Growing and learning together in God's love

Positive Behaviour Policy

Date policy agreed:	October 2026
Date policy to be reviewed:	October 2027

Signed by:			
Mrs Sarah Bowley	Headteacher	Date:	05.10.26
Mr Samuel Davies	Chair of governors	Date:	05.10.26

Policy Statement

'So, in everything, do to others what you would have them do to you.' Matthew 7:12

At St. Leonard's CE Academy, we have high expectations of children's work and behaviour. These are fostered in a calm, secure, nurturing and caring environment, with a positive approach, where praise and encouragement are given.

We believe that good behaviour and self-regulation is based on mutual knowledge and respect. We are reminded that positive experiences create positive feelings and that positive feelings create positive behaviours. Our approach is supported by our Values Education programme, which is consistent with our vision and ethos as a Church of England school.

We aim to:
• Teach children to understand that their behaviour has an impact on themselves and others.
• Help children achieve self-regulation, tolerance and respect.
• Provide an environment where pupils feel safe, are happy and that supports learning.
• Be consistent.

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006 ·The School Information (England) Regulations 2008
- Equality Act 2010
- DfE (2026) 'Restrictive Interventions, including use of reasonable, in schools
- DfE (2024) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2026) 'Keeping children safe in education 2026'
- DfE (2023) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2026) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following policies:

- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Procedures
- Home School Agreement
- Child Protection and Safeguarding Policy

A Therapeutic Approach

A therapeutic approach to positive behaviour management is based on the following principles:
- shared focus on inclusion of all children and young people within their educational settings
- a shared set of values and beliefs
- open and shared communication
- a shared commitment to diversion and de-escalation
- shared risk management
- shared reparation, reflection and restoration

It emphasises the importance of consistency and the teaching of behaviours, rather than imposing external, discipline. It focuses on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, where a crisis does occur, it adopts techniques to reduce the risk of harm.

External Discipline is imposed by staff through rules and suppression and will only achieve a short-term change. Working with a child's experiences and feelings creates an internal discipline which results in long term change.

Children will:
- learn what behaviour looks like
- learn how behaviour impacts others
- learn how to regulate emotions and develop their emotional literacy
- learn to care for one another
- learn the value of friendship
- develop self-confidence and self-esteem
- do as well as possible in their schoolwork

Teachers will:
- support staff to build their knowledge and understanding of different therapeutic behaviour strategies to support all the needs of the children.
- teach effective ways to regulate emotions e.g. Zones of Regulation, Sensory Support Plans, Social stories etc.
- meet the needs of all pupils within the class setting
- make positive contacts with all parents and carers and are transparent with information being shared.

Parents will:
- feel confident that their children are growing personally, socially and academically
- know that their children will receive strategic and personalised support when needed
- feel welcome in school to discuss their child's progress in a positive atmosphere

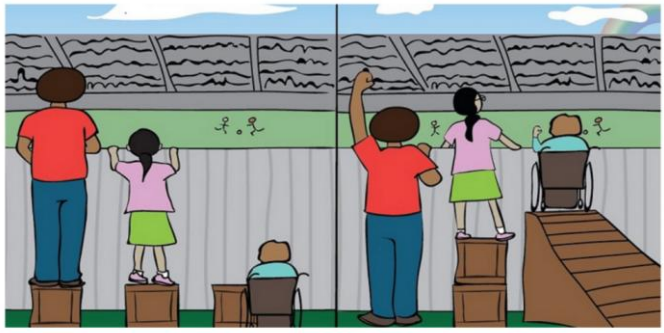
Equity or Equality?

It is our aim to enable, value and empower all of our pupils in our positive, safe and happy

school.

Equality is treating everybody the same. Equality aims to promote fairness, but it can only work if everyone starts from the same place and needs the same help. Equity is giving everyone what they need to achieve success.

At St.Leonard's CE Academy, we advocate for each child to receive the resources, experiences, appropriate interventions and support in their learning to achieve their full potential.



