



St Leonard's

C of E Primary School

Behaviour and Relationships Policy

This policy was written in:	November 2025
To be reviewed:	September 2026
By:	Kay Proctor & Sally Walsh

'A new commandment I give you: love one another. As I have loved you, so you must love one another.'

John 13:34

With God's help, we will be inclusive, independent, inquiring and inspirational.

- We will be inclusive by loving all and embracing differences so that all are treated with dignity and respect.
- We will be independent by persevering and encouraging everyone to be the best they can be, working together as a nurturing, Christian family.
- We will be inquiring by asking questions so that we grow in mind, body and spirit, learning about God's wondrous, diverse world.
- We will be inspirational by following Jesus' example, making a positive difference in the lives of others through love.

Guidance documents

Our Behaviour and Relationships Policy acknowledges the school's legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with special educational needs and disabilities (SEND). The policy also operates within agreed legal guidelines as follows:

- Education Act 1996
- School Standards and Framework Act 1998
- Education and Inspections Act 2006
- School Information (England) Regulations 2008
- Equality Act 2010
- Education Act 2011

Guidance on the content of our school behaviour policy can be found in the following DFE documents:

Behaviour and discipline in schools - <https://www.gov.uk/government/publications/behaviour-in-schools--2>

Suspension and permanent exclusion - <https://www.gov.uk/government/publications/school-exclusion>

Our Policy also adheres to the SEND Code of Practice - <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The Education and Inspections Act 2006 states that every school must have measures to encourage good behaviour, self-discipline, and respect; prevent all forms of bullying amongst pupils; ensure that pupils complete assigned work and regulate the conduct of pupils. These measures are communicated to all out school family at least annually. The school has a separate anti-bullying policy. Bullying is not referred to specifically in most sections of this policy but is included in the same way as any other behaviour. The behaviour policy is available to parents on request and is published on the website.

Introduction

At St Leonard's Primary School, we aim to create a happy, safe, calm, caring and inclusive environment for all. Our Behaviour and Relationships policy is underpinned by our Christian values and school vision of 'Love one another as I have loved you' and permeates through every aspect of school life.

Promoting good behaviour amongst the pupils is a shared responsibility. All members of our school family: children, staff, governors, parents, and the wider community have a vital role to play and should aim to build positive relationships with each other. We expect each individual to respect others, their families, cultures, and beliefs, as part of the exceptionally high standards of behaviour that we have at St Leonard's.

We support pupils in developing the skills to maintain positive relationships and to resolve disagreements and problems effectively. It is our role to educate our pupils to understand how their behaviour affects and impacts others. Pupils are supported to identify ways they can put right the harm they have caused. We aim to help them to become empathic, considerate members of society who have the skills to avoid and resolve problems independently in their futures.

When pupils do misbehave, we aim to respond promptly and with confidence to maintain a calm, safe learning environment, and then consider how such behaviour can be prevented from recurring. This policy will outline different responses to misbehaviour, including sanctions and pastoral approaches.

Purpose

The purpose of this policy is to ensure a safe environment where all children can learn and flourish. A restorative approach is used which promotes self-esteem, self-discipline and establishes clear expectations of all members of our school family.

The objectives of this policy are:

- To develop positive, respectful relationships through a combination of various approaches including restorative practice.
- To communicate acceptable standards of behaviour so that both staff and pupils are clear about the **high expectations** we have in school.
- To establish an excellent partnership between home and school.
- To educate children on the importance of self-discipline and regard for others through our curriculum and Christian values.
- To promote a harmonious learning environment where all children can develop their skills of working both independently and co-operatively.
- To prevent all forms of child on child abuse including: bullying, cyber bullying, prejudice-based and discriminatory bullying.

Roles

Roles of the Leadership and management

The school leadership team will be highly visible, with leaders, including Governors having the responsibility of implementing, monitoring and evaluating the impact of our policy.

The role of school staff

Staff should uphold our whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships. All staff should model good behaviour and should be confident to ask for help when needed.

Staff should challenge pupils in a calm respectful manner in order to meet our school's high expectations and maintain the boundaries of acceptable conduct.

All staff will communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils. Staff must consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations. This policy will be shared with all newly appointed staff and supply teachers.

- Daily smiles, meet and greet at the school entrances.
- Conversations with our key worker children
- Staff actively recognising children displaying good behaviour and praising them
- Staff noticing children who are demonstrating good behaviour for assembly recognition.
- Parents being contacted to share positive behaviour updates from all staff via Dojo message, email, or telephone call.
- All staff to encourage wonderful walking around school and sharing good examples
- Clear use routines and visible consistencies throughout the day

We avoid:

- humiliation
- shouting
- over reacting
- blanket punishments for whole classes/school
- harsh sarcasm
- sending children out of classrooms (unless there is a danger)
- using an area of the curriculum as a punishment
- phrases or comments that could be regarded as banter or jokes as these could be interpreted differently by children

The role of parents/carers

The role of parents is crucial in helping our school develop and maintain good behaviour. We seek to build and maintain positive relationships with parents by working together.

