

September 2025

# Behaviour Policy



*We Learn, Grow, Shine in the Light of Jesus*

Start Date:	Review Date:	Last Updated:
September 2025	September 2026	

## Introduction

We believe that every member of our school community should feel valued, respected and treated as an individual, in act in accordance with our school mission statement which states:

**“I will show you my faith by my actions.” James 2:18**

Our expectation is that the children and adults of St Leonard’s will display exceptional standards of behaviour and treat other people as they would wish to be treated themselves, in accordance with school rules.

Our school behaviour policy is designed to support the way in which all members of our school community can live and work together. It aims to promote an environment which helps children develop into confident, well-motivated and hardworking pupils who enjoy school and have a high self-esteem, and who go on to achieve their full potential. We endeavour to achieve this in many ways, but the most important include:

- being genuinely interested and concerned for all the children and staff in our school;
- recognising and praising the many positive qualities our children can show;
- holding the belief that a child’s self-image, can change in a positive way through seeing and feeling their successes;
- always being willing to take the time to help the children feel better about themselves and to listen seriously to any of their concerns.

Outstanding behaviour makes highly effective teaching and learning possible. Our academic and social standards cannot be maintained if they are impeded by inappropriate behaviour. We must have a consistent approach to behaviour throughout the school with parental cooperation and support.

Through the implementation of this policy we aim to help children grow in a safe and secure environment, and become positive, responsible and increasingly independent members of our school community; in order that they *Learn, Grow and Shine in the Light of Jesus*.

### **Rewards and sanctions (See Appendix 1: Behaviour Management Procedures section)**

We reward good behaviour as we believe that this will develop an ethos of kindness and cooperation. Our approach is designed to promote good behaviour, rather than merely deter anti-social behaviour. We praise and reward children for good behaviour in a variety of ways.

- Positive verbal feedback
- Class rewards
- Reporting good behaviour/good deeds to parents through Positive Notes Home and/or Positive Telephone Call – Visible Consistencies
- Public acknowledgement for improved behaviour, exceptional effort etc., through the Celebration Assemblies and Pupils of the Week
- Use of stickers
- Having responsibilities either in the class or in the school in general

- Having work displayed in the classroom and around the school in a stimulating, attractive and tidy environment.
- Presenting work to the class or showing to other teachers/classes (when appropriate)
- Green postcard home
- Bronze, Silver, Gold and Platinum certificates.

We expect children to listen carefully to instructions in lessons. If they do not do so, we may ask them to move to a place nearer the teacher, or to sit on their own or away from certain groups of children for a set period of time.

We expect children to try their best. If they do not do so, we may ask them to redo a task.

We believe it is important to involve parents as soon as possible when monitoring a child's behaviour. This may involve setting good behaviour charts, or setting behavioural targets to enable good communication between home and school.

An emphasis on positive achievements provides a platform from which further success can be made. A record of events and meetings are kept up to date in our behaviour monitoring system (CPOMS). Where behaviour continues to prove to be a 'stumbling block', the class teacher may liaise with the Special Educational Needs Coordinator and targets set as part of an individual education plan in line with the Special Needs Code of Practice.

Children are actively encouraged to talk to an adult, such as their class teacher about being treated unfairly by other children. The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour.

While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Our anti-bullying policy outlines our approach. The school employs a number of sanctions to enforce our school rules, and to ensure a safe and positive learning environment. We use each sanction appropriately to each individual situation.

We expect every child to be in school every day. Attendance is extremely important and will be closely monitored. We will aim to reward good attendance through daily monitoring and will challenge absence that is considered unacceptable (see attendance policy for more details). To ensure children understand the importance of attending school, termly badges and certificates will be given to every child with 100% attendance for that half term.

### **Break times**

We aim to make our playground a stimulating area as this provides opportunities for creative play and lessens the likelihood of children becoming bored.

At lunchtime we have a clear set of guidelines that the children have helped to put together which are consistent with our approach to promoting good behaviour. Dedicated staff, along with all staff in their lunchtime role, are responsible for developing and playing games with the children in order to promote a playful atmosphere for both KS1 & KS2.

