



St Leonard's Church of England Primary School

Behaviour Policy

Date written/reviewed :	January 2022 September 2023 September 2024
Policy written by:	Dawn Lindley
Ratified by Governors	September 2024
Date of next review:	September 2025

In Jesus' Footsteps, we will grow in grace and knowledge.



This behaviour policy is intended as a framework to enable the pupils at St Leonard's Church of England Primary School to develop within a safe, secure and happy environment and promote a Christian ethos within the school. This is in line with the school's vision and mission:

In Jesus' footsteps, we will grow in grace and knowledge.

*At St Leonard's, children will understand that God's grace is the gift given freely out of unconditional love and that **all** are precious. By following in Jesus' footsteps, with Pupil Promises at the heart of everything we do, we are shaping confident, thoughtful, courageous advocates of the future and growing God's kingdom on Earth. By following Christ's example we "Grow in the grace and knowledge of our Lord and Saviour, Jesus Christ." 2 Peter 3:18*

This policy should be read in conjunction with the latest DfE guidance and the following relevant school policies and procedures;

Safeguarding Policy
Anti-bullying Policy
Acceptable use of ICT
Online Safety Policy
SEND Policy
Home-School Agreement
Equality Policy

Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

Behaviour Principles

The staff and Governors at St. Leonard's C of E Primary School believe that:-

- ✓ a safe, happy, caring and welcoming environment helps to develop self-esteem and promote **expected behaviour, where every child** understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- ✓ relationships here are based on mutual respect and high expectations
- ✓ everyone involved in the school has **rights and responsibilities** and understands that everyone else has **rights and responsibilities** too
- ✓ staff and volunteers set an excellent example to pupils at all times and children, staff and visitors are free from any form of discrimination
- ✓ the behaviour policy should be understood by children and staff, and rewards and sanctions used consistently in line with this behaviour policy.
- ✓ children are helped to take responsibility for their actions
- ✓ *in line with this policy, families are* involved in behaviour incidents to foster good relationships and partnerships between the school and children's home life
- ✓ *in line with this policy, which outlines the processes involved, exclusions are only used as a last resort when necessary.*
- ✓ positive praise and rewards are highly effective in encouraging good behaviour choices.
- ✓ wrong behaviour choices can be turned around and mistakes can be put right, in line with our restorative practices.

Aims

- To provide a caring and safe environment in which everyone feels valued
- To foster positive caring attitudes towards one another and the environment
- To acknowledge that each and every person who joins our school community has a part to play and that each person's strengths will be valued and celebrated
- To ensure we listen with care to one another's views and opinions and value them
- To provide a time and space for reflection for individuals to consider their actions
- To respond in a polite and thoughtful manner to one another

Our St Leonard's Pedagogical Approach

At St Leonard's we believe in the importance of supporting, guiding and teaching our pupils to understand themselves and the actions they take. We believe in the importance of proactive choices and learning, appropriate behaviour is encouraged and developed and not accidental. As such we begin our pedagogical approach in Reception with our Emotion Coaching which continues throughout our school, supported by teaching breathing techniques and the 5-point scale.

Our Emotion Coaching follows these five steps:

Step 1 – validate and reassure

Name the Emotion: say 'It's ok'... 'I can see that you are...' 'I can see how you are feeling...' 'I can see it in your face/hands.'

Step 2 – normalise and empathise

I am with You: say 'I have also felt...' 'I understand / know how you feel.'

Step 3 – share and support

Explore more: say 'What's happened to make you feel...?' 'Why do you feel...?'

Step 4 – scaffold and challenge

Moving on: say 'How can I help?' 'How can we change...?' 'If you feel like this again...' 'How might you put it right...?' 'What are you going to do about this...?' 'What can you do?' 'What might you try...(next time)...?' 'Is that the best way...?'

Step 5 – resolve, restore and enhance resilience

Facilitate and narrate to support conflict resolution.

These steps are used in conjunction with the 'Colour Monster' in EYFS and KS1 (*see Appendix 1 for an example*).

In KS2 this is developed into the use of the Incredible 5-Point Scale (*see Appendix 2 for the posters displayed in our classrooms*).

