

# SCHOOL BEHAVIOUR POLICY

**Responsible Persons:** Headteacher, Senior Management Team

**Date Adopted:**  
Autumn 2023

**Review by:**  
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## Our Vision

St. Leonard's CE Primary School encourages everyone to 'Enjoy Success' by embedding our Christian values in hearts and minds, within a nurturing, safe and inclusive environment, equipping our children to become global citizens.

We at St. Leonard's school believe that we are part of God's family, following the example of Jesus Christ, and strive to put into action St. Paul's teaching on the fruit of the Spirit.

"love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control"

Galatians 5. 22-23

Our vision and Christian values underpin everything we do as a school: our aims and ethos, policies, procedures, the design of our curriculum, how we treat one another, the decisions that we make and the school's management and governance.

## Introduction

Good behaviour is essential in providing high quality learning experiences in a stimulating and supportive environment. Good behaviour in the whole school community enables the provision of a safe, secure and caring environment where effective learning can take place and where children can develop self-esteem, independence, self-discipline and responsibility.

The learning environment is the shared responsibility of all staff of the school. A whole school approach to promoting positive behaviour is fundamental to the ethos of the school. All staff should be consistent in their approach and act as good role models for the children.

## Aims and Objectives

At St Leonard's, we believe that we are all unique, created in the image of God and equal in the eyes of God. As a Church of England primary school our policy is based on Christian values as defined in the fruit of the Spirit bible passage.

We aim:

- To create an environment that encourages and reinforces good behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote further achievement, both academically and socially.
- To enable children to develop self-esteem, respect for others, tolerance, and compassion.
- To promote the school values of respect, perseverance, friendship, fairness, honesty and forgiveness within friendship groups and the whole community.
- To encourage all members of the school community to take responsibility for the care and safety of themselves, others, their property, and the environment.
- To help children understand the sense of right and wrong and the ability to accept responsibility as well as having their voice heard.
- To encourage the involvement of both home and school in the implementation of this policy.
- To develop children's emotional literacy, their ability to deal with conflict and their resilience.

## **Implementation/Principles**

### **The Golden Rules**

The Golden Rules outline the school's expectations of behaviour, which were agreed upon by the children. They are always in effect, in all activities. They must be followed by the whole school community - children, staff, parents and carers, governors, and visitors. Our Golden Rules are displayed in all classrooms and public areas. Our agreed Golden Rules are deliberately simple and memorable:

**Be Ready!**

**Be Respectful!**

**Be Safe!**

### **Rewards and Positive Recognition**

Positive recognition is used to promote the aims of the Behaviour Policy. It is used sincerely and meaningfully, thereby encouraging, and reinforcing good behaviour.

At St Leonard's we focus positive recognition on effort rather than achievement. By doing this, we hope to encourage all children to take calculated risks, step outside their comfort zone and strive to be the best they can be.

Rewards and positive recognition include:

- **Celebration Assembly**

This is held weekly, focusing on celebrating the good things that have been happening in class, in the playground and around the school and wider community.

- **Praise**

Staff are specific about why the praise is given and this usually relates to effort.

- **Recognition**

Recognition is given in the form of praise or stickers from the Headteacher or the deputy Headteacher for good effort or positive actions.

- **Positive verbal reports or a phone call home to parents/carers at the end of the school day**

- **Postcards are written to the children who have behaved particularly well at school and celebrate the child's success.**

- **Tangible awards e.g., stickers, smiley faces on work,**

- **Class rewards can be used: e.g. table points, marbles in a jar leading to a free choice activity, star of the day, star of the week**

## **A Pre-emptive approach**

- Staff try their best to pre-empt difficulties and disruptions, using diversionary methods to defuse situations.
- Emotion coaching techniques are used. (Acknowledging feelings.)
- Once everyone is calm, incidents are talked over as soon as possible and children are encouraged to work through disagreements with an adult acting as mediator.
- Using the Golden Rules and school values as a prompt, all children involved are asked to reflect: What did they do well? What could they have done better?

## **Addressing Poor Behaviour**

In apportioning consequences for unacceptable behaviour, staff are aware of the need to be consistent, but also make judgments as to the inappropriateness of the behaviour in relation to the context in which the behaviour occurred, the frequency of the behaviour, the duration of the behaviour and the persistence over time.

Possible consequences are discussed with children at the beginning of each school term, as the rules are reviewed.

### **5.1 Breaking a Golden Rule**

If a Golden Rule is broken, the child:

1. Receives a warning

If the behaviour persists, the child

2. Receives a yellow card

If the behaviour still persists, the child

3. Receives a red card, which means their name is recorded and they will lose five minutes of their playtime (which cannot be earned back).

Each morning, everyone returns to a green card.

Any amount of lost playtime will be used for the child to reflect on the incident.

If a child receives 3 red cards in a week, their parent/carer will be asked to meet with the class teacher.

The lost playtime is recorded on a red sheet which is given to the Headteacher every Friday.

For extreme behaviour, a red card may be issued immediately with an increasing number of minutes lost.

Other sanctions include:

- Missing extra playtime to ensure playtimes are safe and calm for others.
- Parents are informed on the day of any act of physical aggression; serious individual incidents such as homophobia or racism, and of persistent unacceptable behaviour.