To support our school, our Behaviour & Relationships Policy will be shared annually and also placed onto our school website. Parents will be invited to attend assemblies as well as other key events in school. This

way they will be made more aware of the high expectations we have for behaviour in our school. Parents will also be encouraged to reinforce the policy at home as appropriate.

Parents/carers will be informed if children have gone 'above and beyond.' We encourage all families to celebrate with their child so that the child knows that both school and parents are proud of them.

Parents will be informed after each restorative conversation so that they are aware of what has occurred at school and are able to support their child appropriately if they want to discuss the incident. It is not intended for any further discipline. If three or more restorative conversations have had to be had in close succession, parents will be invited into school to discuss their child's behaviour and decide on next steps or support that can be given. We will inform parents of the Behaviour Policy, and we expect them to work with the school to address any behaviour issues concerning their child.

A member of staff will inform parents of any concerns regarding their child's behaviour and arrange a meeting to discuss strategies and support.

Home School Agreement

When parents support school in maintaining good discipline and high expectations it ensures children learn and behave well. We ask that all parents agree to this by signing a home/school agreement.

The role of pupils

Pupils are made aware of the school's three rules as soon as they start school; these are used consistently throughout school. These are **Ready, Respect and Safe**. Children are also taught that there are consequences for when behaviour is not in line with school's expectations.

Pupils, including new pupils will be taught that they have a duty to follow the school Behaviour & Relationships Policy and uphold the school rules, and Christian Values of the school.

Pupils will be asked about their experience and give feedback on the behaviour in school. This will help support the evaluation, improvement and implementation of the Behaviour & Relationships Policy.

The children are taught how to behave and strategies they can use to support them when managing their behaviour in the following ways:

- Learning behaviour lessons
- Good manners lessons
- Personal, Social and Health Education including relationship education
- Religious Education
- Assemblies/Worship
- My Happy Mind
- Growth mind set sessions – independence, resilience, perseverance, learning pit
- Discussions and debates in different curriculum areas
- Oracy lessons and opportunities
- Zones of regulation support

Behaviour Expectations

At St Leonard's, we believe a consistent approach to behaviour is key to support children to be able to make the right choices. We use the following **visible consistencies** (expectations and routines) around school.

Our three school rules

Ready

Respectful

Safe

Countdown from 5

Staff members to countdown from 5 to regroup children. They praise children and thank them when they are ready. 'Shushing' should not be used in this process. By the time the adult reaches 0, children are expected to be looking at the adult, not talking, waiting for the next instruction with their hands empty.

1,2,3

Staff members will use the silent signal of 1,2,3 when they want the children to move or line up.

1- Stand up

2 – Tuck your chair under the desk

3 – Line up

Different variations of this will also be used such as in Worship

1- Stand up

2 – Turn to the direction you are going

3 – Begin to leave the hall

Meet and greet

Teachers will create a welcoming environment by greeting pupils every morning through a formal meet and greet at the classroom door. This may be a simple, 'Good morning' or offering a handshake to provide a consistent check in and enthusiastic welcome to every child. Our aim is to ensure all children feel valued and cared for upon arriving to school. Through this, we can also gauge how our children are feeling and support them to have a positive start to the day.

Wonderful walking

Wonderful walking is all about encouraging the children to walk sensibly, calmly and safely around school. We believe that instead of telling the children off for running/fast walking around school, asking them to wonderfully walk is a kinder way of doing this. It ensures all children move around school safely and sensibly and are mindful of the other children and adults in school. It makes everyone in school feel safe and shows respect and pride. This is done with kindness and is consistent throughout school, throughout the day.

Legendary lining up

This approach encourages children to line up one behind the other in register order. This takes place when going to worship, after break and lunch times and when lining up for lunch.

Responding to good behaviour

'If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above, then there is no limit to their excellent behaviour.'

Paul Dix

Acknowledging good behaviour encourages repetition and communicates our school expectations and values to all. Using positive **recognition** provides an opportunity for all staff to reinforce the school's culture and ethos. Positive praise will be used fairly to reinforce the routines, expectations, and norms of the school's behaviour culture. **Staff are trained to give 'first attention to best conduct.'** **Staff actively look for and praise children showing the behaviour they want to see first.**

Children cannot do well unless clear standards of behaviour are introduced, modelled, and maintained. At St Leonard's, the rewards for positive behaviour are mostly **intrinsic** and we recognise that feeling good about something you have done is a significant reward in itself.

These can be seen in the form of:

- positive praise
- recognition board (recognition celebration for those children on the recognition board)
- messages sent to parents/carers (2 messages per day)
- proud post (class work) – photocopied sent home or sent on Dojo (1 per week)
- proud post (images of children's work posted on class story)
- sharing work/effort with another staff member/class
- postcards sent home (2 per week)
- phone calls home (1 per week from class staff)
- phone call from HT/DHT (1 per week)
- above and beyond board (weekly)
- whole school celebration worships
- above and beyond experiences and menu

One child who behaves above and beyond expectations, will be nominated on a Thursday for the following Thursday worship. Teachers will stand up in the worship and explain why they have been nominated.

This recognition is for children who consistently display the expected behaviours around school and therefore may receive recognition multiple times. This may also mean that some children do not receive recognition in this way but they will receive recognition in different ways (recognition board, messages home).

