



**Leasowes Primary School
Behaviour Policy**

Date Approved: September 2025	Print Name: Jeff Smith
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1. School Ethos

Leasowes Primary School strives to provide an inclusive, learning rich environment where children feel safe to take risks to enable them to reach their full potential. Pupils are encouraged to take pride in their achievements and embrace change in a positive manner. Learners are inspired to embark on a lifelong learning journey to develop knowledge, skills and become well rounded individuals that flourish in our ever-changing society.

Leasowes believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Promoting personal development
- Promoting character education
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment that promotes positive mental health and wellbeing
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient.

The school will aim to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment:** the health and wellbeing of pupils and staff is promoted through the 'hidden' curriculum, as well as leadership practice, policies, values and attitudes, alongside the social and physical environment

- **Teaching:** the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement:** the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing.

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's Wellbeing Policy outlines the specific procedures that will be used to assess these pupils for any Mental Health and Wellbeing related difficulties that could affect their behaviour.

2. Aims and Expectations of the Behaviour Policy

Aims

- To outline rewards and sanctions and how they will be fairly, flexibly and consistently applied
- To define acceptable behaviour and to make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that result as a consequence
- To promote good and outstanding behaviour through a system of rewards which will encourage children to have high expectations and aspirations of themselves and others
- To promote positive behaviour, self-discipline and foster mutual respect for other people and the environment
- To enable pupils to become increasingly independent learners that develop a life-long love of learning
- To teach positive values and attitudes through the curriculum that celebrates difference and diversity.
- To provide clear, fair procedures to deal with inappropriate behaviour when it does occur
- To be fully supported by all stakeholders and to role model the correct manner in which we deal with situations

Expectations

- The school expects every member of the school community to behave in a caring and considerate way towards others
- To ensure children can see behaviours are dealt with consistently across the school
- Good behaviour is expected and rewarded. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour
- To reach high levels of self-esteem where children are happy, feel good and enjoy each other's company
- To enable children to deal with conflicts in a positive manner giving them the coping strategies to reach positive outcomes
- To help children understand consequences/sanctions and impact of their behaviours on others
- For all stakeholders (staff, governors, parents, children) to work together to ensure a calm, safe, stimulating learning environment

3. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006

- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2022) 'Behaviour in schools: advice for headteachers and school staff'
- DfE (2025) 'Keeping children safe in education 2025'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2025) 'Use of reasonable force'
- DfE (2022) 'Searching, screening and confiscation: advice for schools'
- DfE (2024) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following school policies:

- School Values and Charter
- Wellbeing Policy
- Complaints Procedures Policy
- SEN Policy
- Exclusion Policy
- Equality Policy
- Attendance Policy
- Restrictive Physical Intervention Policy
- Online Safety Policy
- Acceptable Use Policy
- Safeguarding Policy
- Anti-Bullying Policy
- LGBTQ+ Policy
- Parent Code of Conduct

4. Rationale

The term 'Behaviour' at Leasowes incorporates a wealth of attributes that include: learning behaviour, communication, appearance, attendance, attitude, conduct and responsibility. Children need to live their school life through our 6 values of **Respect, Courage, Collaboration, Enjoyment, Aspiration and Love**.

Leasowes Primary School believes that behaviour is a shared responsibility. We expect all stakeholders: school staff, children, parents and governors to be committed to establishing a learning environment which promotes positive behaviour and relationships of mutual respect based on a sense of community and shared values. We believe that children have the right to learn in an environment which is conducive to learning and promotes high levels of engagement. It is our primary aim that every member of the school community feels valued, respected and that each person is treated fairly. We believe that all stakeholders must take ownership of their behaviour. We are **all** responsible for our own actions.

As a Rights Respecting School, we understand that all children have a right to Education (Article 28). Where behaviour does not meet the school's expectations, other children's quality of education could potentially be hindered. This is something that we find unacceptable.

5. Roles and Responsibilities

The **Governing Board** will have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.

- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The **Headteacher** will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any Social, Emotional and Mental Health (SEMH) related drivers of poor behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any Mental Health and Wellbeing related issues that could be driving disruptive behaviour.
- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with Mental Health and Wellbeing related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with Mental Health difficulties.
- Supporting behaviour management in line with the Wellbeing Policy.