### **The role of the class teacher**

It is the responsibility of the class teacher to ensure that the school rules and guidelines are adhered to in their class, and that their class behaves in a responsible manner during lesson time. Each class has its own 'in-class' reward system for immediate or weekly rewards that is designed and matched the age and ability of the children. This in class system supports, but does not replace, the Behaviour Management Procedures outlined in appendix 1.

The class teacher treats each child fairly and enforces the classroom rules consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly, the teacher keeps a record of all such incidents on CPOMS. In the first instance, the class teacher deals with incidents. However, if misbehaviour continues, the class teacher seeks help and advice from the Head Teacher and involves the parents of the child.

The class teacher liaises with the Special Educational Needs Coordinator as well as external agencies when appropriate, as necessary, to support and guide the progress of each child.

The class teacher reports to parents at termly parent's evenings about general progress and behaviour of each child in their class. The class teacher may also contact a parent if there are more immediate concerns about the behaviour or welfare of a child.

### **Teaching assistants**

Our teaching assistants are valuable members of staff who are normally class based to ensure pupils can access work at their level. They help to ensure that our behaviour policy is consistently applied and are expected to ensure the behaviour policy is followed consistently in the same way a teacher would.

### **The role of the Head Teacher**

It is the responsibility of the Head Teacher to implement the school behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school. The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in the implementation of the policy.

The Head Teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour the Head Teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

### **The role of parents**

We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school and we inform parents immediately if we have concerns about their child's welfare or behaviour.

The school works collaboratively with parents so that children receive consistent messages

about how to behave at home and at school. We have an open-door policy and actively encourage parents to come into school to clarify any issues. We also send out questionnaires to parents to get their views on a variety of subjects.

We explain the school rules annually and we expect parents to read these and support them.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher. If these discussions cannot resolve the problem a formal grievance or appeal process can be implemented to the School Governors in accordance with our complaints policy.

### **The role of governors**

The governors have the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines.

The Head Teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

### **Suspensions and permanent exclusions**

Only the Head Teacher (or the acting Head Teacher) has the power to exclude a pupil from school. The Head Teacher may suspend a pupil for one or more fixed periods up to the statutory amount of 45 days per academic year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a suspension into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher suspends or excludes a pupil, we inform the parents immediately, giving reasons for the suspension or exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the relevant governing committee. The school informs the parents how to make any such appeal.

In the case of a suspension, this can be external and internal to school. Where an internal suspension is deemed appropriate, the child will be accompanied by an adult at all times whilst in school and should be brought and collected from the main office by a parent/carer.

The Head Teacher informs Bishop Chadwick Catholic Education Trust (BCCET), the Local Authority (LA) and the governing body about any permanent exclusion, and about any suspensions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher.

The governing body has a discipline committee. This committee considers any exclusion appeals on behalf of the governors.

When an appeal panel meets to consider exclusions, they consider the circumstances in

which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Head teacher must comply with this ruling.

When a pupil returns to school, following a suspension, they must do so accompanied by a parent/carer and engage in a reintegration meeting with a member of the Senior Leader Team. This must take place in all cases before the pupil is allowed to re-join normal classroom activities.

Where it is believed that a move to an alternative provision may be needed to improve the behaviour of a pupil, then off-site direction or a managed move may be initiated (see DfE guidance for further details).

### **Children who need more support**

Our whole school approach to positive behaviour and wellbeing is designed to create a calm, caring culture which enables children with SEND to learn, succeed and feel they belong. St Leonard's is an inclusive school and we are all the richer for the diverse nature and needs of our children.

Different children find different aspects of school a challenge. Some children will need adaptations of what outstanding behaviour looks like. For example, a child may not be able to maintain eye contact, but could show they are ready by having a whiteboard and pen in their hands. They may therefore have simple adaptations (this is shown in their SPECIAL Education Needs Plan), no less rigorous than our rules, enabling them to be successfully ready, respectful and safe. Plans are developed by class teachers, the SENDCo and shared with families and the child. They may include alternative rewards, timetables or provision to reinforce positive behaviour and self-regulation. They may also detail signs and triggers of negative behaviour, and strategies that help the child to succeed.

