



St Leonard's C of E (A) Primary School

Relationship/Behaviour Policy

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St Leonard's School motto – 'Growing in Faith and Learning'

Our School Ethos

Our ethos at St Leonard's School is to educate and develop all children in a happy, caring community, nurtured by Christian values that place individuals at its heart and allows everyone to shine.

Our Vision- *'Life in all its fullness' John 10:10*

Our vision is to be an outstanding church school, guided by God, where learning is irresistible, achievement is high and our pupils leave us as successful, independent learners, happy, confident individuals and caring, responsible citizens, excited by challenge, change and possibility.

Our Core Christian Beliefs/Values

Community 'Live in harmony with one another' *Romans 12:16*

Hope 'May God of hope fill you with joy and peace' *Romans 15:13*

Dignity 'Let the children come to me...for the kingdom of heaven belongs to such as these' *Matthew 19:14*

Wisdom 'Blessed are those who find wisdom' *Proverbs 3:13*

Perseverance 'I can do all things through Him who strengthens me' *Philippians 4:13*

Forgiveness 'Just as the Lord has forgiven you, so must you forgive others' *Colossians 3:13*

School Culture

At St Leonard's we aim to provide opportunities for all children to grow into confident, inquisitive young people demonstrating consideration, courtesy and respect for others at all times.

St Leonard's school culture of behaviour is positive, consistent and kind. Good behaviour and academic attitude and achievement throughout the school is encouraged through raising self-esteem and forming positive relationships. We expect and encourage good behaviour and self-discipline from all pupils in order to achieve an environment which enables emotional development, effective learning and high standards.

We expect all children to consistently make the right choices.

Our Relationship/Behaviour Policy is based on the **Five Pillars of Pivotal Practice**.

The **Five Pillars of Pivotal Practice** are a set of principles designed to help educators create a positive and consistent learning environment by promoting effective classroom management. These pillars are based on Paul Dix's approach to behavior management, which emphasizes respect, consistency, and the reinforcement of positive behaviour over punishment.

1. Consistent, Calm Adult Behavior

- This pillar emphasises the importance of adults modeling the behaviour they wish to see in children. Educators should consistently remain calm and composed, even in challenging situations, as their responses set the tone for the classroom. By remaining calm and avoiding emotional reactions, adults help de-escalate conflicts and create a stable environment where children feel safe and respected.

2. First Attention to Best Conduct

- In this approach, adults focus their attention on positive behaviours rather than negative ones. By acknowledging and praising children who are following expectations, adults encourage other children to model those behaviours. This reinforces the idea that good behaviour earns attention and creates a classroom culture where children are motivated to make positive choices.

3. Relentless Routines

- Establishing and maintaining consistent routines helps children understand and meet expectations more easily. Predictable routines, such as starting each class with a greeting or a check-in, provide structure and reduce anxiety. When routines are in place and followed by all, children know what to expect and feel more secure, which improves their focus and behaviour.

4. Scripting Difficult Interventions

- This pillar encourages teachers to prepare for challenging situations by having a "script" or a set approach for addressing negative behaviour. Scripts help adults handle difficult conversations calmly and professionally, maintaining respect while addressing the issue. This structured approach ensures that interventions are consistent, fair, and do not escalate the situation.

5. Restorative Follow-Up

- After a behaviour incident, adults use restorative practices to help students understand the impact of their actions and to repair relationships. This might involve a conversation where the child reflects on their behavior, the harm it caused, and how they can make amends. Restorative follow-up focuses on learning from mistakes and rebuilding trust, fostering a sense of accountability and empathy in children.

School Expectations/Aims

Our Relationship/Behaviour Policy is based on a restorative approach, using a range of methods and strategies in order to maintain positive relationships. We achieve this through visible consistency through three simple core rules:

Ready, Respectful, Safe

This Ready, Respect, Safe framework helps children understand that being prepared, treating others with kindness, and making safe choices are essential parts of their school environment. Posting these rules in each classroom and common area, and regularly reviewing them with children, can strengthen the school culture and improve behaviour throughout the school.

READY

1. Be on time and bring everything you need for class.
2. Listen carefully and follow instructions the first time.
3. Show that you're ready to learn by staying focused and organised.

RESPECTFUL

1. Speak kindly to everyone and listen when others are talking.
2. Treat classmates, teachers, and school property with care.
3. Include others and share space, equipment, and materials fairly.

SAFE

1. Walk, don't run, inside the school building.
2. Keep hands, feet, and objects to yourself at all times.
3. Use playground equipment carefully and ask for help if needed.

These rules keep expectations clear and easy for all children to remember, helping create a positive and safe school environment. We want all children to make positive behaviour choices because it is **the right thing to do** not because of the promise of a reward or the threat of punishment.

These expectations are achieved by:

- Encouraging children to develop positive behaviour for learning, understanding its importance as a lifelong skill.
- Providing a safe, happy and friendly environment which encourages each child to achieve their potential through a desire for excellence.
- Enabling staff to support with their behaviour, through providing them with strategies to manage their own behaviour.
- Maintaining a calm and purposeful learning environment,
- Ensuring all children and adults have a sense of belonging, feeling safe, secure and valued.
- Providing a clear, fair and consistent approach to behaviour.
- Fostering, nurturing and valuing strong and healthy relationships.
- Ensuring children are motivated to do the right thing.
- Ensuring all staff consistently implement the policy.

Positive Praise

Positive strategies are given a higher priority than sanctions, and the following strategies will consistently be used by all adults in the school. **Achievement is celebrated in every classroom and all efforts are valued.**

High expectations of behaviour are routinely promoted by staff, these include:

- **Verbal comments** – specific praise given in a clear and sincere manner.
- **Recognition boards** – each class has a 'Wall of Fame' display board within their classroom. Individuals are rewarded with a praise slip which immediately goes onto the 'Wall of Fame'. This is verbally celebrated as well.
- **Tokens** – children that go 'Above and Beyond' receive a token which they then post in their family group token tube.