The **Senior Mental Health Lead** will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.

The **SENCO** will be responsible for:

- Collaborating with the governing board, headteacher and the Mental Health lead, as part of the SLT, to determine the strategic development of behaviour and Mental Health and Wellbeing policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - SENCO.
 - Headteacher.
 - Phase leader.
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.
- Developing supportive, respectful, and trustworthy relationships with each other.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.
- Agreeing and adhering to the Parent Code of Conduct.

6. Definitions

For the purposes of this policy, the school will define "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination:** not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment:** behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour:** deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying:** a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying:** the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of banned items
- Refusing to comply with disciplinary sanctions
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

7. Staff Induction, Development and Support

All new staff will be inducted clearly into the school’s behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. New staff will work alongside their opposite year group teacher and phase leader, in order to quickly understand the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil’s behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications. The SLT and the headteacher will review staff training needs continuously, and in response to any serious or persistent behaviour issues disrupting the running of the school. Staff will know where and how to ask for assistance if they’re struggling to build and maintain an effective culture of positive behaviour. Staff voice will be considered when the school develops and refines its behaviour policies and procedures.

8. Pupils with Special Educational or Social Emotional and Mental Health Needs

The school has a highly successful SEN (Special Education Needs) department that caters for the needs of pupils that are identified as needing more support. Children from time to time may need intervention from external agencies and every effort is made to ensure we follow recommendations to ensure progress is made in all areas of education, this includes behaviour. Targets for SEN children set as part of their PSPs or part of their EHCP will be personal to the specific child and may not always follow the Behaviour Policy. These children will follow their individual behaviour plan.

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils’ knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils’ health and wellbeing

Leasowes Primary School has invested in the HOPE (Helping Our Pupils Emotionally) programme since September 2016. We have 2 trained members of staff who will be available to support and

run interventions for pupils that find emotional wellbeing difficult. This may be a long or a short-term intervention e.g. dealing with bereavement, parental separation.

9. Unacceptable Behaviour

The following behaviours are unacceptable:

- Leasowes do not tolerate behaviour, including low level constant disruptive behaviour, that impacts on others learning or safety
- Physical or verbal bullying
- Behaviour which shows disregard for property and could damage schools, their own or that of others property
- Use of rude or abusive language, which includes swearing and use of offensive words
- Anti-social or aggressive behaviour directed at others e.g. hurting other physically or threatening them, this includes towards children and staff
- Anti-social or aggressive behaviour directed at others particularly on the grounds of race, culture, gender or ability
- The playing of rough and dangerous games
- Poor attitude to learning
- Poor appearance
- Use of social media to discuss school matters, children or staff (including texting)

The staff has, with pupil involvement, established rules that clearly define the high standards of behaviour and the positive ethos that we expect in the school environment.

NB The Behaviour Policy is designed to positively deal with unacceptable behaviour, ensuring that the children understand right from wrong. The staff will support children and parents to resolve any matters arising.

10. Expected Behaviour

At Leasowes Primary School we expect pupils to:

- Understand and follow the school values, the School Charter and the Playground Charter
- Be polite and courteous to all people at all times
- Show respect, kindness and consideration for others
- Appear smart and ready to learn, wearing the correct uniform at all times
- Have an excellent attitude to learning
- Take turns and behave fairly in all situations
- Keep the school tidy
- Look after school property, their own and that of others
- Behave sensibly and move around the school safely at all times
- Listen to others and try to understand differing points of view
- Allow others the opportunity to learn by managing their own distractions
- Aim high and complete all tasks/activities to the best of their ability

11. Behaviour Around the School

Behaviour in Assembly

- Children will enter and exit the hall in silence and listen to the music.
- Children will sit crossed legged on the floor.
- Children should show respect for the person leading the assembly as well as for others that are listening and participating in the assembly.
- Different values will run as themes across assemblies and these will be the basis for other assemblies, including class assemblies that run across the week.

