**Behaviour Policy**

**September 2025 - 2026**

Contents

1. School Rules
2. Calm, Consistent Adult Behaviour
3. First Attention to Best Conduct
4. Restorative and Inclusive Processes
5. Peer on peer abuse
6. Children with SEMH needs
7. Bullying
8. Exclusions

**Appendices:**

1. Behaviour blueprint
2. Scripts
3. Restorative Process

**A close up of a logo

AI-generated content may be incorrect.**

**Introduction**

St Leonard’s CE Primary Academy is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

At St Leonard’s CE Primary School, we do not discriminate against age, disability, gender reassignment, race, religion or belief, sex and sexual orientation (Public Sector Equality Duty, 2011). This policy promotes the safety and wellbeing of the learners (Please see our safeguarding policy for more details).

This policy should be read in line with our schools’ vision statement, ‘Living and Learning Together with God’s Help’, as it encompasses everything that we do. It stems from the Christian belief that all children are to believe in themselves, *being a unique human being, made by God and Loved by him,*and so develop a love of lifelong learning and a sense of community, as we grow together as part of God’s family; being with God and having his help as we live and learn together in all that we are and seek to be.

# Aims of the policy

* To promote a positive, calm and safe environment where all children can flourish.
* To establish a framework for staff which focuses on consistencies, high expectations and positive relationships.
* To create a culture of exceptionally good behaviour: for learning, for community, for life.
* To ensure that all learners are treated fairly and shown respect.
* To help learners take control over their behaviour and be responsible for the consequences of it.
* To build a community which values kindness, care, good humour, good temper and empathy for others.

