

Thoughtful, Well Mannered, Confident



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.

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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	Respect for everyone	DOJO points
We are well mannered	Daily positive greeting	House points
We are confident	Welcoming school and culture promoted by all staff	Together Time awards
	Positive scripts and praise	Headteacher awards
	Behaviour for learning expectations are high	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

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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.

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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
- Goaded 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.

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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.

Artificial Intelligence

Artificial intelligence (AI) may be used within school systems to support teaching, learning, communication and administration. The school is committed to ensuring that any use of AI aligns with our values of safety, respect, fairness and inclusion. AI will never replace professional judgement, relationships or safeguarding responsibilities, and staff will always review AI-generated content before it is used. Pupils will be taught about responsible and safe use of technology, including understanding that AI tools must be used appropriately, ethically and in line with school rules. Any use of AI will comply with data protection requirements, ensuring that personal information is handled securely and only when necessary to support pupils' education and wellbeing.

Pupil Mobile Phones in School

In line with the Department for Education guidance 'Mobile phones in schools' (February 2024), the school does not permit pupils to have their mobile phone with them during the school day. School leaders are able to exercise their legal power to confiscate mobile phones or similar devices for a length of time they deem appropriate.

The school is mindful that for children in Year 6 who may travel to school independently without a mobile phone, their parents/carers may feel this poses a risk or have a perception of increased risk to their children. As well as this, pupils who travel to school in a taxi may also need to be in contact with parents as they arrive/leave the school site. As such, the school will allow pupils in Year 6 or those travelling to school on the

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minibus to bring a mobile phone to school if the pupil is not collected from the classroom door. The expectation is that once a pupil is on the school premises, they will immediately visit the school office to leave their mobile phone securely for the duration of the school day. Pupils should not use their phones before or after school whilst on the school premises.

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Harmful Sexual Behaviours

Our school has a zero-tolerance approach to any harmful sexual behaviour involving children and acknowledges that it could be occurring at schools and in our school communities. The school is proactive in their approach to assessing prevalence, responding to incidents and challenging and changing behaviour.

Schools have a statutory duty to safeguarding the children in their setting. We work together to foster an environment that creates healthy relationships for children.

Our school approach encourages healthy relationships and works to prevent harmful sexual behaviour. We provide high quality education within the curriculum to reduce the likelihood of the situations occurring.

We recognise that harmful sexual behaviour is harmful to both the child/children affected by the behaviours and the child/children who displayed the behaviour and provide ongoing support for all involved.

Our approach is to treat everything as a safeguarding incident in the first instance - we distinguish between behaviours that are exploratory and part of healthy age and ability appropriate development and those that may be harmful.

As a school, we provide regular opportunities for school staff to understand what harmful sexual behaviours might look like and what they should do in the event of a report. We do this by providing training and regular updates where possible and using the NSPCC Traffic Light tool:

Responding to children who display sexualised behaviour ([nspcc.org.uk](https://www.nspcc.org.uk))

We also use the RSHE/PSHCE curriculum to help educate students about these issues as well as regularly reminding and promoting the reporting routes within our schools to ensure they know what to do should an incident occur.

In addition to the above, further information is available from the North Yorkshire Safeguarding Children Partnership:

<https://www.safeguardingchildren.co.uk/professionals/procedures-practice-guidance-and-one-minute-guides/children-and-young-people-who-display-sexualised-behaviour/>

Our Behaviour Approach to Pupils with SEND

At Leavening Community Primary School, we are proud of our inclusive and nurturing ethos, and we recognise that some pupils with special educational needs and/or disabilities (SEND) may require additional support to understand and meet behaviour expectations. Our approach is rooted in understanding the individual needs of each child and applying our school values – Thoughtful, Well Mannered, and Confident – with empathy, consistency and flexibility.

We believe behaviour is a form of communication. For some children with SEND, particularly those with communication difficulties, autism, social, emotional or mental health needs, or sensory processing differences, certain behaviours may reflect anxiety, frustration, or unmet needs. In these cases, our response prioritises regulation, understanding and support over sanction.

Key elements of our SEND behaviour approach include:

- Early identification and personalised support: Pupils with SEND who exhibit behaviours that challenge are assessed to identify underlying needs, including communication or sensory differences, unmet emotional needs, or anxiety. This may involve the SENCO, external agencies, or pastoral staff.
- Individual Behaviour Support Plans (IBSPs): Where necessary, pupils with SEND have a tailored plan that sets out proactive strategies, known triggers, de-escalation techniques, and agreed responses. These are created in partnership with parents/carers and regularly reviewed.
- Adapted expectations and flexible routines: While our school rules remain consistent for all, we adapt how they are taught and reinforced to match pupils' individual developmental stage, need, or understanding.
- Positive behaviour modelling and communication: Visual supports, social stories, emotion coaching, and calm

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communication strategies are used to help pupils understand expected behaviours and manage their own responses.