Behaviour at Playtimes

- Children will be dismissed from classrooms for playtime.
- Children are expected to walk to the playground in a safe and orderly manner. During playtime no children should be in the school building unless supervised by an adult.

- Children who would like snacks from the kitchen must queue sensibly and as soon as they have received their snack exit the building to the playground safely.
- Whilst on the playground, all children will follow the 'Ready, Respectful, Safe' Initiative.
- Behaviour on the playground should be respectful of others, safe and sensible. Children demonstrating any of the unacceptable behaviours listed should expect to receive a sanction in line with our school behaviour strategies.

Behaviour at Forest School

- Children agree a Forest School Charter at the start of the first session, which links to the school charter and values such as respect for the environment, enjoyment and courage.
- It includes specific reference to safety and following instructions in order to keep themselves and others safe at Forest School.
- The Forest School charter is signed by the children and used in each session to set expectations for behaviour.

12. Learning Behaviours

At Leasowes, as stated in our school charter, we firmly believe that if children are 'active listeners', this will ensure that they are 'active learners'. Children at Leasowes understand that when discussing 'behaviour, this does not only relate to being kind, respectful, fair and generally being the best person that we can be; but also, how we ensure that we get the most out of the curriculum by becoming effective learners. Teaching strategies are used to encourage all children to play an active part in the learning taking place. The use of the 'Leasowes Learner' helps the children understand what makes them as a person an effective learner. This means that the children can then focus on their strengths at times, as well as working on their weaker areas. The Leasowes Learner focuses on the following areas:

- **Knowledge and skills:** Ensuring that the children use their prior learning effectively to help with current learning
- **Behaviour and attitude:** Using the right behaviours and attitudes to help themselves and the people around them get the most out of the curriculum
- **Learning Conversations:** How to hold effective conversations that will help themselves and others deepen their understanding of a given concept
- **Reasoning:** Understand what prior knowledge to use to solve a problem and apply this effectively
- **Retrieval:** Different strategies for remembering the learning



13. Outstanding Behaviour

Outstanding behaviour is all of the expected behaviours and the following:

- displays curiosity and a love of learning
- consistently super smart appearance
- drives own learning and shows independence of thought
- going above and beyond by continuing learning at home
- being a positive role model that has an impact on other children and the classroom environment

Children who display outstanding behaviour will be given a raffle ticket to place into the 'Outstanding Learning' box. The phase leader will keep this box. Every half term anyone who has gained a raffle ticket will get an outstanding behaviour certificate and have the chance to win a prize. On the last day of every half term the certificates will be presented and a raffle ticket will be drawn. There will be one prize for EYFS, KS1, Lower KS2 and Upper KS2. The more raffle tickets the children earn the better the chance at winning a prize. All outstanding behaviour is rewarded with a certificate that is celebrated in end of half term/term assemblies.

14. Managing Behaviour

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring. A record of all reported incidents will be kept on Arbor to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection. Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. All staff will follow the agreed Behaviour Strategy (See Appendix C). Where necessary, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.

Where a pupil is identified as having Mental Health and Wellbeing related difficulties, SEND support will be put in place.

Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place. Following continued incidents of unacceptable behaviour, the headteacher will refer to the Exclusion Policy if necessary.

For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, Mental health and Wellbeing needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

15. Rewards

At Leasowes Primary School we celebrate learning, good behaviour and good attitudes towards learning. We believe that a positive approach to behaviour and attitude helps learners to have high expectations and aspirations of their own and others behaviour. All praise given should be linked to the school values to embed. Rewards can be demonstrated in a number of ways such as:

- Staff acknowledge and congratulate children
- Verbal praise
- Stickers, tokens, class-based incentives
- House points
- Sending to another class for praise
- Sending to the Headteacher, Deputy Headteacher, Phase Leaders or other staff for praise
- Celebration certificate
- Acknowledgements in celebration assembly for out of school achievements
- Class attendance award
- Headteacher and DHT award stickers
- Governor award stickers

Half termly 'Rewards Morning' where children who have shown consistently good or outstanding behaviour get to choose from a range of activities on the last afternoon of the school term, e.g. art activities, forest school activities, football, ICT, 'movie and munch' (film and popcorn), games etc. The class teacher will decide if children are not allowed to attend due to poor behaviour and ensure that parents are informed prior to the morning. Children who do not attend the activity afternoon will catch up with learning that they have missed due to poor behaviour. Children deemed by the teacher to have been good for the half term will choose which they wish to take part in. Children on 'Outstanding behaviour' will choose first, followed by children who have been good for the whole time and so on.

