



St Leonard's Primary School Behaviour Policy

Where everyone is valued and together, we reach for the stars.

1. Vision and Values

At St Leonard's we firmly believe that for children to make outstanding progress in lessons and to make a positive contribution to our school community, behaviour should also be outstanding. The best way to ensure high standards of behaviour and discipline is to ensure high quality learning opportunities within an environment where we all recognise achievement and celebrate success. We believe that our behaviour policy should not just be a set of rules but more a code of conduct where good behaviour is expected, highlighted and rewarded and poor behaviour is identified and modified through clear guidance, support and where necessary sanctions. It is recognised that the application of rewards and consequences must have regard to the individual situation and individual pupil, and that the school is expected to exercise discretion in their use.

We understand that part of our role, in partnership with home, is to help pupils to understand what is right and wrong. Underpinning the behaviour policy is the belief that everyone can learn to self-manage/self-regulate their own emotions and behaviour. Through this we encourage reflective thinking and do not accept prejudice in any form. Ultimately, we wish to give our children confidence about their capacity to think for themselves and to make sense of their own lives and experiences, hopefully beyond school and into the "real" world".

Our behaviour policy is underpinned by Restorative Practice principles, and guided by our core values: (see appendix 1)

- **Care** – for ourselves, others, and our environment
- **Respect** – for all members of our community
- **Teamwork** – working together to achieve our best
- **Pride** – in our learning, behaviour, and school

We also uphold our Three Golden Rules: (see appendix 1)

- Be Ready



- Be Respectful

- Be Safe

These values and rules are embedded in everything we do and are taught explicitly across the curriculum.

2. Aims

- To maintain a caring, orderly community in which effective learning can take place and where there is mutual respect between members
- To help children develop a sense of worth, identity and achievement
- to maximize learning time and opportunities for students to make progress in the classroom
- To help all children to become self-disciplined, able to accept responsibility for their own actions and make positive choices
- To develop in all children the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving
- to help children grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community
- to reward good behaviour and self-discipline, in the belief that this will develop an ethos of kindness and cooperation within school and in wider society
- to ensure that children understand how to stay safe online and to prevent online bullying

3. Restorative Practice Principles

Restorative Practice helps children:

- Understand the impact of their actions.
- Take responsibility and make amends.
- Rebuild trust and relationships.

Staff use restorative conversations to:

- Explore what happened.
- Understand who was affected and how.
- Identify what needs to happen to put things right.

These conversations are used proactively and responsively to support behaviour and wellbeing.



4. Behaviour Expectations

Children are expected to:

- Follow the Three Golden Rules at all times: be ready, be respectful, be safe.
- Show Care, Respect, Teamwork, and Pride in their actions.
- Listen and follow instructions.
- Use kind words and actions.
- Stay focused and avoid disrupting learning.

Expectations are reinforced through link groups, assemblies, PSHE lessons, and daily interactions. They are also modelled at all times by school staff.

5. Recognition and Rewards

We celebrate and reinforce positive behaviour through a range of rewards. At St Leonard's Primary School, we believe that positive reinforcement is a key strategy in promoting and maintaining good behaviour. By recognising and rewarding positive actions, we encourage pupils to repeat those behaviours and contribute to a positive school culture.

Positive reinforcement helps to:

- Build self-esteem and confidence.
- Strengthen relationships between pupils and staff.
- Create a supportive and motivating learning environment.
- Reduce the likelihood of negative behaviours by focusing on what is going well.

Class Dojo Points:

- Awarded for demonstrating school values and following the Golden Rules.
- Points contribute to individual, class, and whole-school rewards.
- Parents can view progress and celebrate achievements at home.

Other Rewards:

- Verbal praise and encouragement.
- Stickers, certificates, and class incentives.
- Star of the Week and weekly praise certificates.
- Positive notes or phone calls home.
- Opportunities for leadership and responsibility.



6. Sanctions for Low-Level and Disruptive Behaviour

While restorative approaches and positive reinforcement are central to our behaviour strategy, we recognise the need for clear and consistent consequences when behaviour disrupts learning or safety. Sanctions are applied fairly and proportionately, and always aim to support the child in making better choices moving forward.

