



St Leonard's CE Primary Academy

Living and Learning Together with God's Help

Behaviour Policy

September 2026 - 2027

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Updated: March 2026 by Clare Johnson



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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.

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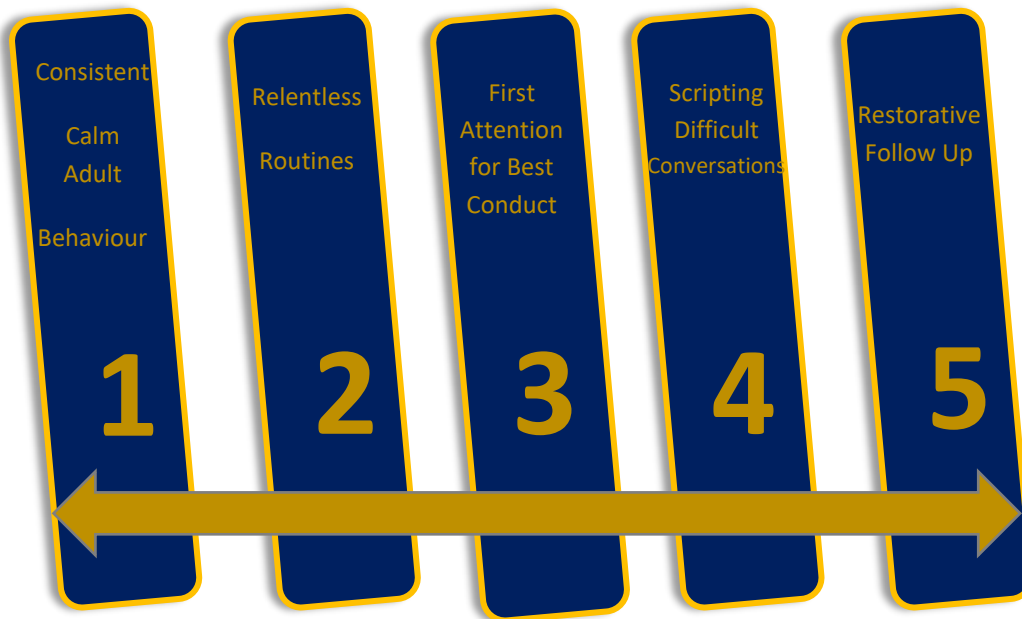
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Our Behaviour Policy is based on the **Five Pillars of Pivotal practice**



Expectations of ALL Adults

We expect every adult to: - PLEDGE

1. **Meet and greet** at the door.
2. **Refer to the** school rules
3. **Model** positive behaviours and build relationships.
4. **Plan lessons** that engage, challenge and meet the needs of all learners.
5. **Use** a visible recognition mechanism throughout every lesson (eg, Recognition boards)
6. **Be calm** when going through the steps. Prevent before sanctions.

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7. **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.



2. 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.

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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**.

3. 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

4. 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...

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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.

Rules

Ready
Respectful
Safe

Over and Above

Praise
Recognition Board
Certificate home

Visible Adult Consistencies

High expectations
Signals
Calm and caring - treating
all with dignity

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

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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.

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- '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 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.

5. Restrictive Interventions including the use of reasonable force

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Definition:

Restrictive intervention refers to any action that restricts a child's movement, liberty or freedom to act. This includes physical restraint and, in some circumstances, removal to a space where freedom is restricted.

In line with Department for Education guidance (2026), the school recognises that the use of restrictive intervention, including reasonable force, is a serious measure. It will only ever be used as a last resort, when all other strategies have been exhausted, and where it is necessary to prevent harm.

Reasonable force is a form of restrictive intervention involving physical contact. Restrictive interventions may also include actions that limit a child's movement or liberty, whether or not physical force is used.

Legal Position

All school staff have a legal power to use reasonable force where necessary to:

- Prevent a pupil from hurting themselves or others
- Prevent serious damage to property
- Prevent serious disruption where safety is at risk

Core Principles

At St Leonard's CE Primary Academy, restrictive intervention:

- Is always a last resort
- Is used for the shortest possible time
- Is reasonable, proportionate and necessary
- Is used in the best interests of the child

We prioritise de-escalation at all times.

