



Behaviour Policy

Policy Review

This policy will be reviewed in full by the Governing Body on an annual basis.

The policy was reviewed and agreed by the Governing Body in *July 2026*

It is due for review in *July 2027* (up to 12 months from the below date).

Head Teacher		July 2026
Chair of Governors		July 2026

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‘Leamore Primary School - An Aspiring Journey To A Bright Future’

Ethos and Rationale:

Positive behaviour is the foundation of excellent teaching and learning. At Leamore Primary School we strive to create and maintain a positive learning environment in order to deliver to pupils the best possible education. We believe our children and young people should be able to:

Act Safely
Share and care for the school environment
Promote positivity; and have an
‘I can’ attitude
Respect everyone,
Encourage others

Aims:

- a. To support effective teaching and learning.
- b. To contribute to a healthy school environment based upon respect, consideration and kindness to others.
- c. To provide a framework of support and a common, consistent approach to managing behaviour for all staff, pupils, parents and other members of our community.
- d. To reinforce appropriate behaviour by teaching key skills, modelling positive conduct and promoting independence, self-motivation and self-management.
- e. To educate all stakeholders in recognising the links between behavioural choices and emotional health, mental health and well-being conditions.
- f. To set clear, reasonable and proportionate expectations of pupil behaviour.

Purpose:

- a. To provide a basis for a consistent whole staff approach to managing behaviour.
- b. To provide clear guidance for staff regarding appropriate and acceptable practice.
- c. To inform staff of the mechanisms available to support the above.
- d. To ensure the maintenance of a positive vibrant learning community.
- e. To ensure that all stakeholders are aware of the procedures for managing behaviour and the expectations for pupils and staff.
- f. To promote a culture of fairness and equality for all.

Methodology:

At Leamore Primary School we have a set of rules that apply to all members of our learning community. This takes the form of ‘Our Expectations’ code of conduct and will be the focal point of our Behaviour Policy. All aspects of the Behaviour Policy support the achievement of ‘Our Expectations’.

Our Expectations

We listen well	We are honest	We work hard
We are kind, polite and helpful	We are forgiving and work out our problems	We respect ourselves, each other and our environment.

Behaviour and Mental Health and Well-being

Sometimes, the behaviour displayed by a person is a result of their state of mental health and well-being [including their emotional well-being]. At Leamore, we believe that it is important to consider these aspects when working on improving behaviour. That is not to say that an underlying emotional or mental health and well-being condition excuses poor behaviour choices. Behaviour should be dealt with following the strategies outlined herein. However, it is not acceptable to label a pupil as poorly behaved if an underlying condition is causing that pupil's negative behavioural choices.

Pupils who experience a mental health condition (that amounts to having a disability) which adversely impacts on their behaviour may require a more individualised approach to effectively manage their behaviour. As a school we understand that treating all pupils the same would be unlawful if a pupil's disability makes it harder for them to comply than other pupils who are not disabled.

If you are unsure whether underlying conditions are contributing to the behavioural choices of an individual or you feel that you need support or advice with supporting an individual with a mental health or emotional well-being issue, please consult the school Safeguarding Lead, Learning Support Mentor or SENDCo for more information.

Restorative Practice

Restorative Practices shift the conversation between teachers and students to be less punishment-oriented and to offer an opportunity for all people affected by an action to have dialogue about how to make things right and restore the school community. It is underpinned by 5 core aspects known as the 5 R's:

- **Relationship** - recognising that all interactions between people are meaningful and that relationships can be built up or broken down depending on the interactions shared.
- **Respect** - Understanding that not everyone has to think the same way, believe the same things or take the same path but that, as long as a person is acting within the rules, they should be valued and accepted.
- **Responsibility** - Accepting 'our' part and recognising the impact our actions have had and wanting to work to fix this.
- **Repair** - Working with others to rebuild relationships and hold meaningful discussions to develop a plan to go forwards.
- **Reintegration** - Working together within the plan to make long-term improvements for the school community.

Implementation:

- a. At Leamore Primary School our Behaviour Policy hinges upon the core principles within 'Our Expectations'.
- b. All of our school rules are expressed in a constructive and positive language, teaching the required behaviour and emphasising our high expectations.
- c. The rules and expectations set down in this Behaviour Policy are built around the principle of positive correction rather than punishment.