They will then be invited to the 'Above and Beyond' experience on Friday. They will be able to choose from the 'Above and Beyond' menu for the following week.

Responding to poor behaviour

'Punishment doesn't teach better behaviour, restorative conversations do.'

Paul Dix

Avoiding and pre-empting misbehaviour

It is vital to realise that when staff are well organised, have good visibility in the room and are able to pre-empt situations this will in most cases avoid misbehaviour. However, when a member of school staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively by using the 10 and 30 seconds script reminders. (Appendix 1) It is important that staff across the school respond in a consistent, fair and proportionate manner.

Preventative strategies may include:

- Having good organisation, effective planning and engaging lessons.
- Ensuring teachers teach from their feet not from their seat and have eyes on the children at all times. Teachers should not be sat at teacher desks while teaching.
- Teachers and TAs to use good positioning in the classroom to ensure no one can switch off/misbehave.
- Adjusting seating plans to allow pupils to see the board and where there is clear access for teachers to move around.
- Short planned movement breaks for SEN children who find it difficult to concentrate for long periods of time, these could include sensory circuits.
- Providing sensory provision if possible.
- Staff to be on the playground in the morning to give the children a warm welcome and give them a good start to the day.
- Use wonderful walking on the corridors and stopping at various points when walking the children through school. Staff being visibly present in the corridors.
- Teachers talking quietly and calmly to the children using cues as much as possible rather than loud instructions (not shouting and therefore escalating situations).
- High visibility of staff on corridors.
- Children who find changes in routines, need additional support to regulate their emotions.
- Staff should pre-empt situations such as sending a child out to play when they are already dysregulated or could become dysregulated in a certain situation.
- Use of 'safe spaces' – red, green and purple spots in the classroom and hall for PE. If a child is dysregulated – must sit/stand on the correct colour until ready to speak to an adult and then they move to green.

Responding to misbehaviour

De-escalation techniques can be used to help prevent further behaviour issues arising.

- Use of 10 and 30 second scripts.
- Sometimes a child needs leaving alone to regulate their emotions before talking to them.
- Staff should be aware that although we are to remain calm and understanding, there needs to be an assertiveness to disposition in order to command respect.
- Staff should look to reprimand in private or in a low key tone, using nonverbal cues.
- For low level behaviours, use the child's name followed by 'Is everything ok?' 'Are you ok?' followed by a nonverbal cue to get back on task.
- Use 'Walk and Talk' technique to talk to children without drawing attention to everyone else.

- The key principle when dealing with issues is to give everyone involved a chance to have their say and become actively involved in the process.
- The consequence should be a related task to the incident rather than a punitive consequence and should be proportionate as set out in the Behaviour Pathway.

Restorative Practices

All members of staff are trained in the key principles of Restorative Practice. We understand the importance of modelling positive language, behaviour and take time to develop positive and meaningful relationships with our children. When positive relationships are developed and connections are made, individuals are less likely to cause harm to others or choose to damage relationships. It is also easier to repair and restore these relationships.

St Leonard's children are encouraged to take responsibility for their own actions and behaviour; as well as consider the impact of their actions and behaviour on others through a Restorative Conversation. Children who do not follow the rules need to know that their actions will have consequences. **Pupils' inappropriate behavioural choices will be discussed, and consequences enforced accordingly.** Incidences of negative behaviour are dealt with in a fair, respectful, and appropriate way for all children involved.

Following an incident, a **restorative conversation** will take place to support the child in understanding the harm that has been caused. (See Appendix 1) This must be with all children and adults that were involved and at a time when everyone is ready to communicate. The child will then decide how they are going to restore the relationship. If an apology is offered, then this is encouraged to be accepted and staff need to model this forgiveness. By giving pupils this responsibility and modelling this to them, we are supporting them in developing their own strategies for avoiding and resolving conflict. We believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them.

Some children with social, emotional, or mental health difficulties require time to calm down and this is an important part of developing a child's self-regulation skills. 'Reflection time' can be offered to children before an incident is dealt with.

Removal from routine (internal suspension) is given with the agreement of the SLT. This is used when a child has had to be removed from the classroom. They can complete work or other activities in order to self-regulate. This is done in a suitable place within school. If work is not completed during this time, it will be sent home to be completed. Parents must be informed and it must be recorded on CPOMs.

We aim to support all children with their learning whether this be academic or behavioural. Therefore, when children require additional support with regulating their behaviour, this will be provided through a **Behaviour Support Plan** which will be created with parents/carers. Strategies will be implemented to support the child with their behaviour. This will be regularly monitored.

On rare occasions and in extreme cases, there are incidences where behaviours severely compromise the safety and learning of our pupils and adults. In these cases, the adults dealing with the situation may need to remove children from the classroom. Please see the Restrictive Physical Intervention (Positive Handling) section below. Parents/carers will be informed, and this will be recorded on CPOMS. Following this, proportionate consequences will be given. For any exclusions, we follow DfE guidelines (see below).