De-escalation First

Staff must always attempt to:

- Use calm, consistent language
- Reduce audience and stimulus
- Offer space and time
- Provide clear choices
- Support the child to regulate

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Restrictive intervention must never be used as a punishment.

During Intervention

If restrictive intervention is necessary, staff must:

- Use the minimum force necessary
- Maintain the child's dignity and safety
- Continue to communicate calmly
- Monitor the child's physical and emotional wellbeing

The use of force must stop as soon as the risk has reduced.

Prohibited Practice

The following must never be used:

- Techniques that cause pain
- Restricting breathing
- Face-down restraint
- Any intervention intended to punish or humiliate

Recording and Reporting

In line with statutory expectations, all significant incidents of restrictive intervention must be formally recorded and reported.

Records must be factual, completed as soon as possible after the incident and include:

- The context and events leading up to the incident
- De-escalation strategies attempted
- The reason the intervention was necessary
- The type and duration of intervention used
- The outcome for the child
- Any follow-up actions

Parents/carers will be informed on the same day wherever possible. All incidents will be reviewed by leaders to identify patterns, inform training and reduce the future need for restrictive intervention.

All incidents of restrictive intervention must be considered within a safeguarding context, particularly for pupils who are vulnerable or have SEND, as behaviour may be an indicator of unmet need or risk of harm.

Debrief and Follow-Up

After any incident:

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- A restorative conversation must take place with the child
- Staff should reflect on triggers and preventative strategies
- Plans should be updated if needed

6. Seclusion and Withdrawal

Definition:

Seclusion is defined as forcing a pupil to spend time alone in a room or space against their will, where they are prevented from leaving.

In line with Department for Education guidance, seclusion is not used at St Leonard's CE Primary Academy as a behaviour management strategy.

The school may use supervised withdrawal as part of its graduated response to behaviour. This is a supportive strategy to help a child regulate and does not constitute seclusion.

When withdrawal is used:

- The child will be supported by an adult
- The environment will be safe and appropriate
- The child will not be prevented from leaving once regulated
- The focus will be on regulation, not punishment

Any practice that could be perceived as seclusion will be treated as such and must be recorded and reported in line with statutory guidance.

Where a pupil regularly requires withdrawal from the classroom, this will trigger a review of support, including the possible development or adaptation of an individual behaviour or risk management plan.

Key Expectations

- Withdrawal must never feel punitive
- Children must be supported, not isolated
- Staff must remain present or aware of the child
- The focus is always regulation and safety

Safeguarding Considerations

Any use of withdrawal or removal from class must:

- Be proportionate

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- Be recorded where significant
- Be reviewed if used frequently

If a child is regularly requiring removal, an individual plan must be developed.

Safeguarding and Behaviour

Behaviour may indicate safeguarding concerns.

Staff must:

- Record concerns on CPOMS
- Report immediately to DSL
- Follow safeguarding procedures

The welfare of the child is paramount.

The school is committed to reducing the need for restrictive interventions over time through proactive, relational and trauma-informed practice.

7. Child-on-Child Abuse and Bullying

At St Leonard's CE Primary Academy, we are clear that child-on-child abuse is never acceptable, will not be tolerated, and is not an inevitable part of growing up.

Definition

Child-on-child abuse is behaviour by an individual or group intended to physically, sexually, or emotionally harm others. It includes (but is not limited to):

- Bullying (including online bullying)
- Physical abuse
- Sexual abuse and sexual harassment
- Initiation/hazing-type violence and rituals
- Discriminatory behaviour (sexist, racist, homophobic, transphobic, disablist, or intolerance towards religion)

Safeguarding procedures take precedence over behaviour systems.

We maintain a zero-tolerance approach.

All incidents:

- Are recorded
- Are investigated
- Lead to support for all involved

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Bullying

Bullying is the repetitive, intentional hurting of one person or group by another where there is an imbalance of power. It can occur face-to-face or online (Anti-Bullying Alliance, 2021).

