



LEAVENING PRIMARY'S BEHAVIOUR AND RELATIONSHIP POLICY

Rationale

“Good behaviour is a necessary condition for effective teaching to take place”

At Leavening we believe that every child is an individual and that we educate the whole child in order for them to reach their full potential. We want them to have a positive experience at school with an excellent education that is broad and rich.

We want Leavening to be a place where children have fun and where children feel safe and happy; where they develop a passion for learning because of excellent teaching and feel like they belong as part of a school family where we work together to achieve their potential.

Our children bring to school a wide variety of behavioural patterns based on differences in home values, attitudes and experiences. At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility.

Aims of the Policy

- Ensure whole staff commitment to effective positive behaviour management which is respectful, supportive, understanding and accepting of diversity.
- Provide a consistent, insistent and persistent approach to behaviour throughout the school and with parental support and involvement.
- Provide a simple system that encourages children to fulfil our purpose of ‘Together We Can’ (working well together) which benefits the whole Leavening community.
- Help children understand and be part of rewards and sanctions and that these are followed consistently to promote good behaviour and good choices.
- Encourage a calm, purposeful, safe and happy environment.
- Help children to be responsible for their own behaviour by encouraging independence, resilience and self-discipline.

Leavening School Rules:

We are thoughtful
We are well mannered
We are confident

T (Together) Our caring, family culture	W (We) Always showing respect	C (Can) Our positive learning behaviours
We are thoughtful	We are well mannered	We are confident

Our school rules are born out of our vision of ‘Together We Can’ and our 4 values of:

Care, Share and Belong; Have high aspirations and fulfil our potential; Lead, teach and learn with passion; Look and learn beyond the classroom.

Our rules and values are the same. Our values are central to all we do at Leavening. We know that by using these values as our rules, behaviour across the school will be understood, promoted and sustained which will have an impact on all of our children. We have a positive approach to behaviour and help the children to put their mistakes right, whilst regularly praising the correct behaviour. We also expect all adults who come in to Leavening to display the correct behaviour and set the right example for our children.

Teaching and learning and the classroom environment is central to good behaviour. Preventing poor behaviour is our aim. We have a responsibility to ensure our classroom environment supports this by being a calm, ordered space that is free from clutter and reduces cognitive overload and sensory imbalance for some of our children.

Leavening has 3 simple rules:

We are thoughtful
We are well mannered
We are confident

We have a clear structure of outcomes to positive and poor behaviour. Positive behaviour is praised in public where poor behaviour is addressed in private. We can apply our rules to a variety of situations and these are taught and modelled explicitly by all staff.

Our Rules	Visible Consistencies	Over and Above Recognition
We are thoughtful We are well mannered We are confident	Respect for everyone Daily positive greeting Welcoming school and culture promoted by all staff Positive scripts and praise Behaviour for learning expectations are high	DOJO points House points Together Time awards Headteacher awards Playground/telephone conversations with parents

Rewards and sanctions

We seek to praise the children for making the right choices and positive behaviour. They are rewarded for demonstrating, *thoughtfulness (which includes showing respect), good manners and confidence in their behaviour for learning.*

Rewards

Stamps and Stickers (including nursery)	Individual for positive behaviour, attitudes and working well.
Do-Jo Points	Awarded by any member of staff according to our TWC rules or school values
House Points	Awarded to children for particular achievements in Team work (Together We Can) and friendship related positive behaviours.
Headteacher award	Weekly award for someone who has demonstrated one of our school values

Headteacher Sticker	For children who have been chosen to share a piece of work that they have worked really hard on
Together Time awards	Weekly awards linked to confidence and achievement in learning as well as a certificate awarded to one child per class based on our together time theme.
Attendance	Children receive recognition for excellent attendance (100%) and good attendance (97% above) each term

Sanctions

We have a common-sense approach to poor behaviour which is dealt with in a consistent manner across the school. We look for children who are modelling the behaviour we expect and reward these children to encourage others to do the right thing. When a sanction is issued it should be proportionate to the behaviour. It should be made that the behaviour is unacceptable not the child. Behaviour incidents are recorded on CPOMs, which is our system for logging safeguarding and wellbeing matters. Group sanctions should be avoided as it breeds resentment.

