



School Culture, Relationships and Behaviour Policy 2026-27

Approved by:	Headteacher
Last reviewed :	July 2026
Next review due:	July 2027

We have a restorative, rather than a reactive, approach to our children's behaviour.

Our positive approach will see all adults identifying any concerns and issues that children may have before they could escalate into bigger issues.

This approach allows all children to reach their full potential and flourish during their time with us at St Luke's.

'Your beginning will seem so small, since your future will flourish – Job 8:7'

Our School Rules

Ready

Respectful

Safe

Ready

- Show a determination to do my best,
- Push myself to be the best I can be,
- Be ready to learn every day,
- Always wear the correct and smart uniform,
- Come to school on time.

Respectful

- Listen carefully when a teacher or another pupil is talking,
- Speak respectfully to your peers and adults in the school,
- Use good manners and be kind to others at all times,
- Keep the school tidy and litter free.

Safe

- Do not run inside school,
- Do all you can to promote equality and fairness,
- Act as positive role model to others,
- Keep your hands and feet to yourself,
- Think before you speak out.

The Start of the Day

The school doors will be opened by a member of SLT/Pastoral team from 8.35am (Year 1-5). In the Y6 Base the class teacher will be there to greet the children. Reception class teachers will receive children at their entrance doors to support transition into school.

- Children will come into their classrooms.
- The class teacher will be waiting at the door to greet the child with a hello, wave, high five (or whatever the child feels comfortable with) and an open-ended question, such as, *"How are you today?" "Did you have a good evening?"* etc....
- Children will find their own *'Zone of Regulation'*.

- Children will complete an activity as they settle into their class - this will differ daily/ weekly and may include name writing, phonics activities, spelling practice, arithmetic quizzes and times table challenges.
- Support staff will be on hand to read with children and do interventions if necessary.
- During registration, support staff will address the *Zones of Regulation* and check in with any children who have identified as being on red, blue or yellow.
- If it's something that can be addressed within class then this will be actioned, if not, a member of the Pastoral team will be made aware and will intervene at some point within the school day.

This approach means that children have opportunities to share any good news or issues they may have with their class teacher before registration takes place.

Zones of Regulation

A critical aspect of this curriculum is that all team members know and understand *The Zones* language. This creates a comfortable and supportive environment for children to practice their self-regulation skills. It also helps the child learn the skills quickly and be more likely to then apply them in many situations. It is important to note that everyone experiences all the *Zones* at some point and that the Red and Yellow *Zones* are not the “bad” or “naughty” *Zones*. The *Zones of Regulation* is intended to be neutral and not communicate judgment.

			
BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Relaxed	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control

Positive Praise

As a school, positive praise and rewards are something we feel we do very well! We have a variety of different rewards as outlined below:

- Stickers for immediate reward - both in books and on jumpers.
- House points through class dojo- this will be re-set on a Wednesday and added to children's individual sheets as in previous years.
- Postcards to parents (specifically praising their child) are sent home on a Wednesday.
- Star of the week for both academic/ non- academic achievement issued weekly.
- A chance to share achievements from home.
- Celebration of house points with achievement cards from Bronze to Governor Award.
- Weekly house points tallied and the winning team announced in Celebration Worship.
- ½ termly the winning house team members have extra play / non-uniform day.
- Celebration of attendance targets – class and individual.

Sanctions

- All children begin the day on green.
- Children to be given one verbal warning.
- Children are given a second warning and reminded that they will be given a yellow card if misbehavior persists.
- Continued misbehavior results in a 'yellow card' being issued - this will be marked on a class list kept on the teacher's desk
(There will be no physical chart or card for children as this isolates individuals).
- Children can be given two 'yellow cards' before they are moved onto 'red'.
- If a child is put onto 'red' then they have time away from the class to think about how to rectify their behavior.
- If a child gets a 'red' then parents will be informed.
 - This will be done at the end of the school day when parents collect their child or alternatively after school by telephone.
 - During the discussion / phone call it is important to try and keep a positive relationship with parents by engaging in conversation, First of all by asking about home and how the child is behaving at home/ if there is anything happening to explain the child's change in behaviour and explaining that the child has/ will be spending some time with yourself to discuss their behaviour and how to move forward.
- Behaviour to be recorded into a behaviour log.
- If a child is put onto 'red' then the behaviour needs to be recorded on CPOMS- Sheet to be collected by pastoral lead each week and updated.
- If the child receives more than 5 reds in the space of a half term that child will go on a behaviour plan (see attached). This behaviour plan will be completed by the class teacher and Pastoral lead and shared with parents. If after the half term the child's behaviour makes no improvement they will be referred to the SENDCO for referral for behavioural needs.

Restorative conversation:

- During morning break time or lunch time, the class teacher and child will have a conversation about their behaviour (linking back to *Zones of Regulation*).

"Restorative conversations are a short (5-10 minute) dialogue between two people. Typically, this occurs between a teacher and student; however, it can be used in almost any context including a principal and teacher or staff member. These are intentional conversations that start off positive and give the student or other party the opportunity to reflect some positive things as well. Once the concern or issue is stated then both parties work to figure out how to heal the harm. Afterwards, it's always best to have both parties check in a couple of days or a week later to see how things have changed. "

Transitioning around school:

When entering the school after break and lunch time, the following procedure will be followed:

- All teaching staff to be outside at 10.38am and 12.55pm.
- Once all teaching staff are outside the children will begin to line up with the support of the staff on duty.
- Children will walk in an orderly fashion to their line.

- Children will walk into school keeping to the left in the corridors.
- The first child to reach any internal door will hold it open for the rest of their class.
- When going to assembly, worship hands should be visible as they walk through the corridor and until they are seated.

Children with additional Needs:

- Children who are on the SEND register have a separate plan outlined on their Personal Passports – this plan will be circulated to all staff so they are aware of what to do (including breakfast and after school club staff)

Contact with parents:

- When opening the doors in the morning, any messages from parents can be passed through the leadership team or pastoral team. (Years 1-5).
- If a parent needs to speak to their child's class teacher then they will be encouraged to ring the office to make an appointment or ask the class teacher to ring them back.
- Parents are welcome to speak to teachers at the end of the day, but this can only happen when all the children have been safely dismissed.

Links to other policies

- Anti-bullying policy
- Child Protection and Safeguarding policy
- SEND policy
- Suspension and Exclusion policy
- Mental Health and Wellbeing policy