Equality Equity

How we teach Behaviour

- Positive relationships
- Role modelling
- Consistency (not equality)
- Routines (but with flexible thinking referring to individual circumstances)
- Prioritising prosocial behaviour (really valued in every child – thanking them, praise)
- Planning alternatives to antisocial behaviour
- Reward and positive reinforcement
- Feedback and recognition (give feedback when something has not been asked for – don't just celebrate the things that are expected (e.g. sticker for holding the door open – this should be the norm)
- Comfort and forgiveness (understanding and know that we will do it differently tomorrow)
- Ignoring (unsocial and low-level behaviours, giving time for unsocial behaviour to stop – do not give attention to these behaviours)
- Positive language (tell children what you would like to see, not what you don't e.g. Please walk rather than don't run)
- Restorative Practice (follow up the behaviour, it's impact and consequences at the appropriate time, after regulation has taken place/provide strategies for further occurrences).

Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

Types of Behaviour

Prosocial Behaviour

Relating to behaviour which is positive, helpful, and intended to promote social acceptance.

Our three school rules are concerned chiefly with safety, the happiness of the child and preparing for life in society.

They are: • Be Ready • Be Respectful • Be Safe

In addition, we have "Learning Behaviours" which we encourage children and adults to show/demonstrate in their behaviours around our school.

We give house points to reward children who show positive behaviours – in their learning or socially. The house points are counted, and the winning house is celebrated in an end of term celebration worship.

We award 'Star of the Week' certificates to children who have demonstrated the Learning Behaviours or followed the school rules particularly well. We award certificates for children who have demonstrated these behaviours consistently but also those who have made significant improvements in their behaviours.

We also award values awards to children who have demonstrated the current value in and around school.

We celebrate achievements with the whole school in a weekly Celebration Worship.

Following the rules and the learning behaviours is an example of demonstrating prosocial behaviours. See Pupil Code of Conduct (Appendix 4).

Unsocial Behaviour (referred to as 'difficult')

This describes not enjoying or trying to behave sociably in the company of others, but not to the detriment of others.

Examples could be:
- not doing as instructed, but not to the detriment of others
- leaving their desk without permission
- leaving the carpet during input/story without permission
- refusing to complete the work set
- refusing to get changed for PE
- choosing to do another activity than the one the class are doing (reading/drawing on whiteboard etc)
- rocking on their chair
- calling out/talking to a friend
- not listening to instructions
- playing/fiddling with equipment

Please be aware, these behaviours could be a sign of needing help, attention or that they are bored or impatient.

No unsocial behaviour should need SLT support unless it is persistent and disruptive and therefore becomes antisocial.

Antisocial Behaviour (including 'dangerous')

Behaviour that causes harm to an individual, a group, to the community or to the environment.
Behaviour that is likely to cause injury, harassment, alarm or distress.
Behaviour that violates the rights of another person.

Antisocial Behaviours	Dangerous Antisocial Behaviours
Aggressive shouting/calling out disruptively Continued interruptions Swearing Answering back, mimicking Name calling Lying Refusal to carry out an adult's request Distracting and/or disrupting others' learning by shouting, banging, making noises Throwing small equipment Leaving the classroom without permission Damage to property/pushing over furniture Stealing	Leaving the school building Leaving the premises Spitting (directly at another) Pushing aggressively Scratching Pinching Hair pulling Hitting Kicking Fighting Biting Punching Throwing furniture Physical or verbal bullying

Assistance for Dangerous Antisocial Behaviour

All members of staff wear a lanyard which can be sent to another member of staff for support if needed (like a red card system). The sending of the lanyard signifies dangerous antisocial behaviour and that support is needed.

If a child leaves the classroom, a member of staff must follow. If there is not an available member of staff in the classroom, assistance should be sought by sending the lanyard to call for support.
If a child leaves the site, notify SLT who will notify the police and parents immediately.

Reporting and Recording of Behaviour Incidents

Incidents of unsocial and antisocial behaviour must be reported on CPOMS the same day. There must be a clear follow up using consequences. It is the responsibility of the class teacher to ensure that parents have been informed, if necessary.

Reports should include Antecedent, Behaviour and Consequence as well as explaining the possible reason for the behaviours.

Logical consequences

For those few pupils who present with difficulties in meeting our expectations in lessons and in social times, we will always consider the age and stage of the pupil. Where expectations are not being met, this will result in an educational consequence. The school adopts the ethos that some employment of initial tactical ignoring may be used if the behaviour is only impacting on the learning of the individual themselves. Targeted questioning may be used to re-engage the learner. We appreciate that all children are different and the key behaviour management tool is rooted in the positive relationships between adults and children that have been formed therefore there may be some specific strategies that can be accommodated with this.