Prevention

- A whole-school PSHE programme ensures regular teaching on relationships, respect, and kindness.
- Online safety lessons address online bullying.
- Awareness is promoted through national initiatives such as Anti-Bullying Week and Internet Safety Week, with follow-up lessons to embed key messages.

Response

- All incidents of child-on-child abuse, including bullying, are recorded on CPOMS, investigated thoroughly, and reported to Governors three times a year.
- Both victims and perpetrators are offered bespoke social, emotional, and mental health support.
- Child-on-child sexual abuse and harassment are taken extremely seriously. We follow the school's safeguarding procedures (see Safeguarding Policy) and the NSPCC, and use tools such as the Brook Traffic Light Tool to inform decision-making.
- We also recognise that perpetrators may themselves be at risk and in need of support.

Commitment

Any form of abuse or harmful behaviour is addressed immediately and consistently, with full consideration of the impact on the child's wellbeing, safety, and emotional health.

8. Suspensions and Exclusion

Suspensions

We believe that, in general, suspensions are not an effective means to help a child move their behaviour on. However, if the child has been very unsafe and the other children are at risk of harm a suspension could be used to reset the class and the child. A plan for reintegration should be put in place. The meeting will review what is already in place and what else can be done to support the pupil in achieving a successful reintegration. Each day is a new day and where a child has received a suspension, it is expected that they will be welcomed and treated without any animosity when they

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return. All suspensions are recorded on SIMS and reported to the Governors three times a year. Only the Headteacher can make the decision on whether a child should be suspended or not.

Permanent Exclusion

Blue Kite Academy Trust and the Local Authority Inclusion team should be informed when a child is at risk of permanent exclusion. In general, Blue Kite Academy Trust does not believe that permanent exclusions are effective in improving a child's behaviour. However, we acknowledge that it can occur in certain circumstances. For example, when a risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school. Before permanent exclusions, a variety of different strategies should be explored:

- A pastoral support plan should have been put in place for a period of 6 months or more, this is to allow time for interventions to work
- Gain expert advice
- An assessment special educational needs and disabilities should take place.
- Alternative provision should be considered and used
- A negotiated transfer to another school

List of Prohibited and Banned items:

Banned and prohibited items in schools are generally defined as objects that threaten the health, safety, and security of students, staff, or school property, or items that disrupt the learning environment. All items below are not allowed in school, however, a search can only be carried out if it is suspected a child has an item from the prohibited list.

Banned Items

Smart Watches with Internet Access
Chewing Gum
Aerosol Sprays or Perfumes
Offensive or Inappropriate Books/Comics
Makeup or Nail Polish
Money (unless for school-approved use)

Prohibited Items

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Mobile Phones (unless handed in to the school office)
Sharp Objects (e.g., pocket knives, scissors from home)
Vapes and cigarettes
Alcoholic, Energy or Fizzy Drinks
Personal Gaming Devices (e.g., Nintendo Switch)
Fireworks, Lighters, or Matches

Why These Items Are Banned or Prohibited 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 or prohibited 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.
- If appropriate, the local PCSO may be contacted.

[10.Mental Health - Zones of Regulation](#)

Zones of Regulation This is a systematic, cognitive approach used to teach children how to regulate their emotions by categorising feelings and states of alertness into four concrete coloured zones. The Zones of Regulation framework provides strategies to teach children to become aware of and independent in recognising, naming and choosing a 'tool' to manage their emotions and impulses, thereby improving their ability to solve potential conflicts. There is a consistent approach to the use of the Zones of Regulation through the school, the language and visual supports of Zones are referenced by all adults throughout all key stages, therefore reducing Cognitive Load.

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Supplementary Reproducible E for Elementary Ages



The ZONES of Regulation

Blue Zone Sad Bored Tired Sick	Green Zone Happy Focused Calm Proud	Yellow Zone Worried Frustrated Silly Excited	Red Zone overjoyed/Elated Panicked Angry Terrified

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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 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

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?