Step	Approach	Outcome
1	A reminder of expectations and rules	To the whole class with praise for those children modelling the correct behaviour
2	A verbal warning (1)	This is specific to the child in class. Explain what rule has been broken and what the expectation is. Ask the children whether they need help or support with what they are doing.
3	Regulation time out in own class	Explain that the child now has the chance to regulate/ consider behaviours/choice to follow the rules or miss time from their break.
4	A second verbal warning (2) Minutes from Playtime	During this time the adult supervising the child should use a restorative approach (script) to discuss the behaviour
5	Further verbal warning and persistent poor behaviour	Conversation with parent/carer either in person or by phone call at the end of the day by the teacher.
6	Headteacher to become involved if no improvement in behaviour	Parent/Carer/Class teacher and HT to meet to discuss the needs of the child. Class teacher to develop a behaviour plan if appropriate Internal exclusion from the class and peers may be appropriate.
7	Relevant agency support	SEND hub request if appropriate Class teacher to update behaviour plan if required based on advice.

8	Fixed term exclusion	Between 0.5-5 days CPOMS As per NYC suspension and permanent exclusion policy
10	Permanent Exclusion	As per NYC suspension and permanent exclusion policy

Steps in blue should be recorded on CPOMs under the appropriate categories.

Exceptions that may mean steps are missed	Resulting consequences
Answering back or being disrespectful	Step 4
Refusing to do something	Step 4
Repeated referral	Step 5
Repeated inappropriate language (more than once)	Step 4 and communication home to inform parents
Inappropriate physical contact	Step 6

There is a fresh start each day, although playtime sanctions may be rolled over. If a child has been given a sanction, they will always be given the opportunity to reflect on their behaviour and begin to make reparations. We support this through a restorative question approach.

1. What happened?
2. What were you feeling at the time?
3. What have you felt since?
4. Who has been affected? How did this make them feel?
5. What do you need to do to start to put things right/do things differently?

The following behaviours are considered unacceptable at Leavening:

- Dishonesty
- Goading or teasing
- Being unkind or hurting others- verbal abuse
- Hurting others-physical abuse (to include biting)
- Bullying
- Swearing at others
- Racist language or abuse
- Leaving the classroom without permission
- Taking other people's things
- Interfering with other children's work or activities to prevent learning
- Throwing objects
- Breaking school property
- Fighting/physical abuse

In these instances, each case will be considered and dealt with fairly and appropriately based on the individual. We will work with families to ensure there is a resolution, an appropriate reparation and support for all the children involved.

Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the Educational Psychologist or Child Guidance Service may be necessary. This possibility should be discussed with the Headteacher and the SENCO.

Rough Play

Play fighting or rough play is **not tolerated on any level**. Pretend play can easily spiral out of control and end in a pupil getting hurt unintentionally. Staff should calmly intervene if any occurrence of this happens and follow this behaviour policy accordingly. We do not allow our pupils to engage in weaponry fantasy play.

Pupil led restorative practice (De-Bugging process)

All of our pupils are taught and will need regular guidance and encouragement to follow our schools own 'De-Bugging' process:

Our 5 Top Tips for De-bugging:

1. Ignore them;
2. Walk away;
3. Talk politely;
4. Talk firmly;
5. Go to an adult

We have also introduced a restorative approach and all adults have a responsibility to facilitate this during pupil conflicts.

Lunch times

To maintain a high standard of pupil behaviour during lunch time, this behaviour policy must be applied consistently. The school rules should be adhered to and behaviour management should refer to these.

Safeguarding our community online and digitally.

At Leavening Community Primary School, we are committed to fostering a safe and supportive environment for all pupils, both in school and online. We recognise that online bullying, including harassment and negative interactions through digital platforms, can significantly impact our school community and the well-being of our pupils. Therefore, any form of online bullying will not be tolerated, and the school will take appropriate action to address incidents that occur between pupils, even if they happen outside of school hours. Given our rural location, where pupils often interact with one another in both physical and digital spaces, online safety is a crucial aspect of our contextual safeguarding approach. We actively educate our pupils about responsible online behaviour and encourage open communication with staff regarding any concerns. By working together, we aim to create a culture of respect and kindness that extends beyond the classroom and into the digital world.

Anti-bullying statement

The aim of our anti-bullying statement is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. This supports our purpose of promoting '**mutual respect and care as well as belonging**'

Bullying of any form is unacceptable at Leavening. These include: Verbally, physically, emotionally or online. All pupils are entitled to learn in a safe and supportive environment. We recognise that bullying can happen to any child, but particularly those who are perceived to be different by other children.