Examples of reasonable adjustments we make at our school for children who struggle with our rules or whose SEND impact on their capacity to meet age-expected positive behaviour range from training staff in understanding autism, developing trauma informed practice, making seating plans, changing line-orders to planning movement breaks. Some children may receive additional support at playtimes, work to a partially alternative timetable or access a quiet area in school to work. We use a graduated approach to assess, plan, deliver and then review the impact of the support being provided, and work with families using our 'best endeavours' (Children and Families Act 2014) to:

- meet the needs of those with SEND (Children and Families Act 2014);
- take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by our behaviour policy or practices (Equality Act 2010);
- secure the provision set out in Education, Health and Care plans; and
- enable all children to progress from their starting points academically, socially, emotionally and behaviourally.

## **What happens if a child is dysregulated?**

**Dysregulation** = a state of high emotion such as anger or sadness. This may cause behaviours such as shouting, running away or violence (to self or others) or conversely, 'shutting down' and refusing to speak or move.

We always try to be pre-emptive of children reaching this point and we look for 'triggers' and 'signs' that a child may not be managing at a moment in time. SEND plans and reasonable adjustments to the behaviour system that are co-constructed with the SENCO record individual children's triggers and signs, as well as what helps to regulate them.

If a child is dysregulated, our first priority will always be to keep all children and adults safe. School staff may need to ask a child or positively handle a child in order to move them to a safe, calm space. We have sensory areas in school where children can be taken to. We do not isolate or seclude children, but we do withdraw dysregulated children to support them in calming down. When needed, a member of SLT, a senior teacher, will assist with this. However, all our staff are trained to de-escalate such situations and are empowered to do so. All staff at St Leonard's are appropriately trained to respond to the social, emotional and behavioural needs of children in their care.

Our duty of care includes a requirement to intervene as appropriate in order to prevent pupils from:

- Self-harming
- Causing injury to others
- Damaging property
- Prevent a pupil from leaving the premises, where allowing them to leave would risk their safety
- Any behaviour prejudicial to the maintenance of good order and discipline within school, or among any of its pupils

To prevent serious incidents of the above, it may be necessary for staff to physically intervene to ensure the best outcome. Staff will always use known de-escalation strategies. However, in extreme circumstances, as a last resort to keep everyone safe, adults may need to intervene and take control of a student's behaviour using necessary and proportionate restraint.

**All members of school staff have legal power to use reasonable force to restrain a child where it is deemed necessary, proportionate and reasonable to ensure the safety of the child displaying the behaviour or other pupils and staff.**

We know that a dysregulated adult (in a state of high emotion such as anger) cannot regulate a dysregulated child. All staff will remain calm and professional, and do their best to stay with the child, following through the process of calming and then ultimately using a restorative approach (see below). However, sometimes the adult with the dysregulated child is not the best person to remain with them. It may be that they need to teach the rest of the class, or that the child is particularly angry with them. Senior Leaders will support members

of staff to manage particularly challenging behaviour. At our school we always ask, who is the best person for this moment? The best person to sit with a child quietly may not be the most senior person.

Members of staff will ask for help when needed and work together until the situation is calm. We know that the average time for a child to self- or co-regulate again is 40 minutes, with some children taking a lot longer. It is only when a child is regulated, that conversations and consequences can be established. At least 95% of managing negative behaviour does not require physical contact, in a small minority of cases it will be safest for everyone, including the child concerned, to use positive handling. In an even smaller minority of cases, reasonable force will be used in order to safeguard the child and others.

### **Restorative conversations to repair serious negative behaviour**

Restorative conversations can be conducted by any member of school staff, especially any adult who was there at the time of the incident. However, senior leaders and class teachers must be informed of what has happened, and can support with restorative conversations and consequence setting.

Although there will always be a structure for the child to explain their behaviour if they are able to do so, the main points of a restorative conversations will be outlining the facts of the behaviour, how it breaks our rules, and the consequence. The headteacher and senior leaders will consider which consequence is proportionate and best suited to the situation.

Examples of consequences for serious behaviour breaches may be:

- Not being on the playground at the same time as other children for days/playtimes until we rebuild trust that they can be ready, respectful and safe.
- Working outside the classroom/ in another supervised room for a set time while we repair the trust that they can be ready, respectful and safe.
- Being withdrawn from class within school or being suspended from school for a fixed time while we repair the trust that they can be ready, respectful and safe.
- Exclusion as outlined below.