- d. We work to uphold 'Our Expectations' in the classroom, corridors, playground and any other locations in and around the school.
- e. We do this by adhering to the following expectations and guidelines for all staff.
- f. 'Our Expectations' will be displayed in all appropriate areas of the school as a constant point of reference for all. **Class teachers will be expected to have some kind of display consisting of teacher and pupil input, within their classroom that relates to 'Our Expectations'.**

Standard Routines for Staff:

It is the responsibility of each class teacher, assisted by support staff, to establish clearly explained routines for each class so that the school rules and expectations as laid down in 'Our Expectations' are consistently and persistently applied.

- a. Insist upon **orderly** entry to, exit from and movement around the classroom.
- b. **Teach** and reinforce 'Our Expectations' in school at any appropriate opportunity.
- c. Set high **expectations** of pupils and ensure that pupils fully understand these.
- d. **Model** the behaviour that you would like to see from the pupils.
- e. **Plan** your lessons thoroughly using a **variety of teaching and learning styles** and resources to inspire, motivate and challenge pupils. Interesting lessons set at the appropriate level, with high expectations and appropriate challenge has a positive effect upon engagement, behaviour and thus learning. Similarly, boredom and insufficient planning can lead to misbehaviour.
- f. Take action to address and resolve issues at an early stage to **avoid escalation** and the need for serious sanction.
- g. Use a **tiered approach** in the issue of sanctions so that they are always seen to be appropriate, consistent and fair.
- h. **Take responsibility** for leading and maintaining good behaviour in your classroom using support, where required, in addition to, but not instead of, your own personal action.
- i. **De-personalise** negative pupil behaviour for best results ie: be annoyed with the behaviour NOT the pupil.
- j. Develop, and where necessary re-build, **positive working relationships** with all pupils both in lessons and around school.

Re-engagement of pupils:

Disengagement of pupils can happen for a number of reasons. Examples may include prolonged periods of absence due to unforeseen circumstances such as National Emergencies or a breakdown in relationship between home and school. Whatever the reason, these events have the potential to result in increased incidence of poor behaviour.

At Leamore Primary, it is our policy to work with those pupils who may struggle to re-engage in school and are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.

SEMH, Inclusion and Behaviour

Following a significant event, whether personal, local or national, pupils may be experiencing a variety of emotions such as anxiety, stress or low mood (For example in response to the coronavirus (COVID-19) outbreak). This may particularly be the case for vulnerable children, including those with a social worker and young carers.

It is important to contextualise these feelings as normal responses to an abnormal situation. Some may need support to re-adjust to school and/or be reluctant to return; in a few, extreme situations, individuals may be showing signs of more severe anxiety or depression. Lack of routines and normal operating systems can also impact negatively on behaviour.

We must understand that, until children and families have a support package in place, behaviour and/or expected attendance will not improve.

Rewards:

- a. At Leamore Primary School we actively encourage good behaviour by the use of rewards and incentives.
- b. This system is consistent but graduated throughout the school.
- c. Rewards must act as positive incentives to young people.
- d. There must be a clearly defined and understood criteria for the issue of a positive consequence.
- e. They must be issued fairly when the criteria is met.
- f. They must be issued promptly to emphasise their value.
- g. Once given a reward should not be taken away.
- h. They should be available to individuals and groups.
- i. They should be used as a motivator or a reward but never as a bribe.
- j. We should aim to issue more positive than negative consequences.

Sanctions and Consequences:

- a. The aim is to develop responsible young people who independently manage their behaviour and who understand the reasons why this is essential.
- b. A positive and patient approach is necessary and will be adopted by all staff in order to achieve the above and to develop positive working relationships with pupils that lead to positive responses.
- c. Always refer to 'Our Expectations' as a point of reference for pupils.
- d. Use a positive approach and positive language when correcting negative behaviour.
- e. Allow pupils the opportunity to explain their behaviour as part of the process of improving their understanding of acceptable behaviour.
- f. Accept responsibility for the issue and the follow through of sanctions.
- g. Seek support where required but never relinquish your responsibility to be part of the process.
- h. Make sure that sanctions are appropriate, fair and consistently applied.
- i. Avoid issuing statements/threats that you are not empowered to carry out.
- j. Avoid confrontation.
- k. Avoid blanket or whole class sanctions that may punish the innocent.
- l. Verbal or physical violence and/or bullying is never acceptable at Leamore Primary School.

Inappropriate Sanctions:

- a. Corporal punishment or any form of physical reprimand.
- b. A consequence that is not related to the negative behaviour that has been displayed.
- c. Moving to most severe consequences before lower level sanctions have been explored and issued.
- d. Sending a pupil, deemed to have misbehaved, from a classroom unaccompanied.
- e. Restricting liberty.