To support our approach, we practise and encourage the use of our three Breathing Techniques:

Evie Breathing (*our school emotional support dog*)

- Breathe in slowly and as you breathe out stroke Evie from head to paw.

Hot Chocolate Breathing

- Breathe in slowly and smell the delicious chocolate and as you breathe out blow the top gently to cool it down.

Beach Breathing

- Breathe in slowly with your hands on your tummy and then breathe out gently. Feel your hands moving up and down like the sea. The waves rise and they fall and they move gently onto the sand.

Rules and Expectations - The St Leonard's Pupil Promises

In our school, the children have collectively written the Pupil Promises:



Following in Jesus' Footsteps

St Leonard's Pupil Promises

To keep myself safe

To be kind and look after each other

To be honest and respectful

To look after my school and environment

To be the best I can be

These promises are displayed in every classroom and around school, and children are reminded of them often. Every child has signed an agreement with the Head Teacher to promise they will uphold these. These promises are reviewed at least annually to ensure their relevance.

Promoting Positive Behaviour

The following flow chart is displayed within classrooms as a visual reminder of expectations and encourage children to make good choices about their behaviour and conduct.



Gold - Children here will be rewarded for going 'Above and Beyond' with their behaviour for learning, effort and when keeping the Pupil Promises. Eg Head teacher award, certificates, stickers, star of the week etc.



Green - This is the 'neutral' position as it represents what is expected of children at all times. Good behaviour for learning and keeping the Pupil Promises. Good routines and high expectations of behaviour should be upheld by all. Before children move to yellow, a verbal or non-verbal reminder Eg, a gesture for expected behaviour will be given.



Yellow - serves as a visual reminder to support children to keep the Pupil Promise. Clear verbal warning given and reminder that behaviour can and should be turned around.



Orange - Following the yellow warning, this is a playtime or partial playtime missed (up to 15 minutes) at the teacher's discretion. In line with our restorative approach, children will spend some time reflecting on the impact of their behaviour choices and consider how they can learn from this.



Red - Either due to an escalation of poor behaviour choices through the flow chart, or as a direct result of a serious breach of the behaviour policy, a child will spend time with senior leader to reflect on their behaviour choices, and parents may be informed.

Restorative Approach

Following an incident of unacceptable behaviour at orange or red, children are supported to reflect on their choices, considering the context of the incident, exploring what happened prior to the incident, how they and others felt, the decisions they took and the consequences of their actions on others and themselves. Separating unacceptable behaviour from the child is central to this approach, enabling children to be open, honest and explore ways they can put things right and strategies to avoid a repeat of the behaviour. This helps children to take ownership and responsibility, and supports high levels of self-esteem and personal growth.

Our response:

Those affected are invited to share:

1. What has happened.
2. What the impact has been on those involved: i.e. who has been affected and in what ways they have been affected.
3. What needs to happen to put things right or to make things better in the future.

To facilitate such a process requires the ability to:

- establish a respectful rapport with all involved;
- listen and respond calmly, empathically and without interruption or judgement to all sides of an issue;
- inspire a sense of safety and trust;
- encourage people to express their thoughts, feelings and needs appropriately;
- appreciate the impact of people’s thoughts, feelings, beliefs and unmet needs on their behaviours;
- encourage those involved in the problem to find their own solutions.

Consideration of what is being restored?

This depends on the context and on the needs of those involved. What is being restored is often something between the pupils and/or staff involved such as:

- Effective communication;
- Relationship, and even friendship;
- Empathy and understanding for the other’s perspective;
- Respect;
- Understanding the impact of one’s own behaviour on others;

However, something may also be restored within an individual – for example:

- A sense of security;
- Self-confidence;
- Self-respect;
- Dignity.