Adults will always be clear, calm and polite, and will emphasise that even though this behaviour is unacceptable, we still care about the child and we want to help them to be ready, respectful and safe so we can include them in our school. During this conversation, it may be that the adult notices the child becoming dysregulated again so they may end the conversation at any point but must follow up later, perhaps with parents and carers present. Children may be unhappy with the consequence or argue with the adult, but the adults will reassure the child that we want to help them to progress with their behaviour. It is essential that we communicate that we want to work together with the child and their parents and carers, so we will then explain what has happened to parents and carers in the same, polite, calm manner, if they haven't already sat in with the child during this conversation

## **Physical Intervention (Positive Handling)**

At St Leonard's, we follow the advice given in the following guidance:

### **DFE Use of reasonable force advice for headteachers, staff and governing bodies July 2013**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

### **Positive Handling (Physical restraint)**

The term 'Positive Handling' includes a wide range of supportive strategies for managing challenging behaviour. Positive handling is a holistic approach to behaviour management entailing policy, guidance, management of the environment and deployment of staff. Its practice necessitates emotionally intelligent adults skilled in the use of diversion, diffusion and de-escalation - 95% of all positive handling should be de-escalation.

Staff at St Leonard's follow the most up to date guidance in the event of having to use positive handling to restrain a child. All members of staff are trained in Positive Handling restraint techniques to ensure pupils and staff are safe at all times.

### **DFE Use of reasonable force advice for headteachers, staff and governing bodies July 2013**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

### **Power to search pupils**

The Headteacher and Governing Body follow the most up to date Government advice on searching pupils: DFE Searching, screening and confiscation Advice for headteachers, school staff and governing bodies January 2022.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1091132/Searching\\_\\_Screening\\_and\\_Confiscation\\_guidance\\_July\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching__Screening_and_Confiscation_guidance_July_2022.pdf)

## **Monitoring**

The Head Teacher monitors the effectiveness of this policy on a constant basis. They also report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records classroom incidents on CPOMS (action taken is also recorded). The Head Teacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident which is transferred to CPOMS by admin.

The Head Teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

**Review**

The governing body reviews this policy annually. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

## Appendix 1: Behaviour Management System

*Outstanding behaviour results in outstanding learning. Every child deserves the right to high quality teaching to enable them to achieve their potential. To achieve this, every class will follow the same rewards and sanctions procedure to ensure clarity and consistency for all.*

### Principle:

Virtually all children behave well; therefore, they will be rewarded each day. The minority of children who do not behave well will have sanctions.

### REWARD PROCESS

We have a range of positive behaviour systems which operate simultaneously.

#### **Good to be Green**

- There will be a display in each classroom which outlines this system - a three coloured behaviour display.
- How this is displayed is up to the class teacher.
- Every child begins each day in the **Green zone** (new day, new start!).

Each child stays in this zone if they do everything that is expected of them. At the end of the day this is recorded on the class display by the 'pupil of the week'. At the end of each week, where a child has stayed in the **Green zone** all week, they will be given a **Good to be Green note** to take home and be awarded one point. Once the child has received 10 points, they will receive a **Bronze** certificate, when they achieve 20 points they will receive a **Silver** Certificate, a **Gold** certificate for 30 points, equivalent to 30 weeks being in the **Green zone**, and a **Platinum** certificate when they have remained in the **Green zone** all year – achieving 39 points.



### GREEN TREAT - End of each half term

- Each class will have a record on display of where the children end each day for the half term. At the end of the day, the Pupil of the Week must colour each child's relevant box with the appropriate colour (if they are absent, they are left blank).
- At the end of the week, any child with 5 green boxes will receive a note home from the class teacher.
- At the end of each half term, classes or Year groups will have the opportunity to treat all children who have been in **GREEN** for the entirety of that half term to a fun activity on the last full afternoon.
- Children who have been in **AMBER** on **more** than three occasions will miss part of their green treat, but will remain supervised by the class teacher. Should a child be placed

into **AMBER** on five occasions or more then the sanction will be in line with those children placed in the **RED** zone.

- Children who have been placed in **RED** during the half term on **more** than two occasions will miss the whole of the half termly green treat (unless they can show a significant improvement in their attitude and the SLT agree).
- List of children who will miss the green treat will be shared with SLT by the previous Tuesday.