Bullying is characterised by:

- Repeated incidents- they are frequent and happen over a period of time.
- The perpetrator intends to cause verbal, emotional or physical harm.
- Targeting specific individuals or groups.
- Unequal power relations- one-person wants to feel more powerful than others.

It can take the form of Racist, Homophobic, Transphobic, Sexist or Sexual bullying.

At Leavening we prevent bullying from occurring in the first instance. We do this through our purpose and values of working together and through our family ethos. Our curriculum is value led and we explore the British Values and protected characteristics as part of this.

Dealing with bullying

To deal with bullying effectively, pupils, parents and teachers must work together.

Pupils:

If you are being bullied:

- try to stay calm and look as confident as you can
- be firm and clear - look them in the eye and tell them to stop
- get away from the situation as quickly as possible and
- tell an adult what has happened straight away

After you have been bullied:

- tell a teacher or another adult in your school
- tell your family
- if you are scared to tell a teacher or an adult on your own, ask a friend to go with you
- keep on speaking until someone listens and does something to stop the bullying
- don't blame yourself for what has happened

When you are talking to an adult about bullying be clear about:

- what has happened to you
- how often it has happened
- who was involved
- who saw what was happening
- where it happened
- what you have done about it already

Parents:

If your child has been bullied or you suspect they are being bullied:

- **calmly talk with your child** about his/her experience
- **make a note of what your child says**, particularly who was said to be involved; how often the bullying has occurred; where it happened and what has happened
- **reassure your child** that he/she has done the right thing to tell you about the bullying
- **explain to your child** that should any further incidents occur he/she should report them to a teacher immediately
- **make an appointment** to see your child's class teacher
- **explain to the teacher** the problems your child is experiencing
- **refrain** from attempting to deal with this yourself.

When talking with teachers about bullying:

- **try to stay calm**, bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident
- **be as specific as possible** about what your child says has happened, give dates, places and names of other children involved
- **make a note** of what action the school intends to take
- **ask if there is anything you can do** to help your child or the school
- **stay in touch with the school**; let them know if things improve as well as if problems continue

If after talking to the class teacher families feel that their concerns are still not being addressed appropriately they should consider the following steps:

- **check with the school anti-bullying policy** to see if agreed procedures are being followed
- **make an appointment** to discuss the matter with the Headteacher; keep a record of the meeting
- **discuss your concerns** with a parent governor
- **if this does not help**, write to the Chair of governors explaining your concerns and what you would like to see happening
- **contact the director of education for your authority**; the authority will be able to ensure that the Governors respond to your concerns

If your child is bullying other children:

Many children may be involved in bullying other pupils at some time or other. Often parents are not aware that their child is involved in bullying.

Children sometimes bully others because:

- **they don't know it's wrong**
- **they are copying older brothers or sisters** or other people in the family whom they admire
- **they haven't learnt** other, better ways of mixing with their school friends
- **their friends** encourage them to bully
- **they are going through a difficult time** and are acting out aggressive feelings

To stop your child from bullying others:

- **talk with your child**; explain that what he or she is doing is unacceptable and makes other children unhappy
- **discourage other members** of your family from bullying behaviour or from using aggression or force to get what they want
- **show your child** how he/she can join in with other children without bullying
- **make an appointment** to see your child's class teacher or form tutor; explain to the teacher the problems your child is experiencing; discuss with the teacher how you and the school can stop him or her bullying others
- **regularly check** with your child how things are going at school
- **give your child lots of praise** and encouragement when he/she is co-operative or kind to other people

School:

If bullying is suspected or reported to us:

- We will take seriously all allegations of bullying
- The incident will be dealt with immediately by the member of staff who has been approached, and if this is not the class teacher, they will be informed at the first opportunity.
- Details or allegations of bullying will be recorded in an incident record.
- All relevant staff members will be kept informed (e.g. MSAs or teachers on duty)
- Parents will be kept informed
- Punitive measures will be used as appropriate and in consultation with all parties concerned.
- We will have a 'Beat Bullying' Week every year to raise awareness of what bullying is and how to deal with it.

The following disciplinary steps can ultimately be taken:

- Official warnings to cease offending
- Exclusion from certain areas of school premises
- Minor fixed term exclusion
- Major fixed term exclusion
- Permanent exclusion

Communication and parental partnership

We give the highest priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Headteacher so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

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