# Our Behaviour Policy is based on the Five Pillars of Pivotal practice

**1**

**2**

**3**

**4**

**5**

Restorative Follow Up

Consistent

Calm Adult

Behaviour

Scripting Difficult Conversations

First Attention for Best Conduct

Relentless

Routines

## **Expectations of ALL Adults**

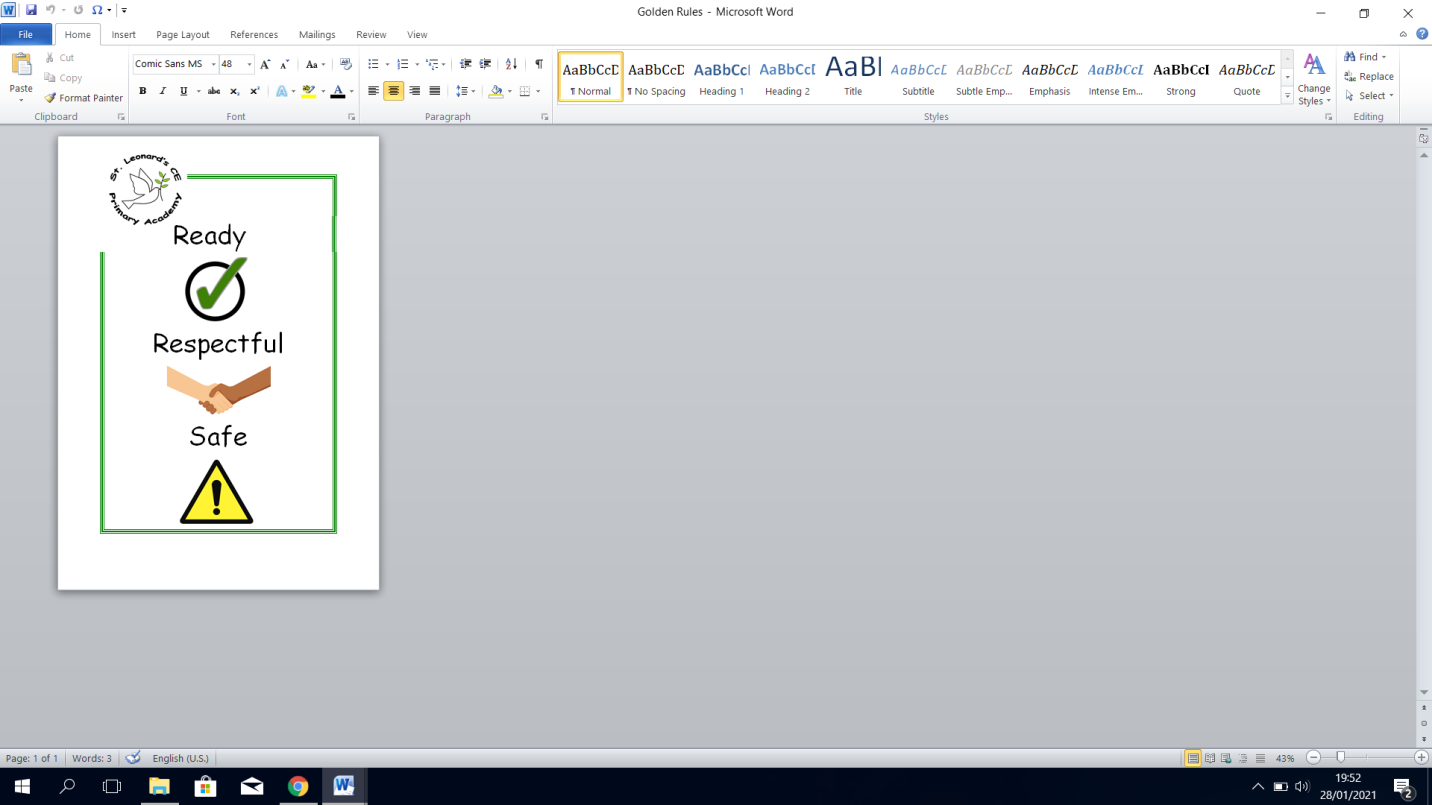
We expect every adult to: - PLEDGE

1. **Meet and greet** at the door.

### 2. **Refer to the** school rules

1. **Model** positive behaviours and build relationships.
2. **Plan lessons** that engage, challenge and meet the needs of all learners.
3. **Use** a visible recognition mechanism throughout every lesson (eg, Recognition boards)
4. **Be calm** when going through the steps. Prevent before sanctions.
5. **Restore the relationship with the learner**, retain ownership and engage in reflective dialogue with learners.

1. **St Leonard’s CE Primary Academy School Rules**

At our school we recognise the importance of providing clear rules which are underpinned by our values. A firm foundation means that we use the same rules and language in every classroom.

1. **Calm, Consistent Adult Behaviour**

At St Leonard’s CE Primary Academy, we believe that Calm and Consistent adult behaviour is the foundation for good behaviour management**.**

Calm, consistent adult behaviour means being in control of yourself before you attempt to take control of anyone else’s behaviour. Calm, consistent adult behaviour means that there are no gaps between the adults, there is an agreed plan we stick to.

At St Leonard’s, we are a staff team and work together, we have a tight, firm foundation. We do our utmost not to display negative emotions when intervening with behaviour

We do this by using scripts and routines to deal with challenging behaviour

* 30 Second Script and restorative questions (Appendix A)
* Behaviour toolkit (Appendix B)
* The Restorative process’(Appendix C)

Routines are the cogs at the centre of all classroom practice. At St Leonard’s CE Primary Academy, we recognise that where Calm and Consistent Routines are established, children feel secure to take risks in their learning. Successful routines have a **maximum of 3 simple steps.**

1. **First Attention to Best Conduct**

At St Leonard’s CE Primary Academy, we catch children doing the right thing first before we deal with poor behaviour.

We do this by using the following:

* Sticker charts awarding certificates for bronze (10), silver (25) and gold (50)
* House points
* Weekly class certificates
* Weekly values certificate and cup

1. **Restorative and Inclusive Approaches**

We have put the following in place to support the children

* Restorative Process (Appendix C)
* Plenty of calm spaces around the school

**Appendix A – St Leonard’s CE Primary Academy (Behaviour Blueprint)**

**St Leonard’s CE Primary Academy**

**This is how we do it here…**

At St Leonard’s CE Primary Academy high expectations of learning, behaviour and respect for each other underpin everything we do. Our staff strive to create independent, articulate thinkers and learners who have the confidence to achieve their ambitions. This drives us in our pursuit for excellence every day.