Attachment Awareness

At St. Leonard’s we chose to be deliberately aware of the needs of all of our children. It is therefore imperative to us that we are Attachment Aware within all of our approaches, prior to, during and after any behavioural responses. All staff consider this important checklist in daily practise:

Attachment Aware Checklist – the 4 S’s of Attachment

SEEN	SAFE	SOOTHED	SECURE
Meet and greet	Providing a safe space in school	Staff to model appropriate behaviour	Developing a sense of belonging
Noticing success	Seating plans	Regular check-ins with key staff members	All students are part of the class
Differentiation	High expectations	Staff in control when students feel on the edge	Predictability
Noticing changes	Staff presence	Talking calmly and quietly	Clear routines
Work on the wall	Positive staff to staff relationships	Maintaining a calm environment	Consistency
Smiling	Mentor/Key person for students	Listening	Calm tone of voice
Eye contact	Challenging inappropriate behaviour	Helping students feel ‘liked’ and valued	Clean slate every lesson
Giving choices	Monitoring unstructured times	Rapport	Building positive relationships
Student voices	Noticing changes to friendships	Not too controlling, using reasoning	Support with friendship issues
Using names	Ensuring routines, predictability and boundaries	Appropriate physical contact	Availability of staff
Noticing body language	Parental engagement	De-escalation techniques	Clear expectations and boundaries
Remembering and mentioning things about them			

Positive Incentives/ Rewards

Behaviour in school is maintained by the use of positive praise and rewards. The following are used as often to reinforce 'good choices'.

- ☺ Smiles and positive non-verbal communication – a simple but effective way to recognise a child is making the right choices
- ☺ Verbal recognition and labelled praise for correct behaviour and / or good effort with work
- ☺ Stickers
- ☺ Positive written comments in pupils' workbooks
- ☺ Sharing achievements with parents – notes home, Twitter, speaking to parents at the end of the school day
- ☺ Showing 'Above and Beyond' class work to the Head Teacher/SLT for praise and stickers
- ☺ Years 1-6: Class Points Reward system – based on class-based target to achieve
- ☺ Head Teacher's Award certificates and stickers
- ☺ Star of the Day – each class chooses a pupil who has shone each day
- ☺ Star cards weekly draw for above and beyond behaviour displaying Christian values – certificates and pencils
- ☺ Class Attendance trophy – presented in worship and displayed in the winning class each week.
- ☺ Lunchtime Legends – presented to each key stage in worship and allows the winning class to receive their lunch first for the whole of the following week.

Managing Unacceptable Behaviour

All staff are aware of their own responsibilities related to managing and promoting positive behaviour, both within and outside of the classroom. Staff recognise that poor behaviour choices are more likely to be made at unstructured times within the day. **All staff** ensure that expectations of behaviour remain high at all times and that children are asked to correct their behaviour and conduct if they make mistakes during these times. An explanation of how the positive behaviour flow chart will be used follows. Lists are not exhaustive, and teacher professional judgement and discretion will be applied on a case by case basis.

Behaviour requiring a Verbal reminder	Behaviour requiring a 1st Warning	Behaviour requiring an Orange Consequence	Behaviour requiring an Red consequence
<p>Lower level behaviours, such as:</p> <p>Being unkind to others e.g. not sharing, excluding other children</p> <p>Being out of seat during lessons</p> <p>Unsafe behaviour eg rocking on a chair</p> <p>Shouting out repeatedly</p> <p>Disrupting learning by intentionally distracting others etc.</p> <p>Pushing other pupils when lining up</p> <p>Running indoors</p> <p>Inappropriate/impolite behaviour at lunchtime</p>	<p>A continuation of any behaviour following the verbal reminder.</p>	<p>A continuation or escalation of any behaviour following a yellow warning.</p>	<p>Serious breaches of the behaviour policy include:</p> <p>A continuation or escalation of behavior following orange consequence</p> <p>Swearing at others</p> <p>Physical Violence towards others</p> <p>Destroying others' belongings or work.</p> <p>Bullying</p> <p>Stealing</p> <p>Use of sexualised language or harmful sexualised behaviour.</p> <p>Leaving the classroom without permission.</p> <p>Deliberately Spitting</p> <p>Homophobia/Racism/Sexism</p> <p>Any behaviour that puts</p>