Children in Y2-Y6 (and in exceptional circumstances children in Y1) who are to miss the treat will be sent to a central place within school to reflect on the reason(s) that they are missing this treat. Here the children will write the reason(s) and hand this to the member of staff who will supervise the children.

**We will also celebrate pupil success using the following:**

- Pupil of the Week
- Headteacher award
- Success achieved outside of school
- Sporting awards
- In class reward systems
- Happy Helpers (Lunchtime staff to ensure even spread of classes)
- Attendance termly badges and certificates
- 100 readers
- TTRS certificates
- Reader of the week certificate
- Hot chocolate and cookies



Reception & Y6 will continue 'Buddy Time' as and when applicable.

## **SANCTION PROCESS**

There is a tiny minority of children who display behaviour that is inappropriate (disrupting lessons, wasting time, spoiling other children's playtime and lack of respect). The following is to act as a deterrent.

### **STAGE 1 – Good to be Green Chart recordings**

- Every child begins each day in the **Green zone** (new day, new start!). Each child stays in this zone if they do everything that is expected of them.

Warning	
1st	Verbal warning
2nd	Move to <b>amber</b>
3rd	Verbal warning
4th	Move to <b>red</b>

- Where a child displays inappropriate behaviour, they will receive a warning. A further example of misbehaviour means they will be moved to the **Amber zone**. Once a child has moved into this zone they can move out, and back to green, if their behaviour improves.

- A further warning can be given, but where behaviour doesn't improve, or for more serious inappropriate behaviour, a child will be moved into the **Red zone** where immediate sanctions will be put in place.

- They will miss their next breaktime (KS1) or lunchtime (KS1 & KS2) and be sent to detention with a detention note completed by the class teacher/ member of staff who distributes the sanction. The note will indicate details of the unwanted behaviours and be recorded on CPOMS by the detention supervisor.

- The child will spend the whole of the detention period supervised and be given the opportunity to reflect upon their actions. During detention, children must complete a *Detention form* which has questions relating to their behaviour and how to change this etc. Where the detention is over lunchtime, the child(ren) will go into lunch after the final class has gone in and then return to the detention supervision area once they have finished lunch - they will be accompanied by a supervising adult at all times.



**NB: This is not to be used for finishing work or missed homework. Finishing work is the responsibility of the class teacher and missing homework should be referred to homework club.**

## **STAGE 2 – further sanctions**

Where unwanted behaviours are identified on a more regular basis, additional sanctions will be utilised:

- **Detention** for a set number of days **above** the initial detention for entering the **Red zone**.
- **Blue monitoring report**. Where a child displays difficulties with emotional outbursts or organisational outburst, they will be placed on Blue Report to help them identify how to make good choices and be prepared, without the need to display undesirable behaviours. This will be implemented following a conversation with parents and as a support tool to help avoid a Behavioural Report, suspension or permanent exclusion.
- **Behaviour monitoring report**. A child will be placed upon report. If a child is placed upon report, a behaviour mentor will be appointed (this will not be the child's class teacher). The behaviour mentors will formally touch base with the class teachers/children on daily basis and SLT on a weekly basis. At this time the parents of the pupil will be informed of this decision and invited into school to meet with the behaviour mentor, class teacher and HT to discuss and help to improve their child's behaviour. A child will only come off report when it is agreed by **ALL PARTIES** that their behaviour has improved enough to warrant it. This is to be reviewed regularly.

**A behaviour report will track a child's behaviour. If it does not improve, then one of the following can be imposed:**

- A decision could be made by the SLT that the child will miss an activity they are motivated by i.e. if they have been selected for a sports team or school trip. The class teacher can recommend to the SLT that this action might be used.
- Internal suspension within another class. The child would be dropped off and collected at the school entrance.
- External suspensions – work provided by the school to be completed during the period of up to 5 teaching days and, where longer, and alternative educational placement will be sought.

**A suspension is used as a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and shows a pupil that their current behaviour is putting them at risk of permanent exclusion.**

- Permanent exclusion– work provided by the school to be completed during the period of up to 5 teaching days and, where longer, and alternative educational placement will be sought.

**In virtually all cases, any of the above can take place if the child is on report however extreme behaviour could result in such sanctions being used without a child reaching the report stage.**