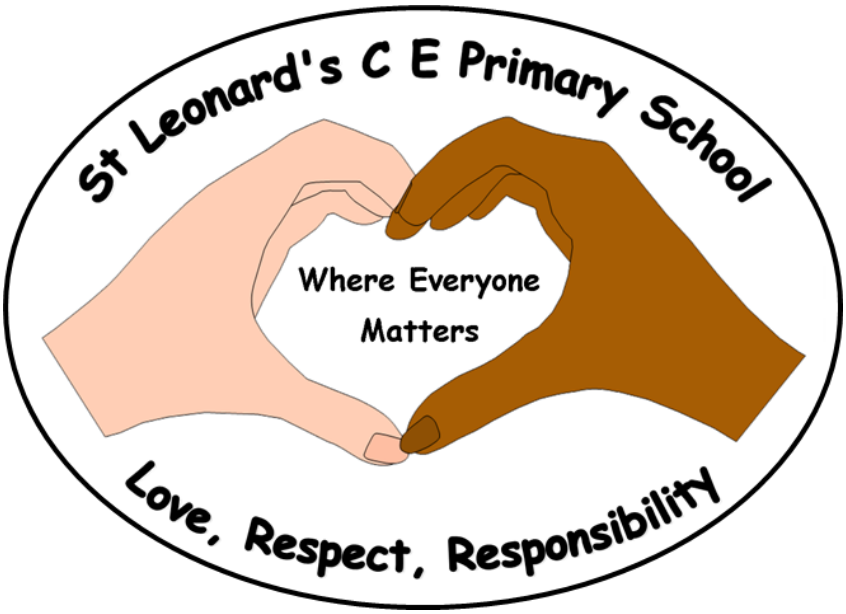
Behaviour Policy



Approved by:	**Full Governing Body**
Date:	**July 2026**
Next review due by:	**July 2029**

1. Aims

At St Leonard's C.E Primary School, we want to work in partnership with parents to develop confident children who are able to make good choices for themselves. We have high expectations for behaviour and through this policy and our approach to behaviour management, we aim for all members of the school community to develop and demonstrate the school values: Love, Respect and Responsibility towards each other.

St Leonard's has a behaviour policy with a clear system of rewards and sanctions that is consistently applied throughout school. This sits alongside our school vision and aims to ensure all the children understand what is expected of them. This policy was put together with the views of the parents, staff, Governors and children.

We recognise that all children are unique and so respond in different ways to rewards and sanctions. There must be some flexibility to enable teachers to use their professional judgement to choose rewards and sanctions that will have the most positive impact on the child. Where adaptations need to be made, individual support plans are used to guide staff and meet pupil's needs.

We also recognise that all children need support from time to time with making behaviour choices and this is a natural part of growing up. Some children need more support than others just as with learning to read, spell or use numbers. What constitutes success for one child will be different to another, but we believe that however small, successes should be acknowledged.

Through our values and strategies we aim to:-

- Recognise success.
- Reward good behaviour.
- Support children to learn right from wrong, understand which behaviours are prohibited and why.
- Teach children that choices have consequences (positive and negative).
- Encourage personal and collective responsibility.
- Create an environment where everyone can learn.

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice. In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

3. Definitions

Expected (wanted) behaviours are those that help a child to learn and be seen in a positive light by other people.

Unexpected (unwanted) behaviours are choices or actions which do not follow social rules. They may make others feel uncomfortable regardless of whether it was meant to cause offence and whether it is a repeated or isolated incident. Unexpected behaviours could compromise the safety and/or well-being of the child or other people.

Some *examples* of unexpected behaviours are:

- Deliberate disruption in lessons
- Non-completion of classwork as a result of negative choices
- Persistent poor attitude towards learning
- Repeated breaches of the school values
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour

4. Bullying

Bullying is "Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally" (DfES "Preventing and Tackling Bullying", November 2014).

Please refer to our Anti-bullying Policy for further detail about our approach to preventing and addressing bullying.

5. Roles and responsibilities

5.1 School Governors

The governing body is responsible for reviewing and approving the written statement of behaviour principles. The governing body will also review this behaviour policy in conjunction with the Head Teacher and monitor the policy's effectiveness, holding the Head Teacher to account for its implementation.

5.2 The Head Teacher

The Head Teacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles. The Head Teacher will also approve this policy.

The Head Teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents and actions taken on CPOMs

5.4 Parents
The role of parents/carers is crucial in helping the school develop and maintain good behaviour. Parents/carers are encouraged to get to know the policy and to reinforce key messages at home.

Parents are expected to:

- Support their child in adhering to the home/school agreement
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Adhere to the parent Code of Conduct in order to model to their child appropriate behaviour

6. Rewards and Sanctions

6.1 Rewards

Examples of positive expected behaviours are celebrated in the following ways:

House Points
All pupils are allocated a house team and may be awarded house points for examples of positive behaviour such as working hard, showing school values, helping others. House point totals are counted each half term, and the winning team is celebrated in collective worship. Parents are notified on Class Dojo when their child has been awarded a house point and the reason for this.

Best seat in the house
Pupils who demonstrate school values have their names added to a raffle, which is drawn each Friday. The winners have a special seat in collective worship sessions for the following week.

Informal messages to parents
Success is celebrated with parents through our Class Dojo platform as well and through informal conversations at the start and end of the day. All teachers seek out opportunities to share successes in this way.