**Visible Adult Consistencies**

High expectations

Signals

Calm and caring – treating all with dignity

**Over and Above**

Praise

Recognition Board

Certificate home

**Rules**

Ready

Respectful

Safe

**Relentless Routines** Meet and Greet

Fantastic Walking (Hands behind backs)

Signals – Team stop; My turn, your turn; Turn to your partner; 1,2,3

Agree, Build, Challenge

**‘Blanket’ punishments are deemed to be inappropriate. It is never acceptable to humiliate a child.**

If a child’s inappropriate behaviour is out of character or persistent the class teacher will notify the Head Teacher and talk to the child’s parents. If necessary, a plan of action is set up e.g., parents to meet teacher weekly to discuss progress. The class teacher must also inform other staff if it relates to playtime or involves particular groups of children. In the case of continuing problems, the class teacher and/or Head Teacher and/or SENDCO (Special Educational Needs and Disabilities Coordinator) will liaise with parents to implement further strategies. The Lighthouse team and other outside agencies may be involved where appropriate. Individual children with social/ emotional/ behavioural difficulties may have specially devised behaviour plans, including break and lunch-time plans, with personalised rewards and sanctions. Schools have a legal right to impose reasonable sanctions if a child misbehaves. In addition to a reprimand and contacting parents, children may be removed from class, lose privileges, miss break times, have items confiscated or be given a detention at lunch time. The decision to impose a detention and arrangements for the detention are made by the Head Teacher.

**Serious Incidents**

Significant behaviour problems are brought to the Head Teacher and SENDCO’s attention immediately. In the case of a serious incident e.g., deliberately causing injury to another child/person or throwing furniture/resources, parents are informed immediately. If the behaviour is persistent a meeting will be arranged with the child’s parents and the possibility of setting up a support programme possibly involving the Lighthouse team and other outside agencies. At the discretion of the Head Teacher, a child may be placed on a report card with daily check-ins with a senior member of staff. Report card arrangements will have clear timescales and expectations identified, with a view to being discontinued as soon as possible, once significant and sustained improvements in behaviour have been seen. Following incidents of unacceptable behaviour, conversations should follow a restorative approach and behaviours should be discussed as the behaviours they are, and not be personal to the child. The following questions should be asked and discussed:

• What happened?

• What were you thinking/feeling?

• What needs to happen to put things right?

• What are you going to do differently next time?

Staff should use their professional judgement as to whether the incident requires a member of SLT or the Deputy Head/ Head Teacher to talk to the perpetrator following the investigation. The child needs to then have a consequence that is in proportion to the incident.

Individual Behaviour Plans It may be necessary to establish an individual support programme for pupils who have severe behavioural and/or emotional problems or needs. Before a programme is set up the following actions should be taken:

• Classroom behaviour is monitored (this may involve using an ‘ABC’ checklist)

• Medical history is checked

• Learning assessments to highlight educational need are reviewed

• The setting up of the programme is discussed with parents. Setting up a programme:

• Any learning difficulties are reviewed, particularly literacy skills, which may be affecting behaviour – TA support may need to be provided. Disapplication of the National Curriculum may be required in extreme cases. • Individual programmes will set out key targets and will identify rewards and sanctions. Each programme will require at least a termly review.

• Specialist help will be required from outside agencies such as the SEMH team or TaMHS.

• ‘Buddy’ support may be considered – another child or group of children are asked to support the child with problems.

• A change of class or school may be considered or placement at a Specialist Resource Provision (SRP). The support programme must be discussed with parents. All members of staff involved with the child are made aware of the programme and its contents to enable a consistent approach to the targets set. The Chair of Governors may be informed of any child with an individual programme and kept informed of their progress. If extreme behaviour continues, parents will be informed of the procedures for suspension or exclusion. Suspension and/or exclusion will only be considered in the following instances:

• Where there has been a serious breach of the school’s discipline policy

• A range of strategies have been tried and these have failed

• The child is seriously at risk of harming him or herself or other children or is affecting the welfare and education of others. In the case of exclusion, the procedures laid down by the DfE and Blue Kite Academy Trust are to be followed

**Racial Incidents**

All incidents of a racial nature are taken very seriously and are dealt with according to our school guidelines as follows:

• Incident is investigated with all who are involved, including witnesses, and a record is kept

• Incident report is completed

• Parents of victim and perpetrator are informed.

• Education is provided and sanctions are put in place where necessary.