In all cases of inappropriate response/ behaviour, an adult will try to talk to the child to try to find out what has happened.

Staff will use positive phrasing – say thank you – not please e.g. 'Thank you for sitting down with

me to explain what has happened.'

In most situations the following steps will be worked through:

The school recognises that in some situations it may be necessary to move to level 6 straight away. In exceptional circumstances (e.g. aggressive behaviour, extreme bullying or racial abuse) it could be necessary to move straight to 7 or 8.

1. A verbal/physical indication is given so the child is aware that expectation is not being met.

2. A second indication is given. For most children initially, a short discussion with a member of staff is sufficient for the child to reflect on their behaviour choices.

3. If a child continues with the behaviour, two simple choices which are acceptable will be given e.g. "You can talk to me here or talk to me in my office.'' "We can talk here or outside the classroom." "We can complete the work now or when you are ready, but it does need to be completed."

4. If there is non-compliance, we will move to de-escalate the situation. Providing the child is not causing any harm to themselves or others (e.g. stopping the learning), the behaviour will be ignored, and the child will be given an indication the member of staff is ready to listen when the child is ready.

5. Where a child has become distressed, all staff will use the following script in addressing the situation 'I can see something has happened. I am here to help. Talk to me and I will listen.'

6. If there is a regular occurrence of antisocial behaviour (a pattern has formed), the carer/parents will be contacted and invited into school to discuss the antisocial behaviour with the class teacher and their child. Pastoral work will be put into place.

7. If there is persistent anti -social behaviour (a pattern has formed and some pastoral work has already been undertaken with little impact), a Behaviour Support Plan will be drawn up with by class teacher and other adults who work with the child. This is shared with pupil/parent/carer and all staff.
Restorative activities will follow behaviours to enable the pupil to reflect, repair and restore relationships.
This approach allows reflection on the harm that has been done and how it can be repaired and to explore through discussion how conflict is less likely to happen again. If the plan does not result in improved behaviour, then a referral may be made for advice or support for pupil in school. At this point, or in the process of the above, an Educational Health Care Plan may be considered for the pupil. Behaviour plans are reviewed at least half termly by the class teacher, supporting staff and other key adults.

8. Internal exclusion – carer/parent involved.

9. Suspension- Carer/Parent telephoned – child to be taken home.

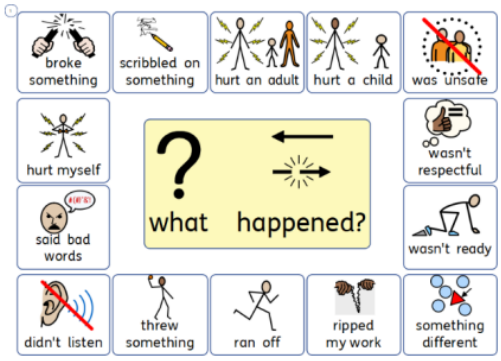
10. Permanent exclusion.

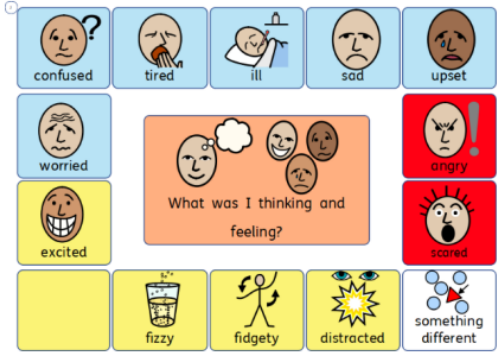
In all cases of suspensions and exclusions Trust and DFE guidelines will be adhered to.