- Staff training and collaboration: All staff receive regular training in trauma-informed and SEND-aware behaviour strategies. Teachers and support staff work closely with the SENCO and DSL to ensure a consistent, calm, and empathetic approach.

- Restorative practice: As with all pupils, our focus is on reparation and reflection. For pupils with SEND, this is adapted to ensure it is meaningful, accessible, and developmentally appropriate.

While a flexible and personalised approach is essential, sanctions may still apply when appropriate, in line with the school's graduated response. These are always proportionate, fair, and used alongside supportive strategies that address the underlying needs.

Our goal is to help every child succeed and feel part of our school family. We work collaboratively with families and outside professionals to ensure that behavioural needs are not a barrier to learning or belonging. Through understanding, patience, and a belief in each child's potential, we embody our school vision: Together We Can.

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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

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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

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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.

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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.

Revised: by children and teachers: March 2025

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Appendix 1 Steps and Scripts to support

<p>Gentle approach including take up time with use of child's name, eye contact, proximity, hand signals, praise when correct behaviour seen</p>
<p>REMINDER: I noticed you chose to (noticed behaviour) This is a reminder that we need to..... (3Cs and PROUD) You now need make the right choice. Thank you Example: I notice that you are running. This is not very considerate to others. Please walk. Thank you</p>
<p>WARNING: I noticed that you chose to (noticed behaviour). This is the second time that I have spoken to you. Please move to where you need to make the right choice or you will begin to miss minutes at playtime. Do you remember when (model of previous good behaviour)? That is the behaviour I expect from you. I know that you can make good choices. Thank you. Example: I have noticed that you are not ready to do your work and this is the second time that I have spoken to you. This is not respectful so you need to move to a different space and start your work or you will be choosing to finish it during your playtime. Do you remember yesterday when you started your work straight away? That is the behaviour that I would like to see. Thank you.</p>
<p>REFLECTION TIME: I noticed that you chose to (noticed behaviour) You now need to spend time reflecting on your behaviour at break/lunch time. Example: I have noticed that you have still not started your work. This is still not very respectful. You have now chosen to complete your work at break/lunch time. I will come and speak to you then about how we need to behave next time.</p> <p>The person who has issued the sanction needs to be with the child during this time. They should either complete the task that they missed or reflect on the behaviour they displayed.</p>
<p>FOLLOW UP. REPAIR AND RESTORE: What happened? What were you feeling at the time? What have you felt since? Who has been affected - How did this make them feel? What do you need to do to start to put things right/do things differently?</p>

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Behaviour Support Plan

Together We Can



Appendix 3

Name:	DOB:	Year:	Completed by:	Review date	SEND stage:
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Whole School Inclusive Behaviour Support See behaviour policy
Personalised behaviour support:
Causes of behaviour:

Level 1 Anxiety Behaviours	Level 2 Defensive Behaviours	Level 3 Crisis Behaviours	Level 4 Recovery Behaviours	Level 5 Depression Behaviours	Level 6 Follow up behaviours
Excitable Fidgety Low Level disruption Silly noises and behaviour Facial expressions change	Refuses to co-operate Turning away and refusing to speak Growling/shouting Hurting other pupils Challenges (you can't tell me what to do) Intense disruptive behaviour (picking up objects, pacing breaking minor rules) Making abusive remarks Running off	Hurts themselves and others Crying/screaming Throws objects/toys Grabbing/threatening others Trying to escape from school	Reverts to normal behaviour Wants to play and have fun Occasionally quiet Sleeps	Doesn't want to interact with others Wants to play alone Wanders Curls into a ball	Wants to play and interact with others May be open to talk about what happened May accept food or drink

Causes:
The causes of their behaviour often appear unclear but can include:

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Strategies to De-escalate	Strategies to De-escalate	Strategies to De-escalate	Strategies to De-escalate	Strategies to De-escalate	Strategies to De-escalate
Intervene early Distract using another activity Diffuse using guided chat about a topic that interests Deflect with a job Reminder of a reward Different person Different place Display calm stance	Continue to use responses from Level 1 Keep within social space Planned ignoring State desired behaviour Use 1-5 countdown Offer clear choices Assess situation/get help if needed Guide away from situation Guide to a different/quieter room If child runs off, follow at a safe distance and seek help	Stay calm and assess the health and safety situation Make the environment as safe as possible (move furniture/weapons) Give time Use PH if absolutely necessary Ensure face, voice and posture are calm and supportive.	Closely support/monitor Allow time and space to calm down Offer distractions Look for signs the child is ready to talk	Continue to use Level 4 responses Reassure Show concern (we care about you) May accept a touch on the arm	Gently talk about what happened without confrontation Look for signs they are ready to talk Use soft play toys to discuss what has happened and to avoid similar events in the future Explain any consequences (if appropriate) Integrate back into class or school activity when they are ready to re-engage Zones of regulation
Script	Script	Script	Script	Script	Script
Keep voice and face as positive as possible Let's go and... First we need to do this, then...	I can see that you are feeling..., how can I help? Remember our school rules How can I help you? We need to go to...for a while I need to keep you safe so...	Limited conversation I need to keep you safe so...	Are you ready to talk about... (but do not go into detail about behaviour at this stage)	Are you ready to talk about... (but do not go into detail about behaviour at this stage)	Acknowledge that they felt that way for a reason Explain what they did and what they need to do next time

Parent/Carer concerns:

How the parent/Carer can help at home:

Agreed by (name and signatures of school staff and parent/carer)

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Appendix 4

Behaviour Risk Assessment

Risk Factor	Existing Controls	Likelihood	Impact	Risk	Control Measures	Likelihood	Impact	Risk

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Appendix 5

Parent/Carer Discussion Log

Date:	Member of staff:	Child's name:	Year Group:
Parent/Carer name:	Signed:		

Brief description of behaviour issue

Agreed actions by school:	Agreed actions by parent/carers and child:
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Review Date:

Review/Further Actions:

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Appendix 6

Behaviour Expectations

What- What change or approach do we want to implement?	EYFS/KS1 Who- Which class or adults will this involve	KS2 Who- Which class or adults will this involve
Do-Jo's for rewards linked to following the school rules- individual not whole class	All staff	All staff
House Points for working well together/good friendships/being kind	All staff	All staff
Cloak area in the corridor	Teach children how to hang bags and coats so that they are not on the floor An adult always needs to be with the class in the corridor during transition times	Children are expected to hang their bags and coats up promptly. Pack ups must go on the pack up trolley not in bags in pegs.
Stop signals for classrooms	1,2,3...look at me Any children not ready to learn/go when expected and continuing to add time on will receive the sanction of step 1 Or 2 (whatever is appropriate)	5,4,3,2,1 countdowns 5 finish what you are doing 4 put things down/way 3-silent 2- eyes on me 1-Ready to learn/go Any children not ready to learn/go when expected and continuing to add time on will receive the sanction of step 1 Or 2 (whatever is appropriate)
Dismissing class for lunch	Reception children to go to the toilet in the classroom Year 1 and 2 to use the main toilets. Line up in the classroom. Teacher to go into the hall with them and remind them of their behaviour	Table at a time to wash hands/go to the toilet (adult must be present in the corridor) then line up in the classroom and walk down to the hall together (with an adult)
Dismissing class at home time	Children to gather items from the corridor at 3.10pm with an adult present. Line up at the classroom back door.	Children to gather items from the corridor at just before 3.15pm with an adult present. Line up at the end door and leave together
Going out to break	Children to be sent in groups to get their coats (to avoid overcrowding) then line up at the end door. Adults prompt children to go to the toilet first	Children to be sent in groups to get their coats (to avoid overcrowding) then line up at the end door. Adults prompt children to go to the toilet first

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	Adults prompt in going out on duty	
End of breaks/lunch and into class	Bell 1 rings to signal tidy up time Bell 2 rings to signal line up Children to line up quietly Adults out to collect children promptly and bring them in. An adult from each class to be in the corridor to supervise Come into class and sit immediately on carpet ready to learn	Bell 1 rings to signal tidy up time Bell 2 rings to signal line up Children to line up quietly Adults out to collect children promptly and bring them in. An adult from each class to be in the corridor to supervise Come into class and sit immediately on carpet/at table ready to learn
Going into assembly	Line up in Year groups at the classroom door. An adult to lead the children down the corridor into assembly, reminding them of expectations of walking in silently and sitting sensibly.	Line up in Year groups at the classroom door. An adult to lead the children down the corridor into assembly, reminding them of expectations of walking in silently and sitting sensibly.
Leaving the lunch hall	Children to wait until an adult goes outside. They need to show they are sat nicely; their table is cleared and they have finished. An adult to dismiss children a few at a time while the other adult is in the corridor	Children to wait until an adult goes outside. They need to show they are sat nicely; their table is cleared and they have finished. An adult to dismiss children a few at a time while the other adult is in the corridor KS2 monitors put the chairs away
Walking down the corridor	In a line and quietly (not silently)	In a line and quietly (not silently) If walking individually or in pairs/small groups, walking quietly and considerately of others in the narrow corridor.
Child seeking attention	We would expect all children to wait until an adult has finished talking or acknowledges a child before asking for help. We will not accept interrupting and shouting out.	We would expect all children to wait until an adult has finished talking or acknowledges a child before asking for help. We will not accept interrupting and shouting out.
Please and thank you for kitchen staff at lunchtime	Children to say please and thank you at lunchtime. Kitchen staff and MSA's to remind them politely.	Children to say please and thank you at lunchtime. Kitchen staff and MSA's to remind them politely.
Equipment at break and lunchtimes	Children to take their equipment they are playing with back to the trolley or tidy away	Playground equipment monitors to put the trolley away and check all is tidy