**Online Safety**

All incidents where online safety or inappropriate online behaviour occurs are investigated fully. This may include incidents that take have place out of school. The following action is taken:

• Incident is investigated with all who are involved, including witnesses, and a record is kept

• Incident report is completed

• Parents of victim and perpetrator are informed.

• Education is provided and sanctions are put in place where necessary

• Other agencies may be involved as necessary.

**Child-on-Child Abuse**

We recognise that children are capable of abusing other children. This can happen both inside and outside of school and online. A child may not find it easy to report child-on-child abuse and we recognise that they might show signs or act in ways that they hope an adult will notice, including a change in behaviour. Even if there are no reported cases of child-on-child abuse, we recognise that abuse may still be taking place but not being reported. We understand that the pupil who is perpetrating the abuse may also be at risk of harm and we will make every effort to ensure that the perpetrator is supported appropriately. Please see Child Protection and Safeguarding policy for further information.

Child-on-child abuse can include:

• Bullying (including cyber-bullying)

• Child-on-child sexual abuse.

The following action is taken:

• Incident is investigated with all who are involved, including witnesses, and a record is kept

• Incident report is completed

• Parents of victim and perpetrator are informed.

• Education is provided and sanctions are put in place where necessary

• Other agencies may be involved as necessary.

Procedures in place to minimise the risk:

• The school's ethos encourages pupils to raise concerns with staff, knowing that they will be listened to, believed and valued. Displays and posters around school support children in knowing who they can talk to. There is a worry box in every classroom and children are taught that we are a telling school. Children are taught ‘STOP – Start Telling Other People’. Assemblies led by partner agencies such as the policy or the NSPCC support our own annual calendar or assemblies, many of which have a safeguarding theme.

Children are signposted to helplines such as Childline.

• All children are taught about their ‘Trusted 5’. This ensures children have 5 trusted adults they know they can talk to and from whom they can seek help.

• We teach children that we are an ‘upstanding school’. This means children are taught that it is important to share concerns and worries even if that worry is about another child’s wellbeing.

• Systems are in place for pupils to confidently report abuse, knowing their concerns will be taken seriously. A rigorous programme of PSHE is in place for all year groups including a clear focus on who is a trusted adult both in and outside of school.

• We deliver a Relationships Education and Health Education (Primary) curriculum in line with the DfE statutory guidance. This develops pupils’ understanding of healthy relationships, acceptable behaviour and keeping themselves safe. This curriculum is broad, balanced and covers a range of safeguarding themes. It is progressive across the year groups. At CWPS, we follow the Jigsaw PSHE scheme of work.

• Staff receive regular training to ensure they know the signs and indicators which may suggest a pupil is at risk of child-on-child abuse and understand their role and responsibilities to report to the safeguarding team as soon as possible.

• Our school has a zero-tolerance approach to abuse and regular staff training ensures that incidents of child-on-child abuse are never passed off as ‘banter’, part of growing up or ‘boys being boys’. All incidents of child-on-child abuse are reported to the safeguarding team.

• The school has a behaviour policy in place which is regularly reviewed and sets out the expectations about appropriate behaviour. Our policy makes clear that child-on-child is not acceptable, will never be tolerated and is not an inevitable part of growing up.

• Following an incident where sexually harmful behaviour has been identified, the safeguarding team will ensure that risk to siblings is considered.

**Restraint / Use of reasonable force**

Staff should be aware of the DfE’s ‘Use of reasonable force: Advice for Head Teachers, staff and governing bodies and the Local Authority’s ‘Policy on Positive Handling and the Use of Reasonable Force’. A copy is available in the staff room. A risk assessment must be completed where children exhibit extreme behaviour.

Children who have been identified as presenting a risk must have a positive handling plan. Staff who are expected to use planned physical intervention techniques should be trained. Level 2 Team Teach training has been completed by three senior leaders and two members of support staff.

**Physical intervention:**

• may be in the best interests of the child

• should be avoided unless it is absolutely necessary

• should, if circumstances and time allow, be preceded with a verbal warning

• must be reasonable and proportionate.

