIDENT:	
DATE:	
WHERE DID THE INCIDENT TAKE PLACE?	
WHEN DID THE INCIDENT TAKE PLACE? (BEFORE SCHOOL, AFTER SCHOOL, LUNCHTIME, BREAK TIME)	
WHAT HAPPENED?	
WHO WAS INVOLVED?	
WHAT ACTIONS WERE TAKEN, INCLUDING ANY SANCTIONS?	



BEHAVIOUR POLICY

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PUPIL'S NAME:

IS ANY FOLLOW-UP ACTION
NEEDED? IF SO, GIVE
DETAILS

PEOPLE INFORMED OF THE
INCIDENT (STAFF,
GOVERNORS, PARENTS,
POLICE):



BEHAVIOUR POLICY

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Complaints Procedure

If anyone in the school community feels that this policy is not being followed then they should raise the matter first with the Headteacher and, if concerns persists, with the Chair of Governors who will facilitate the appropriate action, which may include an investigation. If there is a formal complaint, then the school's complaints procedure will be followed.

Copies of this policy will be available in the staff handbook, from the school office and on the school website.

This policy has been agreed by the Headteacher and the Governing Body.

Headteacher signature: _____ Print name: _____

Date: _____

Chair of Governors' signature: _____ Print name: _____

Date: _____