16. Prevention Strategies, Intervention, and Sanctions for Unacceptable Behaviour

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

Initial interventions

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs

and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system is in place to ensure relevant members of the SLT are aware of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Phase leaders are responsible for children misbehaving within their phase.

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents
- Providing mentoring and coaching
- Short-term behaviour report records
- Long-term behaviour plans
- Engagement with local partners and agencies
- Engaging in HOPE (Helping our Pupils Emotionally)
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHCP, contact with the LA to consider a review of the plan
- A multi-agency assessment, such as an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

Educating the Children regarding Behaviour

At Leasowes we believe in a 'prevention better than cure' approach. Regular timetabled whole school assemblies are led by the HT and DHT, with discussions on avoiding potential situations. All children are taught and understand that 'mistakes are learning opportunities' until they become a choice. Additionally, age specific discussions will take place at key points in the year to help children to avoid the wrong choices, eg discussing the use of WhatsApp with Year 6. Positive behaviour will be taught to all pupils as part of the 'hidden' curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The school will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly in the playground before returning to class. Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour. Coupled with our values and charter, Leasowes is a Rights Respecting School. Through this we teach the children about the Convention on the Rights of the Child.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place. This will be reinforced through a positive use of rewards (see section 14)

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate to follow the school Behaviour Strategy (see Appendix C). Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, considering the specific circumstances and requirements of the pupil concerned.

Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil is seated in sight of the teacher and away from children who may trigger their behaviour
- Training for staff in understanding autism and other conditions

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences/sanctions may be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Removal from the classroom

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be moved to a room that is:

- In an appropriate area of the school
- Stocked with appropriate resources
- Suitable to learn and refocus
- Supervised by trained members of staff, wherever possible phase leaders.

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The headteacher will request that the pupil's class teachers set them appropriate work to complete.

The headteacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return.

Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil

and their parents, and other agencies if relevant, where necessary. Pupils will be permitted to eat during the allocated times of the school day and may use the toilet as required.

Physical intervention

In line with the school's Restrictive Physical Intervention Policy, we aim to be a physical intervention free school. However, if this was deemed to be needed for a specific child with significant individual needs, training would be given to applicable staff.

Reasonable Force

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'. Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils. However, this will only be used in extreme circumstances where there is risk of significant harm to themselves or others.

17. Sexual Abuse and Discrimination

The school will prohibit all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and discrimination are detailed in the Child-on-child Abuse Policy. The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

18. Behaviour Outside of School Premises

Pupils at the school must agree to represent the school in a positive manner. The following of our school values and charter will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

19. Incident Logs and Recording of Incidents

Phase leaders will be responsible for monitoring and analysing behaviour incidents and reporting back at Senior Leadership Meetings. Deputy Headteacher and the Headteacher will monitor and analyse whole school behaviour, recorded by the person/s witnessing the behaviour using Arbor.

All incidents will be logged, as will phonecalls and meetings with parents. These records will be used if behaviour becomes frequent and as evidence to support sanctions.

20. Confiscation

Confiscation is a lawful disciplinary penalty. School have the right to confiscate items that are deemed inappropriate for school or may cause harm to others. If items are confiscated, teachers/staff must fully explain to the child why this has to happen. Items will be stored safely and returned to the child or via the parent. Leasowes will seek advice from other agencies (e.g. police if items are deemed to be harmful - drugs or weapons. In these cases, refer to **Exclusion Policy**)

APPENDIX A

School Values and Associated Behaviours

Across the school year, six core values and attitudes are taught:

Respect
Courage
Collaboration
Aspiration
Enjoyment
Love

These values are explicitly taught and focused on during our assembly themes. Our aim is to develop a good understanding of what each value means and what it looks like in action, both around school and in society. Within our six core values we learn about other principles and values which underpin our thinking e.g. within respect, we also think about tolerance, thoughtfulness and understanding. Our core values support children to become well rounded individuals that are able to flourish in our ever-changing society.