All staff who have control of pupils during the school day or come into contact with pupils may use

reasonable force to control or restrain a pupil who is:

a) At risk of injury to themselves

b) Has caused or is likely to cause injury to another pupil (fighting) or themselves or member of staff

(attacking).

c) At risk of significant deliberate damage to property

d) Behaving in a way that is compromising good order and discipline

e) At risk of causing injury through rough play or misuse of materials or objects

f) Absconding from class/school

g) Persistently refusing to leave a classroom/teaching area

h) Seriously disrupting a lesson.

Parent/class helpers are made aware of restraint procedures but unless they are working away from the class teacher (e.g., in the grounds) should not intervene physically except where the child is seriously at risk of endangering themselves or others. If a child working with a helper demonstrates unruly behaviour the class teacher should be told immediately and the child returned to class.

Physical intervention may involve: holding or guiding and, in extreme cases, more restrictive holds and biomechanical disengagement. Physical intervention may cause minimal discomfort and there is the possibility of accidental injury. Physical intervention must never involve: slapping, pinching, kicking, twisting or forcing limbs, tripping up, holding or pulling hair or ear, holding face to ground or holding around the neck. Staff must avoid touching or holding a pupil in a way that might be considered indecent.

Any incident where restraint is used must be recorded in the appropriate category on CPOMS within 24 hours of the incident. The headteacher has access to all of the information.

**List of Banned items:**

Mobile Phones (unless handed in to the school office)

Smart Watches with Internet Access

Chewing Gum

Sharp Objects (e.g., pocket knives, scissors from home)

Aerosol Sprays or Perfumes

Vapes and cigarettes

Alcoholic, Energy or Fizzy Drinks

Personal Gaming Devices (e.g., Nintendo Switch)

Offensive or Inappropriate Books/Comics

Makeup or Nail Polish

Money (unless for school-approved use)

Fireworks, Lighters, or Matches

**Why These Items Are Banned and What Will Happen If Found**

These items are banned in primary school to ensure a safe, focused, and inclusive learning environment for all students. Items like mobile phones, toys, and gaming devices can cause distractions in the classroom, while sharp objects or sprays can pose safety risks. Banning sweets, energy drinks, and fizzy drinks promotes healthy eating habits. Some items, like trading cards or makeup, can lead to arguments, exclusion, or disrupt school routines.

**If a banned item is found:**

* It will be confiscated immediately by a teacher or school staff member.
* A note or phone call may be sent to the parents or guardians.
* The item will usually be returned at the end of the day (for minor items), or a parent may be asked to collect it from the office.
* Repeated offences may lead to further consequences, such as a meeting with parents or temporary loss of privileges.

**Appendix A**

**30 Second Script**

I have noticed….

You know our rule about….

Do you remember when?.........

That is the behaviour I need to see

Thank-you for listening.

**Restorative Conversation**

What happened?

What were you thinking at the time?

How did this make people feel?

What has been affected?

What should we do to put things right?

How can we do things differently in the future?

**Restorative process**

-Reminder 1 (look)

-Reminder 2 (verbal/errand)

- 30 second script

-Move to another seat in -classroom

-Leave the room to help calm down and work sent home

-Restorative process

**Appendix B**

**St Leonard’s CE Primary Academy Scripts**

We expect all staff to use some or all of the following scripts

**I have noticed….**

**You know our rule about….**

**Do you remember when?.........**

**That is the behaviour I need to see**

**Thank-you for listening**.

* Directions are given in a **calm, firm, quiet voice**
* Give instructions and **walk away** to show expectation of compliance - *‘I need you to move to the chair over there. Thank you’*
* **Name … direction …. Thanks** - *‘Musa...baseball cap off...thanks’*
* End instructions with ‘**thank you’** or ‘thanks’ not please - *“Hiba, (two second pause) if you have an answer to a question then put up your hand, thanks!’*
* Use **Yes and And** to divert from the secondary behaviour, focus on the primary behaviour and avoid conflict - *‘Yes, you were just asking for a rubber and I need you to work on your own because I want your own ideas.’*
* Use **When and Then** - *“Trevor,* ***when*** *you’ve put up your hand t****hen*** *I will answer your question.”*
* Use **positive do’s** rather than don’t’“*Alex, I’d like you to choose to sit back in your seat. Thank you.” Rather than Alex don’t get out your seat*

**Appendix C**

**Restorative Process**