<p>Refusal to follow adult instructions</p> <p>Arguing with staff</p> <p>Lying to staff/peers</p>			<p>others at immediate risk of harm</p> <p>Physical assault of staff/pupils</p> <p>Absconding from the school premises.</p>
---	--	--	--

Consequences of... A verbal reminder	Consequences of... 1st Warning	Consequences of... Orange	Consequences of... Red
Nothing further.	<p>1:1 restorative conversation and/or repeat of clear expectations.</p>	<p>Miss part of playtime or lunchtime up to 15 minutes at class teacher's discretion.</p> <p>Restorative discussion with member of staff.</p> <p>CPOMS record of behaviour to ensure SLT awareness.</p>	<p>SLT involvement needed</p> <p>CPOMS record of behaviour to ensure SLT awareness,</p> <p>At the discretion of SLT members appropriate to the circumstances of the incident:</p> <p>Red reflection time at Lunchtime and/or further playtimes with a member of SLT</p> <p>Parents may be informed.</p> <p>Consideration as to triggers for behaviours</p> <p>Review of classroom provision to support positive behaviour going forward</p> <p>Individual Behaviour (positive handling) Plan.</p> <p>Additional support if required.</p> <p>Up to half a day internal isolation</p> <p>In the most serious of cases, the Headteacher may Consider suspension</p>

Recognising the impact of SEND on behaviour

The school recognises that a child's behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. These may include:

- Short, planned movement breaks for a child with SEND who finds it difficult to sit still for long.
- Adjusting seating plans
- Time spent with our school dog mentor to support emotional regulation.
- Adjusting uniform expectations and/or resources for a child with sensory issues
- Educating staff and children in understanding neurodiversity such as autism.
- Use of separation spaces within the classroom or nurture room to enable a child to regulate emotions during a moment of sensory overload.

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a child with SEND, the school will take into account:

- Was the child unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a child 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.

We will always work with parents/carers to create the plan and review it on a regular basis.

If a child has an EHCP, the provisions set out in the plan must be secured and the school will co-operate with the local authority and other bodies.

Lunchtime Supervision

Midday supervisors or Teaching Assistants are responsible for the supervision of all pupils during the lunch break and are supported by SLT.

Behaviour at lunchtime is maintained by the use of positive praise and rewards. The same standards of behaviour are expected at lunchtimes/breaktimes as at all other times of the day in school

The following procedures should be used consistently:

- Any adult gives a verbal warning.
- First Warning (as a reminder that this situation can be turned around). This is a time for the child to think about their behaviour. The incident will be fed back to the class staff at the end of lunch
- If the behaviour continues, children may be asked by lunchtime supervisors to 'sit out' of games whilst they have a think. This gives the child the opportunity to reflect and re-join with appropriate behaviour.
- If the behaviour is serious, the child is brought to a member of teaching staff who will address the situation according to the above chart.
- A quality hand-over with the Class Teacher at the end of each lunchtime period ensures information is shared.
- Any incidents will be recorded on CPOMS as stated in the chart above.

The Use of Force

- In some circumstances it may be necessary for staff to use an appropriate level of force to keep a child/children or adults safe. This is always regarded as a last resort for a minimum amount of time and used only when there is no safer alternative as set out in the DfE Document [Behaviour in schools: advice for headteachers and school staff 2022](#)

On occasions where staff have to use any form of restraint, incidents will be formally recorded on CPOMS, shared with The Local Governing Board and parents contacted.

Suspensions and Permanent Exclusions

We do not wish to suspend nor exclude any child from school, but on extremely rare occasions, this may be necessary. Should this happen, the below DfE guidance will be followed:

- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)

Only the Head Teacher has the power to suspend or exclude a child from school. The Head Teacher may suspend a child for one or more days, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Head Teacher may exclude a child permanently. If the Head Teacher

excludes a child, parents or carers will be informed immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.

A decision to exclude a pupil permanently will only be taken:

- * in response to a serious breach or persistent breaches of the school's behaviour policy;
- * where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The Head Teacher will inform Lancashire Education Authority and the Governing Body about any permanent exclusion, and about any suspensions beyond five days in any one term.