Staff are encouraged to use positive reinforcement alongside sanctions to help pupils understand expectations and feel motivated to improve. (see Appendix 2)

Stage 1: Reminder

- A gentle reminder of expectations and values.
- Opportunity to self-correct.

Stage 2: Warning

- Clear verbal warning.
- Name recorded (if applicable e.g. child has a behaviour plan).

Stage 3: Consequence

- Child given a consequence appropriate to behaviour exhibited (see appendix 2).
- Reflection sheet completed where deemed appropriate by staff (a bank of these is available to staff).
- Restorative conversation before rejoining.

Stage 4: Repeated Behaviour

- Sent to a senior member of staff (EYFS lead, SENCO, DHT, HT).
- Parent/carer informed.
- Behaviour monitoring initiated if not already in place.
- Restorative conversation with the child and others involved. Parents invited in as for this where deemed appropriate by staff.

Stage 5: Serious or Persistent Behaviour

- Internal suspension, fixed-term suspension or permanent exclusion (in line with school policy and LA guidance).
- Behaviour support plan created.
- Involvement of external agencies if needed.

The same process is followed by staff outside of the classroom – including at break and lunchtime, and while on school trips.



7. Immediate Action Procedures

Some behaviours may require immediate intervention, bypassing the reminder and warning stages. These include but are not limited to:

- Physical aggression (e.g. hitting, kicking, fighting).
- Verbal abuse or threatening behaviour.
- Unsafe conduct (e.g. leaving school premises, tampering with safety equipment).
- Deliberate defiance of safety instructions.
- Damage to property.
- Bullying or discriminatory behaviour.

In such cases, staff will:

- Remove the child from the situation immediately.
 - Refer directly to a senior member of staff (EYFS lead, SENCO, DHT, HT).
 - Contact parents/carers the same day.
 - Begin a restorative process once the child is regulated.
 - Consider further support or sanctions depending on the context and severity (see appendix 2).
- Ensure the incident is recorded on CPoms.

8. Suspensions and Permanent Exclusion:

Only the Headteacher (and in their absence the DHT) can exclude a pupil, and this must be on disciplinary grounds.

In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or result in a permanent exclusion.

Procedures for dealing with major breaches of discipline which may lead to a fixed term suspension or permanent exclusion can be found in the School Exclusion Policy.

9. Consideration for SEMH and SEND

At St Leonard's Primary School, we recognise that some children may experience challenges related to Social, Emotional and Mental Health (SEMH) or have Special Educational Needs and Disabilities (SEND) that impact their behaviour.

We are committed to ensuring that our behaviour policy is inclusive and supportive of all pupils. This means:

- Personalised support plans may be developed for children with SEMH or SEND needs.
- Reasonable adjustments are made to expectations and consequences to ensure fairness and accessibility.



- Staff receive ongoing training to understand and respond to diverse needs.
- Restorative approaches are adapted to suit individual communication and emotional needs.
- The SENDCo and pastoral team work closely with staff, families, and external agencies to provide tailored support.
- Behaviour incidents involving children with SEMH/SEND are reviewed in context, with a focus on understanding triggers and supporting regulation.

Our aim is to help every child feel safe, understood, and empowered to succeed.

10. Bullying and Safeguarding

Bullying, racism, and discriminatory behaviour are not tolerated. These incidents are dealt with seriously, recorded, and followed up with restorative and safeguarding procedures. The procedures for these are outlined in their respective policies.

11. Roles and Responsibilities

- Staff: Model positive behaviour, use restorative approaches, apply sanctions consistently.
- Pupils: Follow expectations, engage in restorative conversations, take responsibility.
- Parents/Carers: Support the school's behaviour policy, engage in restorative meetings when needed.
- SLT: Monitor behaviour trends, support staff, ensure policy is implemented fairly.
- Governors: Agree to the guidelines set out for pupils, monitor termly data and provide challenge and support to the school leadership.