Some children exhibit behaviours based on early childhood experiences (ACEs) and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. Extreme behaviours may also be explained by an additional or special educational need. For example, ADHD, oppositional defiance disorder or autism. External agencies may need to become involved for behaviour monitoring and support. If a child has a special educational need or disability (SEND) then we will seek the relevant support and advice from SEND teachers, educational psychologists, and medical professionals.

Restrictive Physical Intervention (Positive Handling)

On rare occasions and in extreme cases, there may be incidences where behaviours severely compromise the safety and learning of our pupils and adults. In these cases, the adults dealing with the situation may need to remove children from the classroom.

To fulfil our duty of care to prevent harm, Restrictive Physical Intervention (RPI) by staff may be required as a last resort. Under Section 93 of the Education and Inspections Act 2006, in any of the following exceptional circumstances, where reasonable, and where all other options have been exhausted, to prevent a pupil from doing, or continuing to:

- a. Commit any offence (or, for a pupil under the age of criminal responsibility (10 years), what would be an offence for an older pupil);
- b. Cause personal injury to, or damage to the property of, any person (including the pupil themselves); or
- c. Prejudice the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Our policy for RPI is 'the minimum degree of intrusion required to resolve the situation, for the minimum amount of time' meaning the force used must always be the minimum necessary and in proportion to the consequences that it is intended to prevent. It is the responsibility of each member of staff to make an assessment of the particular circumstances, know the contents of this policy and decide if they can manage the situation alone and if physical intervention is required. Where possible, more than one member of staff should be involved. Any Special Educational Need and/or disability that a pupil might have will be properly considered under the Equalities Act 2010.

Team Teach: Staff who are likely to be more at risk of encountering children where this is necessary are trained via 'Team Teach' approach.

Types of consequences

Consequences across our school may include but are not exclusive to the following list:

- Verbal reminder of expected behaviours – use of scripts
- Loss of privileges (not break time unless concerns around safety)
- Reflection time
- Restorative conversations
- Written tasks such as account of behaviour/letter of apology
- 'Check ins' with a senior member of staff
- Spoken to by the deputy/head teacher
- Meetings with parents
- Restorative work around school
- Removal from routine (internal suspension)

- Behaviour support plans
- Fixed term suspension
- Permanent exclusion

Recording and Reporting CPOMS (Child Protection Online Management System)

All behaviour incidents (Level 1+) are recorded on CPOMS. SLT review CPOMS regularly and create action plans based on issues and trends to ensure support is provided.

Parents will be informed at the various stages of the Behaviour Pathway or if there have been significant incidents in school.

Suspensions and permanent exclusions

“All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.”

In extreme cases, where behaviour has become persistently disruptive and/or violent and aggressive towards staff and other children, is endangering the safety of staff and children, or preventing other children from receiving their right to education, then a short, fixed term suspension may be implemented. A permanent exclusion would only be issued if violent, aggressive and disruptive behaviour is prolonged and every other possible intervention and strategy (including external services) had been exhausted and has failed.

A return to school (reintegration) meeting will take place before the child returns into their normal classroom provision. A parent or carer for the child must be present at this meeting.

Sixth Day Exclusion Provision

The school will use a mix of teaching staff/support staff/pastoral staff to educate and support children off site when sixth day provision is necessary.

Behaviour outside of school premises

Our school has the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling or being transported to or from school;
- when wearing school uniform;
- when in some other way is identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil eg: child on child abuse, or
- that could adversely affect the reputation of the school.

Pupil Support

We aim for **all** children to feel that they belong and recognise some children will need additional support.

Trusted adults: Children will complete these sheets in PSHE lessons at the beginning of the year which will allow them to have someone to confidently talk to if the need arises.

Key worker children: Staff have been allocated certain children to have a check in chat with each day. This is aimed at instilling a sense of value and interest so that the children can build positive respectful relationships with teacher and have a good role model in school.

Playtime pastoral groups: These groups will be provided for children who need to build on their friendship relations so that they can build positive bonds with others.

Lunchtime Games Club: The Games Club will be used for children who find it difficult to behave or socialise on the playground. It may also be used for children with sensory needs.

The Café - SLT will run a lunchtime café for children who struggle at lunchtimes.

Nurture lead: To provide opportunities to support children who are having issues to deal with at home or outside of school. This supportive mechanism is intended to equip the children with skills to be able to function well in school and thrive in their education.

SENDCo support: Miss Waring, the school SENDCo can provide further guidance and support to members of staff who are expressing initial concerns via the CPOMS system. If needed further external support can be arranged for children with who have special educational needs, due to behavioural difficulties.

Zones of Regulation

As a school we use Zones of Regulation to help the children develop skills of self-regulation. If children can recognise when they are becoming less regulated, they are able to do something about it to manage their feelings and get themselves to a place to continue learning. This comes more naturally for some, but for others it is a skill that needs more attention and practice. To make them easier to talk about, think about, and regulate, The Zones of Regulation organises feelings, states of alertness, and energy levels into four coloured zones – Blue, Green, Yellow, and Red. The simple, visual structure of The Zones of Regulation helps make the skill of regulation more concrete for children. Children are taught about the Zones of Regulation, and they are actively encouraged to name the Zone they are in and develop the knowledge to know what they need from 'their toolkit' to help them self-regulate. This for some children includes spending time in our reflection space 'The Hive.'