Equality

All pupils are of equal value and are to be treated equally regardless of gender, ethnicity, religion, disability or any of the other protected characteristics. (See Equality Policy)

Liaison with Parents and Other Agencies

In considering continued behaviour support, the safeguarding policy is consulted. If the behaviour could be due to a child's unmet need, a multi-agency assessment may be considered. Additional specialist help and advice from external agencies such as local authority children's services, child and family wellbeing or educational psychology should a multi-agency approach be necessary.

Consequences applied to conduct outside the school gates

- Teachers have a statutory power to discipline pupils for misbehaving outside the school premises. This also includes the Headteacher having the power to exclude a pupil for unacceptable behaviour that has occurred off-site.
- ([Behaviour in schools: advice for headteachers and school staff 2022](#))

St Leonard's CE School will not accept bad behaviour that occurs anywhere off the school premises and is witnessed by a staff member or reported to the school, and sanctions will apply as detailed in this policy. The types of behaviours and when they occur include:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing the school uniform
- Inappropriate use of online activity/social media
- In some other way identifiable as a pupil at the school

Teachers may also discipline for misbehaviour at any time, whether or not the conditions above apply, that:

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

Roles and Responsibilities

- Governors

The governing body is responsible for setting general principles that inform this behaviour policy. The governing body are also aware of its responsibilities under the Equality Act 2010 to promote equality of opportunity and to reduce discrimination.

Headteacher

The Headteacher is responsible for developing this behaviour policy in the context of this framework. They decide the standard of behaviour expected of pupils at the school and how that standard will be achieved, the school rules, any disciplinary penalties for breaking the rules and rewards for good behaviour. The overall behaviour policies include measures to prevent all forms of bullying, including online bullying among pupils. The Headteacher publicises the school behaviour policy in writing to staff, parents and pupils at least once a year. It is included on the school website and is reviewed annually prior to publication.

Staff

It is the responsibility of the class teacher to ensure that school rules are upheld in their class and that the behaviour policy is applied across the school.

All staff will

- Treat all children fairly and with respect;
- Use rewards and consequences clearly and consistently;

Malicious Allegations

In cases where children are found to have made malicious allegations, they will be supported in terms of safeguarding and mental health. It may be that a multi-agency assessment or response is appropriate. Staff who are subject to an allegation found to be malicious will be supported in line with advice from Lancashire HR.

Confiscation

If an item is causing a distraction in lessons or is likely to cause harm, staff will request the child to give the item to them. If the item is considered safe by staff, it will be returned to the child at the end of the day. If the item is not considered safe, parents will be informed and asked to collect the item at the end of the day. If the item is a weapon, it may be necessary to work with other agencies.

Behaviour and the Curriculum

Positive behaviour is promoted throughout the day and in every lesson through our pupil promises. However, some subjects and lessons are more explicitly linked to teaching about behaviour. In Early Years this is particularly through RE and PSED. In KS1 and KS2 this is particularly through PSHE, RE, Computing.

Transitions

To enable smooth transition, consistent expectations, rewards and consequences are used throughout the school. Pupils have a transition session before the end of the academic year into their new class. For some children, extended transition sessions and extra support, such as will be appropriate and this will be arranged by Phase Leaders.






Staff Training

Staff will receive training and regular support in managing behaviour. This will be provided as whole staff, in phases or 1:1 as is appropriate.

Appendix 1



Emotions Scale

5	Devastated / Angry 
4	Sad / Upset 
3	Unsettled / Nervous 
2	Okay 
1	Excited 

Ready for Learning

Following in Jesus' Footsteps
St Leonard's Pupil Promises

To keep myself safe
To be kind and look after each other
To be honest and respectful
To look after my school and environment
To be the best I can be

This is seen in class by:

Super Sitting – staying still at your desk, chair in and feet on the floor

Silent Sitting – no shouting out

Quiet voices – when working with a group or partner

Helpful Hands – raised to answer or ask a question, no touching of anyone else

Volume Scale

5	Screaming/Emergency 
4	Break Time/Outside Voice 
3	Classroom/Talking Voice 
2	Soft/Whisper Voice 
1	No Talking At All 