Head Teacher and Assistant Head Teacher stickers
Pupils who have made a special contribution to lessons or wider school life may be awarded a sticker from the Head Teacher or Assistant Head Teacher.

Star of the week
Each class teacher selects a star of the week who receives a certificate in our celebration worship.

Termly certificates
Mathematician of the term, Reader of the term, Golden writer and Star of the term certificates are selected by class teachers to recognise pupils who consistently work hard and demonstrate positive learning behaviours.

6.2 Sanctions

The consequences for unexpected (unwanted) behaviours follow four stages and will be recorded on CPOMS:

Stage 1:
Behaviour is dealt with by the class teacher, TA, the wrap-around care team or a lunchtime supervisor through the following actions:

- A reminder of the expected behaviour (up to 3 times).
- A small change to help the pupil make a positive choice e.g. moving seats, use of a timer, task broken down into smaller steps, staying close to an adult to support more positive behaviour choices.
- Movement/rest break.

Stage 2:
The pupil is referred to a Leader of Learning. This may involve one or more of the following actions and parents will be informed through an informal conversation:

- Time to complete their work.
- Time out and a change of face.
- An opportunity to reflect on the choices made and what choices should have been made instead.
- An opportunity to make amends (e.g. complete work or apologise)

Stage 3:
The pupil is referred to a senior member of staff for reflection time or a period of time out of class. This may involve one or more of the following actions and parents will be informed via a formal letter:

- Reflection time at breaktime or lunchtime.
- A written reflection (completed with the support of a scribe for younger pupils and those with lower literacy levels).
- A period of time out of class to regulate emotions (this may be adapted to suit the age and stage of the pupil).

Stage 4:
The pupil is referred to the Head Teacher or Assistant Head Teacher. This may involve one or more of the following actions and parents will be required to attend a formal meeting:

- Strengths and Needs offered.
- Parenting contracts offered.
- A period of internal exclusion.
- A period of external exclusion.

The majority of incidents will be dealt with by starting at Stage 1 and progressing through the stages until pupils show expected behaviours. On some occasions, where behaviour is of a serious nature, it may be necessary to escalate directly to Stage 2, 3 or 4. This should be seen as a supportive measure aimed at improving relationships between home and school.

7. Exclusion Policy

7.1 St Leonard's follows the Oxfordshire County Council Zero Tolerance policy towards physical abuse of staff, or verbal abuse of staff making reference to protected characteristics, and such instances may lead to a fixed-term or permanent exclusion even for a first offence.

7.2 St Leonard's does not tolerate bullying and where appropriate this may also lead to exclusion. Please see the Exclusion Policy and the Anti-bullying policy for more detail.

8. De-escalation and Positive Handling

It is our policy to use de-escalation strategies wherever possible and to carefully assess the need for use of restraint or reasonable force. Before intervening physically, an adult will - wherever practicable - tell the pupil who is demonstrating unexpected behaviour to stop. A calm measured approach will be used. Any other children who are at risk will be removed, and assistance will be summoned from a colleague or colleagues. All attempts will be made to diffuse the situation both non-verbally and verbally.

In extreme cases, a child may need to be physically held if they are endangering themselves or others. The school follows Team Teach and key staff are trained to hold children using certain holds, as outlined in our Positive Handling Policy.
Incidents of physical restraint must:

- Always be used as a last resort
- Only be used by members of staff who are Team Teach trained
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on CPOMS and reported to parents

In accordance with our duty of care, any member of staff can use reasonable force to prevent a child from injuring themselves or others and/or damaging property that puts them or others at risk. All staff have a duty of care to safeguard pupils.

9. Pupil support

We recognise that pupil behaviour is a form of communication and that where pupils demonstrate unexpected behaviours, they may need additional support. This is provided through our three-tiered approach:

9.1 Universal provision:
Explicit teaching and promotion of strategies to support positive mental health.
Use of the Zones of Regulation.
Daily check-ins with class teachers.

9.2 Targeted provision
Nurture support
SEND support
Provision of extra-curricular activities
Home-school link worker:

- Food and clothing support
- Parent check-ins and workshops

9.3 Specialist Provision

Complex needs team
Early Help
Support from external agencies

10 Mobile Phones and Smart Devices
St Leonard's CE Primary School is a mobile phone-free environment. The use of mobile phones is prohibited throughout the school day.

Key rules

- Only pupils in the summer term of Year 6 may bring mobile phones to school
- Phones must be switched off and handed to staff each morning
- Smartwatches are not permitted
- Any breach will result in confiscation
-

Sanctions
First offence: Phone confiscated and returned at end of day
Second offence: Phone confiscated, parent/carer must collect
Third offence: Phone confiscated, parent/carer meeting required, possible further sanctions
Persistent breaches: Pupil prohibited from bringing their phone to school for the remainder of the academic year

Serious incidents
Certain behaviours involving mobile phones are criminal offences and will be reported to the police. These include sharing inappropriate images, threatening others, or bullying based on someone's identity.

For full details, including information about searching phones, medical exceptions, and our approach to keeping pupils safe, please see our Mobile Phone Policy.

We believe that when pupils make poor behaviour choices, it's not because they don't want to do better — they just might not yet know how. With the right support and guidance, we can help them learn to make better choices.

This policy should be read in conjunction with the following government guidance (above) and internal school policies.

School policies:

- Anti-Bullying policy;
- Child Protection and Safeguarding policy;
- Equality policy;
- Exclusion policy;
- Special Educational Needs and Disability (SEND) policy;
- Mobile Phone Policy