12. Monitoring and Review

This policy is reviewed annually with input from staff, pupils, and parents. Behaviour data is monitored to ensure fairness, consistency, and effectiveness.

Appendix 1:

Core values



Care

The core value of **care** means showing kindness, empathy, and love to others. It involves:

- Looking after classmates, staff, and the school environment
- Being helpful and supportive to those in need
- Listening and treating others with compassion
- Taking responsibility for actions and showing understanding

Care creates a safe, friendly, and inclusive school community where everyone feels valued and supported.

Respect

The core value of **respect** means treating everyone with kindness, fairness, and understanding. It includes:

- Listening when others are speaking
- Valuing different opinions, cultures, and backgrounds
- Following school rules and showing good manners
- Taking care of school property and the environment

Respect helps create a positive and welcoming place where everyone feels safe and valued.

Teamwork

The core value of **teamwork** means working well with others to achieve a common goal. It includes:

- Listening to others and sharing ideas
- Taking turns and helping each other
- Solving problems together and being fair
- Celebrating group successes and supporting one another

Teamwork helps everyone learn, grow, and succeed together.



Pride

The core value of **pride** means feeling proud of ourselves, our work, and our school. It includes:

- Always trying our best and celebrating our achievements
- Taking care in our learning and appearance
- Being proud to be part of our school community
- Encouraging others and sharing in their successes

Pride helps build confidence, motivation, and a strong sense of belonging.

Golden rules

Be ready

- Attend school every day possible and arrive on time.
- Bring all the basic equipment needed for the day.
- Wear the correct uniform in the correct way.
- Be punctual for everything.
- Accept that learning is a challenge and will not always be easy.
- Have a thirst for learning.

Be respectful

- Always follow staff instructions.
- Behave respectfully to others.
- Be considerate to others.
- Be polite and courteous.
- Allow others to learn.
- Do not make other people's lives difficult or unpleasant.
- Play an active and positive part in all aspects of school life.
- Accept and celebrate the differences within the school community.



Be safe

- Always act in a way that will not cause danger to others.
- Never verbally or physically abuse someone else.
- Do not bring any forbidden items into school.

Appendix 2:

Behaviour	Potential consequence
<ul style="list-style-type: none"> • Not on task or avoiding work • Disrupting others e.g. shouting out, tapping on the table, walking around without permission • Not following instructions • Poor choices and actions on the playground 	<ul style="list-style-type: none"> • Cool off time – away from peers for time set by staff • A reminder of how to behave • Support to make a better choice • Told how your choices are affecting others • Individual working space • Catch up on missed work
<ul style="list-style-type: none"> • Repeatedly disrupting others • Inappropriate conversations or words • Poor choices e.g. teasing • Hurt someone (accident but avoidable) • Lack of respect for people or property • Not making a safe choice 	<ul style="list-style-type: none"> • Cool off time – away from peers for time set by staff • A reminder of how to behave • Miss part/all of playtime including a restorative conversation • Apologise • Catch up on missed work during own time • Do something kind for those who have been upset/affected • Parents or carers informed
<ul style="list-style-type: none"> • Swearing • Being rude or shouting out • Not making a good choice or accepting help with a good choice • Constant disruption to people or learning time • Leaving the room without permission 	<ul style="list-style-type: none"> • You must talk about this with an adult • Thinking/calming time in different room using or space within the classroom • Miss a break time or restorative conversation with your teacher/SLT • Apologise • Discussion with parents/carers • Must fix any damage or tidy any mess made
<ul style="list-style-type: none"> • Repeatedly doing the above behaviours • A one off, serious behaviour or extreme reaction to a situation • Physically hurt someone on purpose • Immediate danger of significant damage to property • Bullying • Discriminatory language including but not limited to: racist, sexist, disability, 	<ul style="list-style-type: none"> • Adults will make all the decisions now • Staff member or SLT support • Discussion with parents/carers • Formal restorative conversation which may include parents/carers • Thinking time out of class, a member of SLT will choose how long this will be for (internal suspension) • Parents may need to pick you up early if the



homophobic/biphobic/transphobic, derogatory behaviour or language	right choices are not being made to calm down (suspension)
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