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

Links with SEND/Multi-agency assessment

It should be recognised that repeated misbehaviour can:

- Constitute as a special need in itself
- Be indicative of a learning difficulty
- Be indicative of a lack of appropriate social skills
- Be indicative of an emotional upset in or out of school
- Concerns relating to repeated misbehaviour may warrant a pupil being put on the SEN register or noted as a 'child of concern' to be raised on our CPOMS system
- Be based on early childhood experiences (ACEs) and family circumstances. As a school we recognise that their behaviour is a way of communicating their emotions.

The special educational needs of children will be taken into account when dealing with instances of misbehaviour. This will be a personalised response and members of staff will be guided by the SENDCo.

Teachers should also use strategies in line with EHCP recommendations and through support from any specialist teachers or the SENDCo.

Where there is a cause for concern, the Senior Leadership Team may use:

<u>Nurture leader</u> Sarah Carroll	Social games to reinforce good friendship relationships. Bereavement support
<u>SENCD</u> Miss Waring	Where there is a special educational needs concern. Eg: ASD, ADHD or cognitive learning difficulties.
<u>Mental Health Support</u> Mrs Proctor	Where there are issues related to mental health.
<u>Online Safety Support</u> Mrs Proctor Miss Walsh	Guidance for parents, staff and pupils on how to keep our children safe
<u>DSLs</u> Mrs Proctor (Headteacher) Miss Walsh (Deputy Headteacher) Miss Waring (SENDCO) Miss Carroll (Nurture lead)	Safeguarding concerns

Child on child Abuse

The school takes seriously their responsibility to deal with child-on-child abuse as directed in KCSIE even when this happens outside of school. Children should feel comfortable reporting concerns to staff in school and are encouraged to do so.

Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyberbullying via online messages, racism, homophobic language, general unkindness, misogynistic), and is often motivated by prejudice against groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's priority but emotional bullying can be more damaging than physical; teachers and schools must make their own judgements about each specific case. Please see our Anti-bullying policy for more information.

Preventing bullying

A school's response to bullying should not start at the point at which a child has been bullied. At St Leonard's, school staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This might involve talking to pupils about issues of difference, in lessons, through dedicated events or projects, or through assemblies. Staff themselves will be able to determine what will work best for their pupils, depending on the issues they need to address. Schools which excel at tackling bullying have created an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.

We have a positive and restorative approach to managing behaviour. We investigate causes for poor behaviour thoroughly so that we can put the right strategies and support in place as soon as possible. Our aim is to ensure that our school is a safe and happy place for all children to succeed in.

Child-on-child sexual violence and sexual harassment

Following any report of child-on-child sexual violence or sexual harassment offline or online, our school will follow the general safeguarding principles set out in Keeping children safe in education (KCSIE) - Part 5. The designated safeguarding lead (or deputy) will be contacted as soon as possible. Each incident should be considered on a case-by-case basis.

Sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned.

Staff know the importance of challenging all inappropriate language and behaviour between pupils. Normalising sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up will not be accepted.

Instead we advocate and teach high standards of conduct between pupils and staff who demonstrate and model manners through good manners sessions regularly.

Where relevant, pupils who fall short of these behaviour expectations may be sanctioned whilst other investigations by the police and/or children's social care are ongoing for suspected criminal behaviour.

Responding assertively to sexually inappropriate behaviour is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future.

All victims will be reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, as with all safeguarding matters, it will be important that the designated safeguarding lead is engaged and makes referrals into support services as appropriate.

Searching, Screening and Confiscation of Inappropriate Items

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive. The Head teacher, and staff authorised by the Head teacher, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item (see list below) or any other item that St. Leonard's Primary School identifies as an item which may be searched for.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed. Where possible, the staff member should be the same sex as the pupil being searched, however this is not always possible. There must be another staff member present as a witness.

Staff have the right to confiscate, retain or dispose of a pupil's property as a sanction if the property is considered to be a contraband item according to school rules. Staff will determine what to do with the confiscated item depending on the item confiscated and reason for its removal. Staff will also decide if and when to return an item, or whether to dispose of it.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used: to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations: tobacco and cigarette papers; vapes; fireworks; and pornographic images.

Malicious Allegations against Staff

Any allegations made against staff which are proved to be malicious will be treated severely. The

Headteacher will use professional discretion to decide upon an appropriate consequence. Fixed term suspensions or permanent exclusion may be used for malicious allegations which result in the staff member's reputation being adversely affected or causes the staff member any distress.

Low level concerns about staff

All concerns about staff, should be reported to the Headteacher who will keep a record and act accordingly.

Appendix 1

10 second reminder

- I expect you to be...
- I need you to...
- I need to see you...

I know you will.

Thank you.

30 second reminder

- I notice you are
- It is the rule about... that you are breaking
- You have chosen to ...
- Do you remember last **** when you were *** that's who I need to see now.
- Thank you for listening.

Reflection Time

5 minutes for time to self-regulate and reflect. This could be in the calm space in the classroom, the mindfulness area, or a clam space of the playground.