Thoughtful, Well Mannered, Confident

Appendix 7- What do we want our behaviour curriculum to look like at Leavening?

Respectful- manners	Uniform	Assembly	Moving around school	Dining Room
<p>Saying 'please' and 'thank you'.</p> <p>Mutual respect when walking through doors/holding doors open for each other (from pupils and adults).</p> <p>Know that being responsible is being trusted to do the right thing that is expected of you without supervision.</p> <p>Say good morning or hello in return if you are spoken to (consider our neurodivergent pupils).</p>	<p>Know that we wear full uniform and it is worn correctly.</p> <p>Know that we remove outdoor clothing once inside the building and we hang these up correctly.</p> <p>Know that we must have the correct PE kit and remove all jewellery.</p>	<p>Know that we enter/exit in silence and we walk sensibly in a line in and out of the hall.</p> <p>Know the sitting space area for our year group.</p> <p>Know the expectations for sitting.</p> <p>Know that we do not talk while the assembly leader is talking.</p> <p>Know that we use silent hands to contribute.</p> <p>Know that we use manners when speaking.</p> <p>Know that we participate effectively in singing practice.</p>	<p>Know that we walk around the school quietly.</p> <p>Know that we are polite and courteous to other adults and children.</p> <p>Know that we open doors for others.</p> <p>Know that we pick up coats, resources, litter if on the floor and untidy.</p> <p>Know that we knock and wait for permission to enter the staffroom, HT office, school office.</p> <p>Know that we follow the corridor rules of 'smartly, sensibly and quietly'.</p>	<p>Know that we wash hand before eating.</p> <p>Know that we use a quiet voice and talk to the children on our table only during eating. Know that we line up to get our lunch and put our plates away.</p> <p>Know that we use a knife and fork appropriately.</p> <p>Know that we say please and thank you.</p> <p>Know that we put our hand up for adult attention.</p> <p>Know that we walk into the dining hall and walk calmly around it.</p> <p>Know that if we have eaten a school dinner, we put our cups and crockery away ourselves.</p> <p>Know that if we have eaten a pack up, we take our rubbish home.</p> <p>Know that we wait for an adult to say we can leave the dining room.</p>

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Appendix 8

Expected Behaviours for Learning

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
We include everyone in our learning and our play	We do not interrupt others when they are talking	We join in actively with learning (we answer questions)
We help each other	We do not shout out in class or disrupt other children's learning	We have our learning equipment ready
We use kind words and hands	We use appropriate voices indoors	We do our very best and challenge ourselves

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Appendix 9

Behaviour Curriculum Focus

Each half term there is an explicit behaviour focus that will be taught through:

- Daily classroom reinforcement
- PHSE lessons
- Circle time
- Assemblies

This focus will be a focus for individual Do-Jo awards

Autumn 1 WE ARE CONFIDENT	Autumn 2 WE ARE WELL MANNERED	Spring 1 WE ARE THOUGHTFUL	Spring 2 WE ARE WELL MANNERED	Summer 1 WE ARE THOUGHTFUL	Summer 2 WE ARE CONFIDENT
Positive Learning Behaviours and classroom expectations	RESPECT	Thoughtful	Manners	Friendships and getting along together/inclusivity and tolerance	Positive Learning Behaviours and classroom expectations

Do-Jo's- These should link to the school rules and values- 'you are getting this for':

Excellent learning behaviours (specify what-e.g. always ready to learn, joining in class discussions, active listening, giving it your best effort, positive attitude)

Having high expectations of yourself (excellent presentation, challenging yourself, perseverance, being the best, you can be)

Learning with passion (enthusiasm, enjoyment, a love for learning)

Showing respectful behaviour in the classroom

Showing respectful behaviour around school

Being kind and caring

Using excellent manners

Being a good friend

Attendance- a do jo is awarded each day a child is in

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