- f. Whole class punishment unless every pupil has behaved unacceptably.
- g. Inappropriate use of the curriculum as a punishment i.e.: extra maths or missing PE for talking in class.
- h. Exclusion from areas of the curriculum – unless on the grounds of health and safety and agreed by the Headteacher.
- i. Issuing statements/threats that you are not empowered to carry out.

Behaviour systems in place for all pupils:

Worries or Concerns

We believe that all pupils should have the opportunity to talk about their worries or concerns in a safe, supportive environment. In order to allow pupils to do this, KS1 classrooms each house a 'Worry monster' that is freely available to pupils at all times. In KS2, a device is made available so that pupils can access 'Tootoot' to share any worries or concerns anonymously. Staff **'must'** check their class' worry box each day, for those that have them, and record any concerns using the school's systems (eg CPOMS) when addressing the concerns. The Tootoot interactive site is monitored by Safeguarding Leads and cases are either dealt with directly or assigned to the relevant member of staff. Whilst Tootoot is anonymous, if a serious concern comes in, this can be overridden in the interests of safeguarding.

EYFS, KS1 and KS2

All classes will use the Dojo Rewards system. This system is to be used to reward desirable behaviour and provide sanctions and consequences for LOW LEVEL inappropriate behaviour. Class teachers will have a generic set of positive and negative skills, however the class teacher will have the flexibility to add further skills that reflect the class or an individual pupil's needs. These skills will be added to enable the teacher to target any specific behaviours that need addressing within the classroom.

Positive Dojos rewards structure

Pupils are to be rewarded positive Dojos for implementing 'Our Expectations' and showing cooperation/kindness to others as well as excellent work. Pupils must aim to get as many dojos as possible each week.

- Each week children work towards gaining as many positive dojos that they can.
- The children with the most dojo's each day will put two pebbles in their house collection.
- At the end of the year the house with the most pebbles will get a prize.
- The two children who gain the most dojos weekly are awarded a special sticker and a privilege by the Headteacher.

Privileges are special little rewards available to children who have achieved or behaved in a way that warrants special recognition. A list of privileges is available [\[here\]](#).

Negative Dojos sanction and consequence structure

Pupils will receive a negative Dojo for persistent low level disruptive behaviours eg; talking/not listening to the teacher or each other, not cooperating well or, for more severe behaviours such as deliberately hurting someone or not treating each other kindly.

Using the process below, teachers need to ensure they point out the inappropriate behaviour to children and they should **ALWAYS** give pupils a chance to rectify their behaviour before a negative Dojo is given out.

A 'soft' reminder should be given initially to pupils of the rule not being followed. ['soft' reminders should be given for each 1st contravention to a rule (unless extreme)].
A 'Firm' reminder should be given to pupils not following a rule for which they have already received a 'soft' reminder. <i>[An example may be, 'Pupil, I have reminded you already about calling out over others when they are sharing. Is there something you need to talk to me about because, if it happens again, you will have to receive a warning.']. {At this point ensure you offer the pupil a chance to discuss the worry, concern or underlying reason for their behaviour.}</i>
Following reminders, 'Warnings' will be given.
Second warning will result in the pupil being moved away from the others for 5 mins
1 negative dojo and the pupil will miss a playtime or the outside session of lunch time.
2 negative dojos will result in the pupil being sent to a member of SLT.
3 negative dojos will lead to the pupil having a behaviour card for one week/parents being informed.

If inappropriate behaviour continues, pupils will be put on report for a week, then reviewed. If behaviour still continues a personalised programme will then be put in place for a pupil for and behaviour will be closely monitored by all staff involved to assess the impact.

Sanctions in place for more serious behaviour

Examples of serious behaviour include:

- Aggressive behaviour/fighting/hurting member of staff, another pupil or visitor.
- Threat of physical violence towards a member of staff, another pupil or visitor.
- Racism - racist or homophobic language or actions.
- Bullying - physical/verbal/cyber/prejudice-based/discriminatory.
- Deliberate damage to property.
- Possession of a weapon.
- Reckless actions that could cause harm to themselves or others (throwing items at staff or pupils, climbing, running around the building).
- Swearing or other verbal abuse targeted at a member of staff.
- Stealing.