"I can see you are getting *frustrated*, go and have a few minutes to see if you can control your emotions and be ready to learn/carry on with lesson/playtime."

Restorative conversations

Choose the most appropriate questions based on your knowledge of the child.

- **What happened?**

It is important to listen carefully and dispassionately to the child's account without interrupting or disagreeing. It is equally as important to give your account from your perspective without judgement.

- **What were you thinking at the time?**

This reflection helps the pupil to reconsider their actions and replay their thought processes. Their thinking at the time may have seemed irrational to you (and anyone else looking on). However, it may not be obvious to the children that their initial thoughts might have sent them down the wrong path.

- **What have you thought since?**

Many doors are opened through this question that might allow the pupil a change of attitude, a shift in explanation or even the possibility of an apology. Some of their thoughts will have been negative, angry, and frustrated. Some will lead the conversation off on a tangent and others will cut to the heart of the problem. You may need to help tease them out.

- **How did this make people feel?**

The child might have been unaware of how other people reacted to their behaviour. In the moment of crisis, this might not seem significant, but in the aftermath, it is important to shine a light on it. We want to make sure that the child has the opportunity to consider others. To think about the impact of their behaviour on classmates who were worried by their anger, visitors who were shocked or younger children who were scared.

- **Who has been affected and how?**

Often the first response to this question is for the child to simply think about how they've been affected. With encouragement, the child can see the bigger picture. Asking follow up questions such as 'How was **** affected because they couldn't teach maths?' or 'How was **** affected who hates loud, sudden noises?' The more you ask these questions, the easier it becomes for the child to answer it. In time, that reflective routine might start popping into their head during the incident, even before they act. You are teaching them to use their conscience.

- **What should we do to put things right?**

Even if an apology is the obvious 'correct' step from the adult's perspective, resist the urge to guide the conversation that way. A forced apology is worthless. There might be other ways to put things right. If an apology is offered, accept it with enthusiasm, even if it could have been given with a little more feeling.

- **How can we do things differently in the future?**

A little bit of forward thinking and/or visualisation is not a bad thing. It is likely that the child will meet similar situation and frustrations in the coming days. Some prior planning will help them to recognise when their behaviour pattern begins. This doesn't mean they will immediately be able to change direction, but they will certainly be more aware of their poor choices.

Steps to follow the incident

1. If you have had to have a restorative conversation with a child, this needs to be recorded on CPOMS.
2. A dojo message or phone call must be made to parents to inform them that there has been an incident and what actions have been taken.

Classroom Plan	Reminders	Restorative Conversation
<ol style="list-style-type: none"> 1. Reminder 2. 10 Second reminder 3. 30 Second reminder 4. Reflection Time 5. Restorative Conversation 	<p>10-Second reminder (Choose 1)</p> <ul style="list-style-type: none"> • I expect you to be... • I need you to... • I need to see you... <p>I know you will. Thank you.</p> <p>30-Second reminder (Use all of these)</p> <ul style="list-style-type: none"> • I notice you are • It is the rule about... that you are breaking • You have chosen to ... • Do you remember last **** when you were *** that's who I need to see now. • Thank you for listening. 	<ul style="list-style-type: none"> • What happened? • What were you thinking at the time? • What have you thought since? • How did this make people feel? • Who has been affected and how? • What should we do to put things right? • How can we do things differently in the future?

Appendix 2

Behaviour Code

Ready	Respect	Safe
<p>We are ready to learn. (we put all equipment down and look at the teacher)</p> <p>We show that we are listening.</p> <p>We maintain focus and stay on task.</p> <p>We try our best and take pride in our work.</p>	<p>We listen when others are speaking.</p> <p>We speak respectfully to all members of our school community.</p> <p>We are kind in class and on the playground.</p> <p>We use good manners at all times.</p> <p>We are respectful of difference.</p> <p>We are positive role models.</p> <p>We are good friends and take care of all members of the school community.</p> <p>We respect school property.</p>	<p>We move around school in a safe manner – wonderfully walking.</p> <p>We demonstrate legendary lining up.</p> <p>We follow instructions to keep each other safe.</p> <p>We use equipment safely and correctly.</p> <p>We stay safe online and follow online safety rules.</p> <p>We recognise when we are in the red/yellow zones.</p>

Appendix 3

St. Leonard's Behaviour Blueprint

Visible Consistencies

- Consistent, calm, and always controlled.
- Ready, Respect and Safe
- Give first attention to best conduct.
- Be positive (have high expectations of all learners)
- Plan lessons that engage, challenge, and meet the needs of all learners.
- Model positive behaviours and building trusting relationships.
- Never ignore or walk past children who are making the wrong choice.
- Have clear routines to ensure that all children feel safe. These include:
 - Meet and greet
 - Use silent hand signals and countdown for stop and 1,2,3
 - Use the recognition board daily
 - Wonderful walking
 - Legendary lining up

Our Rules

Ready
Respect
Safe

Above and Beyond Recognition

Praise –doubling up praise (another adult)
Specific praise
Recognition Board
Above and beyond board
Postcards
Phone calls home
Whole school celebration worship
Above and beyond experiences

Scripts and Reminders

I have noticed that you are.... Refer to the specific behaviour or Zones of Regulation
At St. Leonard's you know that we are ready, respectful, and safe (choose 1)
Can you remember when you went on the recognition board yesterday, how did that make you feel?
I expect you to ... thank you
Wonderfully walk thank you
Tuck your shirt in thank you

Sanctions – in private

10 second reminder
30 second reminder
Reflection Time
Restorative conversation
Logical consequence
Removal from routine
Fixed term suspension
Permanent exclusion

St Leonard's Behaviour Pathway for parents

At St Leonard's we will work progressively through these stages to support our children and to avoid exclusions, however, the age and needs of the child will also be taken into account. It is also possible that if people are at continued risk of harm the school has the right to protect those within the school and the levels below can be fast tracked.