The Associated Behaviours

When we ALL show RESPECT, we:

- Are polite towards everyone around us
- Listen to each other
- Respect each other's opinions
- Play our part in ensuring that classrooms, as well as communal areas are kept tidy
- Model how to be respectful to each other
- Drive forward the vision and ethos of the school
- Come to school looking smart and take pride in our appearance
- Share good practice where appropriate to help us all improve
- Are aware of other's around us and understand the need for confidentiality

When we ALL show COURAGE, we:

- Are ready to try something new
- Are willing to step out of our comfort zone
- Are ready to take risks
- Are resilient so that we have a consistent approach to all that we do
- Enjoy and embrace a challenge
- Speak out when something worries us

When we ALL show COLLABORATION, we:

- Empathise with others and use this to support each other
- Are always prepared and on time so that we don't hold up anyone's learning
- Communicate effectively with each other, thinking about the language that we use
- Get actively involved in school events and activities outside of the curriculum
- Share our good ideas with others
- Play our part in driving forward school initiatives

When we ALL show ASPIRATION, we:

- Set high expectations for ourselves
- Encourage each other to be the best that we can be
- Drive new initiatives forward
- Build on what we already know, to make ourselves even better

When we ALL show ENJOYMENT, we:

- SMILE!
- Are enthusiastic and self-motivated
- Do all that we can to stay positive
- Ensure that we are in school and make the most of our time here

- Celebrate each other's successes

When we ALL show LOVE, we:

- Are ready to listen to each other
- Strive to be a good friend
- Show pride and passion for the school
- Share and nurture each other's curiosity and love of learning

**APPENDIX B
School Charter**

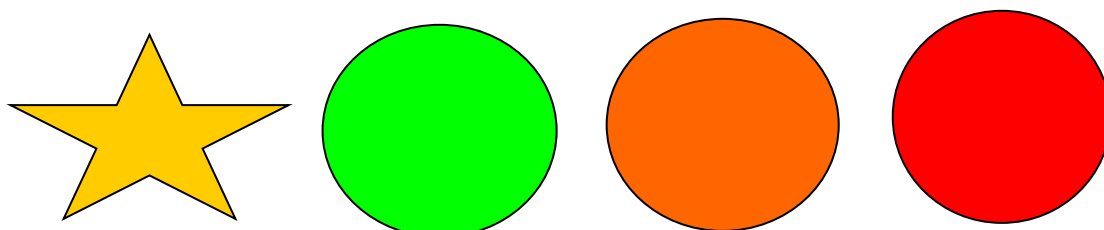
The children have decided the statements that form our Leasowes Charter. These statements will be used across the whole school and be referred to consistently when dealing with positive and negative behaviour:

- **Look smart, act smart**
- **Active listening, active learning**
- **Always work hard and be proud**
- **Have the courage to challenge yourself**
- **Always have kind hands, kind feet and use kind words**
- **Protect today to preserve tomorrow**

APPENDIX C
How the Behaviour Strategy is Displayed

The main behaviour strategy that Leasowes Primary School follows is guided by the principle of 'Good to be Green'. This strategy acknowledges positive behaviour but also follows a process if unacceptable behaviours occur. However, Leasowes expects 'good' behaviour and therefore has adapted the strategy so that it recognises outstanding behaviour. Our aim is for all stakeholders to demonstrate outstanding behaviour.

In each classroom the behaviour strategy will be supported with a visual display.