Some pupils, in consultation with staff and parents may be taken out of the card system if the system is not serving their needs well.

## **More serious breaches of the Behaviour Policy**

Several options may be available to a senior leader in response to a serious breach of behaviour policy and is dependent upon each individual case given that some children may be too young or developmentally not ready to participate. They are:

- a) restorative justice, which enables the offender to redress the harm that has been done to a 'victim', and enables all parties with a stake in the outcome to participate fully in the process.
- b) social stories, (these are books/stories used by teachers to help children to reflect on the consequences of their behaviour choices).
- c) mediation through a third party, usually a trained mediator, is another approach that may lead to a satisfactory outcome, particularly where there has been conflict between two parties, e.g. a pupil and a teacher, or two pupils;
- d) internal exclusion can be used to defuse situations that occur in school which require a pupil to be removed from class but may not require removal from the school premises. The internal exclusion could be to a designated area within the school with appropriate support and supervision and may continue during break periods. Internal exclusion should be for the shortest time possible and should be subject to review.
- e) Partner school, where a fixed amount of time can be spent in a partner school with a member of our staff.
- d) managed move to another school to enable the pupil to have a fresh start in a new school. In some circumstances, the Headteacher may ask another Headteacher to admit the pupil. This should only be done with the full knowledge and co-operation of all the parties involved, including the parents, governors and the LA, and in circumstances where it is in the best interests of the pupil concerned.

## **Permanent and fixed term exclusions**

A decision to exclude a pupil, either for a fixed period or permanently, is seen as a last resort by the school. The decision to exclude should be lawful, reasonable and fair.

General reasons for exclusion may include:

- A serious breach of the school's rules or policies.
- Persistent breaches of the school's rules or policies.
- Risk of harm to the education or welfare of the pupil.
- Risk of harm to the education or welfare of others in the school.

The behaviour of pupils at risk of exclusion is sometimes driven by complex combinations of social, emotional and health problems, so the involvement of LA and other services should be co-ordinated. Multi-agency teams such as Behaviour and Education Support Teams are an effective way of doing that.

Exclusion should not be imposed in the heat of the moment, unless there is an immediate threat to the safety of others in the school or the pupil concerned. Before deciding whether to exclude a pupil, either permanently or for a fixed period, the Headteacher should:

- a) ensure that a thorough investigation has been carried out;
- b) consider all the evidence available to support the allegations, taking account of the school's Behaviour, Anti-bullying and Equality policies, and, where applicable, the Equality Act 2010;
- c) allow and encourage the pupil to give their version of events;
- d) check whether the incident may have been provoked, for example by bullying, or by racial harassment;

e) if necessary, consult others, but not anyone who may later have a role in reviewing the Headteacher's decision, for example members of the Board of Governors; the Deputy Headteacher, other members of the senior leadership team or a member of the LA;

f) keep a written record of the actions taken (and copies of written records made by other members of staff), including any interview with the pupil concerned. Witness statements must be dated and should be signed, wherever possible.

For detailed information about how the school manages exclusions, see the School's Exclusions Policy.

### **Other circumstances when pupils may be sent home**

There are some circumstances in which individual pupils may be required to leave the school site, where they have not been excluded:

a) A pupil is accused of a serious criminal offence, but the offence took place outside the school's jurisdiction (bearing in mind that the children in the school under the age of 10 are below the age of criminal responsibility). In these circumstances the Headteacher may decide that it is in the interests of the individual concerned and of the school community as a whole for that pupil to be educated off site for a certain period, subject to review at regular intervals. This is not an exclusion.

b) For medical reasons, a pupil's presence on the school site represents a serious risk to the health or safety of other pupils or school staff. In these circumstances a Headteacher may send the pupil home after consultation with the pupil's parents. This is not an exclusion and may only be done for medical reasons.

c) The pupil is given permission by the Headteacher, or person authorised by the Headteacher, to leave the school premises (with the accompaniment of their parent or carer) briefly to remedy breaches of the school's rules, where this can be done quickly and easily; this should be for no longer than is necessary to remedy the breach. This is not an exclusion but an authorised absence. However, if the pupil continues to breach uniform rules in such a way as to be sent home to avoid school, the pupil's absence may be counted as unauthorised absence. In all such cases the parent must be notified and the absence should be recorded. When making this decision, the child's age and vulnerability, and the parent's availability, will need to be considered.

### **Recording and Reporting**

If a child is developing a history of unacceptable behaviour the child is entered onto the Special Educational Needs Profile and full records kept of incidents and the support and counselling provided.

- Serious matters dealt by the staff are recorded through the school behaviour file (CPOMS). A matter is deemed serious when it causes significant upset, involves aggression or violence or has a significant impact on the work of a child or group of children. The Headteacher may insist that an incident should be deemed serious enough, but any member of staff can contribute to the behaviour log.
- Instances of homophobia and racism are always recorded and reported to the Board of Governors as part of the Headteacher's report. Parents are always informed of racist or homophobic incidents.
- Instances of alleged, suspected or confirmed bullying are recorded in a separate file to ensure that any trends can be spotted in a timely manner.
- The LA is informed of any external exclusion. This is also reported to the Board of Governors by the Headteacher. Parents are informed in writing of the reasons for the exclusion and a copy of this is kept by the Headteacher