- **Celebration certificates** – weekly ‘Headteacher’ and ‘Faith’ certificates are be chosen by class teachers and given out in assembly. Parents are invited to attend.
- **Dojo’s** – adults within school reward children with Dojo’s to encourage and support good behaviour and attitude to learning. At the end of the academic year children with the highest points in each year group are rewarded.

Managing inappropriate behaviour

At St Leonard’s, we encourage and reinforce positive behaviour which reflects our values. Our approach is to build strong relationships between the adults and children. This involves fostering accountability, repairing harm, and rebuilding relationships.

We also understand that every child is different, and on occasion the adult may need to adopt alternative techniques, taking into consideration context and what the child is trying to communicate through their behaviour.

Our 5 tier intervention behavioural management system:

1. **Verbal Reminder** - A reminder about the three simple rules (ready, respectful and safe) deliver privately where possible. Repeat reminders if reasonable adjustments are necessary.
2. **Caution** - A clear verbal caution delivered privately, wherever possible, making the student aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase “Think carefully about your next step”.
3. **Second Caution** - Speak to the student privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. 30 second intervention.
4. **Consequence** – The consequence will relate to the behaviour displayed.
5. **Repair** – Restorative conversation between adult and child.

Suspension/Exclusion

Where a child’s behaviour cannot be addressed or the behaviour is more extreme, a system of consequences will be started. This involves spending some time discussing behaviour and ways to make more positive choices. Parents will be informed immediately, from C3 onwards.

C1 - Discussion with an adult and a playtime missed.

C2- Discussion with an adult and a lunchtime missed.

C3 - Isolation for the rest of the day (or an agreed number of days for more severe behaviour) with work set to be completed with the headteacher or another senior leader.

C4 - Fixed term exclusion. Parent phoned to come and collect their child and all paperwork completed. A back-to-school meeting arranged and a behaviour plan put into place.

C5- Permanent exclusion. (This will be a very last resort after all other options such as a managed move or support from an alternative provision has been pursued).

Behaviour and Special Educational Needs (SEND)

We understand that some children will need additional support with their behaviour and we will work with them, their families and outside agencies to support them. This is in accordance with the SEN code of practice. Consequently, our approach to challenging behaviour may be differentiated to cater for individual needs.

Where necessary the SENCO will ensure that individual support plans are in place and reviewed regularly. On occasion we may need to draw upon external agencies e.g. Educational Psychologist, medical practitioners and others, which may lead to a support plan being put in place.

Bullying

At St Leonard's School, we are committed to providing a safe, respectful, and supportive environment where every child feels valued and can thrive. Bullying of any kind—whether physical, verbal, emotional, or online—has no place in our school community. We believe that all children have the right to learn in a secure and positive atmosphere, free from intimidation, fear, and harm.

Our Commitment to Preventing Bullying includes:

1. **Education and Awareness:** We educate our children on understanding and identifying bullying, promoting kindness, empathy, and respect in all interactions.
2. **Encouragement to Speak Up:** We encourage children to report any concerns about bullying, whether they experience it themselves or see it happening to others. Every report is taken seriously and handled sensitively.
3. **Clear Reporting Procedures:** Our school has clear procedures for reporting, investigating, and addressing incidents of bullying. Staff are trained to respond promptly and effectively to all reported cases.
4. **Support and Restorative Actions:** We are committed to supporting both the child affected by bullying and the child involved in bullying. We use restorative practices to help all children learn from their experiences and work toward positive change.
5. **Working Together:** We actively engage families, staff, and children in our anti-bullying efforts to create a school culture that prioritises kindness, inclusion, and respect.

By working together, we aim to prevent bullying and foster a safe and caring school community for all.

Mobile Phones

The children are not allowed access to any mobile phone in school, during the school day. If parents allow their child to bring a mobile phone into school, they must fill in a permission form and acknowledge that the mobile phone will be handed over to the class teacher where it will be locked away for safe keeping until home time.

Safeguarding

At St Leonard's safeguarding and promoting the welfare of children is at the heart of everything we do. Our Behaviour Policy aligns with our commitment to create a safe, nurturing, and inclusive environment where every child feels valued and protected.

All staff are trained to recognise and respond to safeguarding concerns, ensuring that behaviour management practices prioritise the safety, dignity, and well-being of our pupils. We encourage positive behaviour through supportive and restorative approaches, avoiding punitive measures that may compromise a child's mental or emotional health.

The policy complies with statutory safeguarding requirements, including the *Keeping Children Safe in Education* guidance, and reflects our duty to identify, report, and act on any concerns about a child's welfare. By fostering a culture of respect, empathy, and accountability, we aim to empower pupils to thrive both academically and personally, knowing they are safeguarded at all times.

This policy works in partnership with our Child Protection and Safeguarding Policy to ensure a holistic approach to the safety and well-being of all members of our school community.

Malicious allegations against staff members

We are committed to fostering a culture of mutual respect, trust, and fairness within our school community. We take all allegations against staff members seriously and investigate them thoroughly and objectively, following the appropriate procedures outlined in our safeguarding and disciplinary policies.

We also recognise that malicious or unfounded allegations can cause significant harm to individuals and the wider school community. Where it is found that an allegation has been deliberately made with malicious intent, appropriate action will be taken in line with our Behaviour Policy and the Department for Education's statutory guidance.

Staff members who are the subject of malicious allegations will be offered appropriate support, including access to counselling services if needed. By addressing such incidents fairly and transparently, we aim to uphold the integrity of our school community and ensure that all individuals feel safe, respected, and supported.