Each day the children will start on green, they will be encouraged to move to the gold star by demonstrating outstanding behaviour. Gold and green are expected behaviours and the children will stay on those colours and receive rewards stated earlier if they do so. However, if the children find managing their distractions difficult or begin to display unacceptable behaviours then the following sanctions will be applied:

Before moving to orange Phase 1 behaviours usually dealt with by class teacher	Orange	Red
<p>Several techniques will be used to encourage a child to stay on green behaviours e.g.</p> <ul style="list-style-type: none"> • redirect attention • proximity - standing near to • non-verbal signs • the 'look' • rule reminders • spotting good role models to point out expectations • giving choice • group responsibility • tactical ignoring of behaviour • verbal reminder <p><u>If child chooses to change their behaviour then they will move straight back to green</u></p>	<p>If 'green' techniques fail then orange techniques are used a warning:</p> <ul style="list-style-type: none"> • Child moves their name from green to orange • moved seat • minutes of playtime lost while catch up on lost learning <p><u>If child chooses to change their behaviour then they will move straight back to green</u></p>	<p>If behaviour continues after moving from orange and using the techniques to encourage positive behaviour fail then movement to red could result in the following sanctions depending on frequency and severity:</p> <ul style="list-style-type: none"> • minutes of playtime or lunchtime lost to catch up work • visit the phase leader • behaviour recorded • visit Deputy Headteacher • parents informed at the end of the day or by telephone • visit Headteacher

<p>Phase 1 Behaviours Usually dealt with by classroom teacher</p> <ul style="list-style-type: none"> • teasing or name calling • talking out of turn • shouting out • avoiding work/ wasting time • being noisy • arguing • stopping others from working • inappropriate comments • put downs • constant fiddling • inconsiderate behaviour • graffiti on books/files • chewing • incorrect uniform <p>Children regularly demonstrating phase 1 behaviours will be recorded on Arbor, our behaviour monitoring system (Quick access) allowing SLT (Senior Leadership Team) to monitor frequency</p>	<p>Positive strategies used as part of the management in the classroom</p> <ul style="list-style-type: none"> • redirect attention • proximity - standing near to • non-verbal signs • the 'look' • rule reminders • spotting good role models to point out expectations • giving choice • change of activity • group responsibility • tactical ignoring of behaviour • move seat/review seating plan • keep behind at end of lesson • loss of minutes from playtime or lunchtime to catch up learning • peer support or role models • use of self esteem
<p>Phase 2 Behaviours More serious behaviour may need involvement by phase leaders or SLT</p> <ul style="list-style-type: none"> • not responding to positive strategies • consistent low-level behaviour • interfering with other property • interfering with the learning of others • refusal to follow instructions • use of inappropriate language • leaving the room without permission • play fighting • throwing objects • dangerous/unsafe behaviour • repeated unkind behaviour to others • lack of respect towards adults • persistent poor attitude • persistent absence <p><u>Incidents must be logged onto Arbor and incident sheets completed</u></p>	<p>Strategies to be used to manage behaviour</p> <ul style="list-style-type: none"> • time taken from play and lunch time to catch up on work and learning time • written apology • removal to another class • apology to staff • behaviour report card – this will be shared with parents and kept in children's file • making up for missed work • individual behaviour contract with incentives • parental involvement • individual behaviour plan • involvement from EWO (Education Welfare Officer) where appropriate • involvement of other agencies • removal from after school extra curricular clubs • unable to take part in other after school activities e.g. school discos

Phase 3 Behaviours	
Behaviours which would require the involvement of the Senior Leadership Team and may result in fixed term or permanent exclusion	
Serious behaviours – incident sheets must be completed and recorded on Arbor.	Strategies to be used to manage behaviour
<ul style="list-style-type: none"> • fighting • vandalism • intentional injury to another student • persistent argumentative behaviour • swearing at staff • threatening behaviour towards staff • racial abuse • stealing • physical abuse • verbal abuse to staff • sexual abuse • bullying • leaving the school without permission • spitting at another person • bringing weapons/drugs onto the school premises • bringing the school into disrepute • inappropriate use of technology and social media 	<ul style="list-style-type: none"> • work with parents • behaviour report • HOPE • internal exclusion (to be documented on child’s file and organised by SLT) • isolation within school • removal from all extra-curricular activities including school discos • Headteacher referral • timetable modification • Governors discipline committee • EWO involvements where appropriate • CAMHS involvement • Relate • IBP (individual behaviour plan) • alternative provision • fixed term exclusion • referral to inclusion panel • pre-permanent exclusion meeting • referral to Pupil Referral unit • police involvement • managed move • permanent exclusion
<p>This is not an extensive list and exceptional circumstances may result in a different route of behaviour management and intervention</p>	