Universal

Children at the universal level follow our school rules Ready, Respect and Safe on a daily basis.

They set an excellent example to others and are fantastic role models.

They can articulate our visible consistencies accurately and are able to adhere to these consistently.

(1,2,3, Wonderful walking, legendary lining up)

They engage effectively in all aspects of school life including in the classroom and when representing the school at extra-curricular events.

They know how to regulate their emotions, manage their own behaviour effectively and ignore distractions.

They are rewarded in various ways such as:

- positive praise throughout the day
- recognition board (recognition celebration for those children on the recognition board)
- messages sent home to parents/carers via dojo
- proud post (class work) – photocopied sent home or posted on class Dojo
- sharing work/effort with another staff member/class
 - postcards sent home
 - phone calls home from class staff
 - phone calls home from HT/DHT
 - whole school celebration worships
- above and beyond experiences and menu

Occasionally, a child's behaviour may fall below this universal expectation and if this is a one off this will be dealt with in the following way:

Example behaviours

Shouting out, Teasing, Pushing, Arguing, Being uncooperative, Refusal to follow instructions, General silliness,

Consequences:

- Short Reminders - Name, 'Are you ok?'
- Verbal cues
- Use of scripts (10 and 30 second reminders - Name, I notice you are I need you to... Thank you!
- Self-Regulation time/resources – calm space/basket
- Restorative conversation
- Verbal apology which will be accepted

Recording:

If this is a one off, then the above consequence is enough. There is no need for CPOMS.

If it is repeated, this becomes Level 1.

Level 1 - Targeted Support

Children who, repeatedly break the rules at the Universal level, will be moved to Level 1.
Parents will be informed of this via phone call, after school or Dojo message.

Children who are on Level 1 of the pathway are disrupting the learning of themselves and others. This is not acceptable.

Example behaviours of children needing targeted support

Persistent low level behaviour as determined by the class staff that disrupts the learning of others.
Refusal to complete work, destroying work, refusal to follow instructions, inappropriate language towards others, not listening,

Consequences:

- Use of scripts (10 and 30 second reminders - Name, I notice you are I need you to... Thank you.
- Self-Regulation times/resources – safe space/basket
- Verbal apology to those affected
- Reflection time - *5 minutes for time out, mindfulness area, time at the side of the playground. "I can see you are getting frustrated, go and have a few minutes to see if you can control your emotions and be ready to learn/carry on with lesson/playtime."*
- Restorative conversation with a member of staff during the child's own time.
- 'Fixing it' exercise - Consequences should be related to the behaviour itself and not be punitive.
- Meetings with parents to discuss concerns and possibility of a support plan if moved to Level 2.

Support to be provided by school for children at this level:

- Meet and greet and early morning support to start the day calmly – nurture/key worker time.
- Additional time to work on the relationship between staff and children.
- Time with class staff/trusted adults to discuss their needs and what is causing the disruptive behaviour.
- Discuss curriculum, planning and provision – is this meeting the needs of the child or do reasonable adjustments need to be made? Do any referrals need to be made?
- Explicit lessons to be taught on learning behaviours as an intervention when children are calm.
- Adults to reflect and develop new strategies to support the child.
- Update the class management plan.

Recording:

Recorded on CPOMS and parents informed.

Level 2 – Additional support

Children who continue to display behaviour that affects the learning of themselves and others, after Level 1 support and consequences have been implemented, will be moved to Level 2.

Parents will be invited in for a formal meeting with the class staff and a member of the SLT at this level.
Children will be put on a Support Plan. This will be written in conjunction with the child, parents and staff.

Children who are on Level 2 of the pathway are consistently and persistently disrupting the learning of themselves and others. This is not acceptable.

Example behaviours of children requiring additional support

Persistent disruption in lessons and throughout the school day e.g. play time, lunch time and in the dinner hall/corridors.

Deliberately disrespecting adults

Hurting others/fighting/kicking/punching

Persistent refusal to follow adult instructions

Deliberately not listening

Verbal abuse

Any unsafe behaviour

Consequences

- Regular meeting with parents to express concerns and talk about provision already put into place.
- Children will receive restorative/reflection time with a member of staff during the child's own time: e.g. playtimes, lunchtimes, treat times (must be the same day) using self-regulation areas and restorative conversations.
- Consequences should be related to the misbehaviour itself and not be a punitive exercise. This can also be done in the pupil's own time.
- Work completed at home.
- Restorative conversations.
- Support plan.