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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**

- 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 **then** 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*

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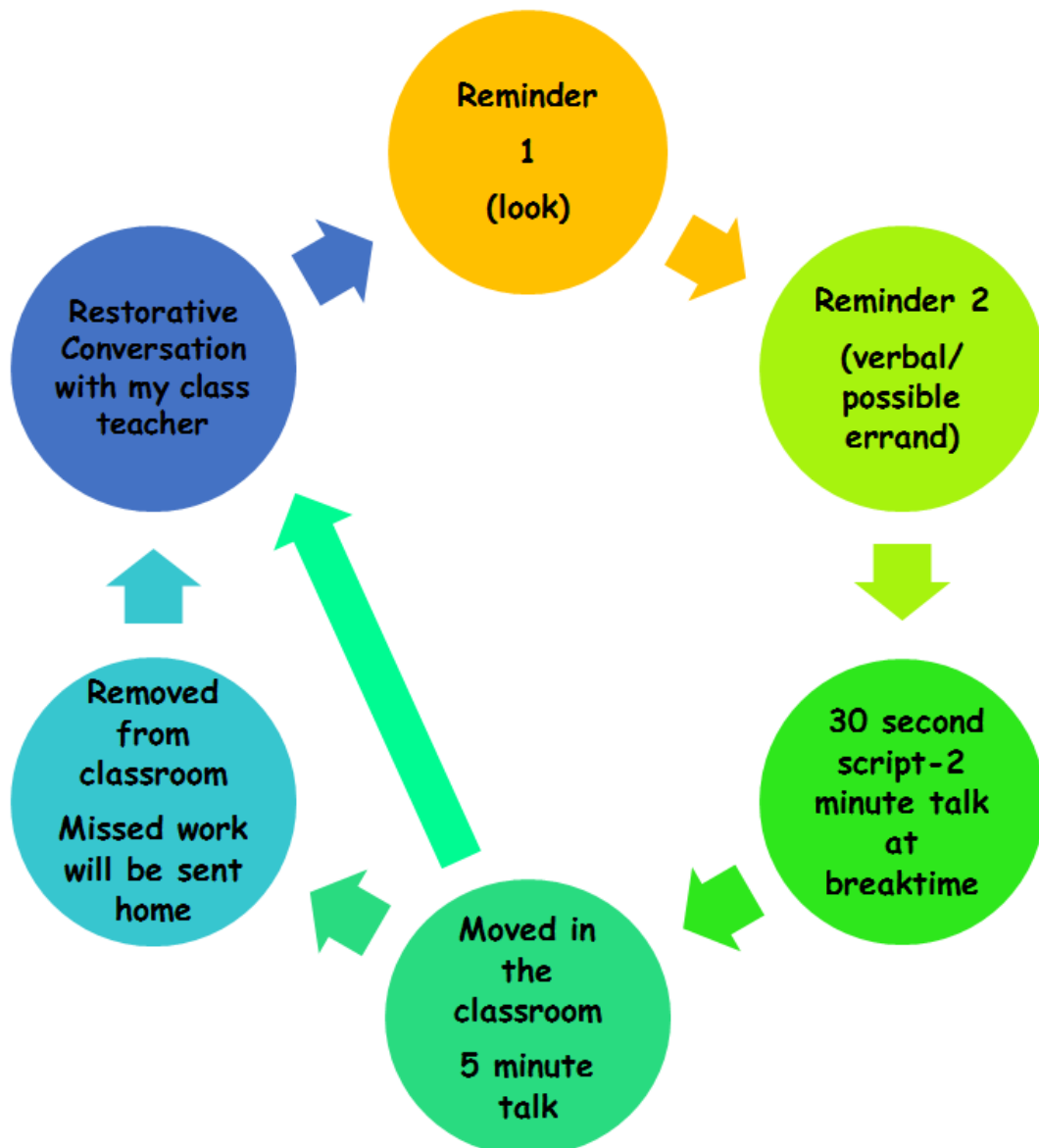


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Appendix C

Restorative Process



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