Pupils displaying any of these behaviours should be brought to the attention of SLT/Head teacher as soon as possible and a behaviour form log would need to be completed on CPOMS. Once the Headteacher is in receipt of the behaviour form, that includes the incident, the build up and the context, a decision will be made regarding a sanction. In the Headteacher's absence (i.e if they are off-site or unable to deal with the issue) a member of SLT can decide on the appropriate sanction. Fixed term exclusions can only be authorised by the Headteacher.

Sanctions that may then be imposed: Loss of playtime/lunchtime, phone call to parents, report card, exclusion – internal/fixed term/permanent.

Additional positive reward systems in place for all pupils

- Headteacher stickers and a privilege will be awarded to the two pupils with the highest amount of dojos in each class on a weekly basis.
- One child at the end of half term will be chosen by the class teacher for ASPIRE privilege's for displaying positive ASPIRE behaviours.
- One child per week will be chosen by the class teacher for a good learning award and a Wellbeing award.
- All children with 95% positive dojo's will be awarded with golden time once a week.
- Parents informed by the class teacher.
- Verbal praise.
- Praise in assemblies.

Recording and Monitoring:

- A. Leamore Primary School staff use CPOMs under behaviour to record incidents of negative behaviour in the classroom or around school.
- B. CPOMs report's tracks behaviour and allows ease of monitoring, tracking and analysing patterns of behaviour.
- C. CPOMs should be completed containing full details of the incident of concern and the action taken to address or correct the behaviour, SLT to be tagged in.

List of privileges as chosen by the children of Leamore Primary School:

Watch a film at lunchtime with a friend	Come to school in PJ's
15 minutes on a laptop or Ipad to play games	Choose a day to bring in an unhealthy snack
Come to school in non-uniform for a day	Play games with a teacher/TA
Bring a favourite toy to school	Play football on the field at lunchtime
Art activity at lunchtime	Lunch in the Education Garden
Be a TA for a lesson	10 minutes extra playtime with a friend
Register monitor for the day	Pick a friend to take to lunch 5 minutes early
Dojo monitor for the day	10 minutes extra golden time.
Have lunch with the Headteacher	Help in a different class for a lesson.
Have lunch with a teacher	Be the happy day class monitor (making sure everyone has a smile on their face)
Request an Arts and Crafts lesson	Come to school in a costume
Play Just Dance at breaktime	Teach with the teacher for a lesson
10 Extra Gems for their house team	15 minutes in the computer area

Links with other Policies:

In support of this Behaviour Policy please also refer to:

- Child Protection and Safeguarding Policy
- Online Safety Policy
- Anti-bullying policy

Sexual Violence and Sexual Harassment

At Leamore School we take an '**it could happen here**' attitude towards dealing with reports of sexual violence and sexual harassment. We are also knowledgeable of the contexts in which sexual violence and sexual harassment can occur.

'Sexual violence and sexual harassment can occur between two or more children of any age and sex, from primary through to secondary stage and into college. It can occur also through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face-to-face (both physically and verbally). Part 5 of KCSIE 2023

When responding to reports of sexual violence and sexual harassment we operate a **zero tolerance** policy - any incidence will be taken seriously and dealt with in a sensitive manner. Victims will be reassured, supported and kept safe. Pupils at Leamore Primary School understand that this form of behaviour is **never** acceptable. It won't ever be passed off as "banter", "just having a laugh", "a part of growing up" or "boys being boys". Staff are aware that it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys.

Forms of sexual violence: rape, assault by penetration, sexual assault, causing someone to engage in sexual activity without consent (for definitions of these types of abuse please refer to page 105 of KCSIE 2023).

Forms of sexual harassment: sexual comments, sexual "jokes", taunting, physical behaviour (e.g. deliberately brushing against someone, interfering with someone's clothes).

Our PSHE curriculum covers what healthy and respectful behaviour towards one another looks like.

Dealing with reports of sexual harassment:

- We will ask the perpetrator to apologise to anyone the comment was directed at
- Support and educate them to improve their behaviour
- Monitor their behaviour for any recurrence

- Escalate the sanction and telephone parents if the pupil refuses to apologise in the first instance or if they repeat the behaviour.

Dealing with reports of sexual violence:

The context and seriousness of the allegation and the outcome of any investigation will determine any consequence for pupil's who perpetrate sexual violence.

The consequence for an act of sexual violence will always be decided in consultation with our DSL (Lisa Francis) and in more serious instances with support from the Police and Children's Services

Please refer to the list of sanctions in place for more serious behaviour on page 8 of this policy.