Support to be provided – As a school we need to provide the following support at this level:

- Support from SLT and Pastoral team for staff.
- Support from SLT and Pastoral team for children – e.g. visiting and break and lunch times to check in.
- Support from SLT and Pastoral team for parents – signposting to different agencies/GP/Early Help.
- Drawing and Talking/ Nurture support from Nurture lead if appropriate.
- Assessment/observation by SENDCO.
- Discussion at the Inclusion Hub.

Recording:

Record on CPOMS and regular meetings with parents.

Level 3 - External Support

Children who display behaviour that is unmanageable for class staff and require support for external agencies will be placed on level 3 of the pathway.

Parents will have regular, formal meetings with class staff and a member of the SLT at this level.

Children will remain on a Support Plan. This will be written in conjunction with the child, parents and staff.

Children who are on Level 3 of the pathway require support above and beyond what the school can provide.

Example behaviours of children requiring external support

Hurting others (*either verbally or physically*)

Vandalism (deliberate)

Bad language towards another pupil or staff

Fighting (*not play fighting*)

Repeated refusal to follow instructions

Racist language

Homophobic language

Bullying (this is behaviour by an individual or group, **repeated** over time, that intentionally hurts another physically or emotionally.

Putting others safety in jeopardy.

Deliberately using abusive language against a member of staff.

Using mobile phones in school without permission.

Consequences

- Formal, regular meetings with parents/carers
- Support plan
- The setting of a related task i.e: tidying up the classroom if it has been destroyed
- Loss of privileges – for instance, the loss of a prized responsibility
- Internal suspension

Support to be provided – As a school we need to provide the following support at this level:

- Restorative work to take place in relation to the incident for staff and children
- 1:1/small group learning
- Support for parents – signposting to external agencies e.g. REACH/Golden Hill
- Support and advice from behaviour consultants
- Support and advice from ADHD North West/CAMHS
- Support and advice from SENDCO/Educational Psychologists
- Support from mental health support teams
- Potential for a reduced timetable

Recording:

Record on CPOMS and parents informed

Level 4 - Risk of Fixed Term Exclusion

Children who display behaviour that puts the safety of other children and staff at risk will be placed on Level 4 of the pathway.

Parents will have regular, formal meetings with class staff and the Headteacher at this level.

Children who are on Level 4 of the pathway are at risk of fixed term exclusion. They are unlikely to participate in normal school routines.

Examples behaviours of children who are at risk of a fixed term exclusion

Repetition of previous incidents

Deliberately physically hurting another person (staff or child) so as to cause an injury

Deliberately physically hurting another person on more than one occasion.

Bringing into school dangerous/banned items

Extreme racial abuse

Extreme homophobic language

Child on Child Abuse

Banned items:

Cigarettes including: E cigarettes & lighters

Sharp implements: knives etc. or any object in which the intent is to cause harm

Substances / medication not approved

Mobile phones must be handed in to the school office if children travel home on their own.

The school reserves the right to check items of clothing, bags or coats for banned items.

Consequence: (depending on severity and frequency of incidents)

- Internal suspension
- Fixed term Suspension

Support to be provided – As a school we need to provide the following support at this level:

- Restorative work to take place in relation to the incident for staff and children
- Support for parents – signposting
- Support and advice from school advisor and behaviour consultants
- Reintegration meetings after the exclusion
- Discussions around alternative provision if repeated exclusions.

Recording:

Office to complete the FT Suspension pack and form for LCC.

Record on CPOMS and formal meetings with parents.

Level 5 - Risk of Permanent Suspension

Children who repeatedly display behaviour that puts the safety of other children and staff at risk will be placed on Level 5 of the pathway.

Parents will have regular, formal meetings with class staff and the Headteacher at this level.

Children who are on Level 5 of the pathway are at risk of permanent suspension. They will not participate in normal school routines.

Example behaviours of children at risk of permanent suspension

Repetition of incidents at Level 4.

Consequence:

- Longer Fixed Term Suspension (increases based on number of fixed term exclusions)

Support to be provided – As a school we need to provide the following support at this level:

- Restorative work to take place in relation to the incident for staff and children
- Support for parents – signposting - Early Help
- Reintegration meeting after the exclusion
- MASH referral – Children’s Social Care involvement
- Alternative provision placement

Recording:

Office to complete the FT Suspension pack and form for LCC.

Record on CPOMS and for meeting with parents.

Level 6 - Permanent Exclusion

Children who repeatedly display behaviour that puts the safety of other children and staff at risk will be placed on Level 6 of the pathway.

Parents will have regular, formal meetings with class staff and the Headteacher at this level.

Children who are on Level 6 of the pathway are likely to be permanently excluded from school.

Example behaviours

Repetition of incidents at Level 5.

Consequence:

- Permanent Term Suspension only after following advice from the Lancashire Advisory service.

Support to be provided – As a school we need to provide the following support at this level:

- Restorative work to take place in relation to the incident for staff and children
- Support for parents – signposting
- Reintegration meeting
- Discussions and advice from School Advisor

Recording:

Office to complete the FT Suspension pack and form for LCC.

Record on CPOMS

Inform School Advisor

Inform parents