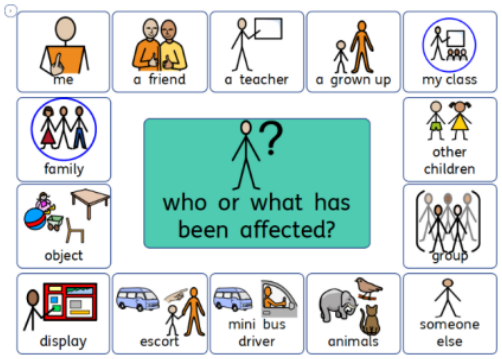
Restorative Conversations

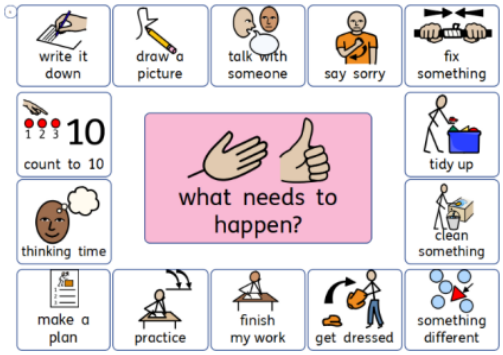
"An approach to inappropriate behaviour which puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment." **Wright, 1999**

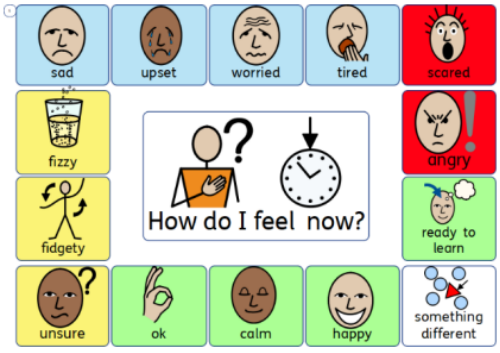
We aim to use restorative conversations to develop children's ability to reflect and explore:













Protective and/or Educational Consequences

It is essential that there is always an element of restorative practice. We must be able to show how we have helped the child develop new skills or new ways of thinking through discussion, debrief activity or rehearsing. Restorative practices provide the student with the skills and incentives to behave differently faced with the same set of circumstances reoccurring.
If there is no natural consequence, then sometimes a protective consequence is needed immediately until we have been successful with our restorative practices.

Protective consequences are solely actions to ensure no further harm occurs in the short term.

Examples:

Protective Consequences	Educational Consequences
Removing a child from a dangerous situation Implementing a buddy system Monitoring pupil's use of cloakroom Time out from a group activity Escorting a student	Restorative discussion to understand and reflect on behaviours Completing a task away from peers: 'The other children on your table cannot concentrate, so you will need to complete your task over here.' Completing a task at another time: 'You are not ready to go and do X as you still need to complete your task.'

Confiscation of something that could be harmful or could be harmed	Rehearsing: 'You will need to show me that you can share the Lego, so let's practise together now' (model the language of sharing and turn taking); 'I need to see that you can come in when the bell goes, so that we can all get back into class ready for learning time' (short time outside to practise lining up when the whistle blows. If not successful, playtime indoors). Additional work Tidying up damage and mess

Adaptations for pupils with Special Educational Needs

This behaviour policy will be implemented alongside the SEN policy for children with SEN and reasonable adjustments will be made. This would include, but is not limited to, additional modelling, coaching, movement breaks, sensory adaptations etc.

Appendix 1: Use of positive phrasing and limited choices to de-escalate

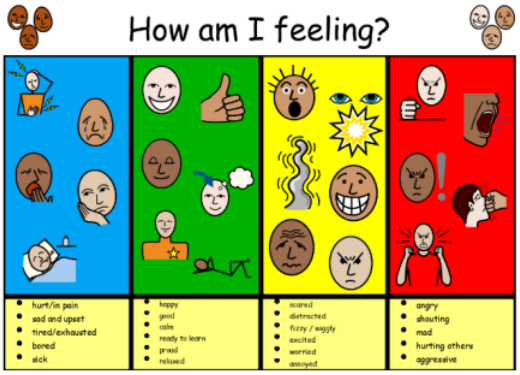
• Distract and refocus the child. Direct a learning question at them or ask them to help: 'Could you hand out the guided reading text. Thank you.' 'Thank you' shows that you expect compliance and is non-confrontational.
• Ignore and praise another child for doing the right thing.
• Remind children of the school rules/behaviour curriculum: 'Remember we…'
• Gain attention, pause then direct. Use the child's name to get their attention, pause and wait for them to look your way then give a clear and brief instruction of what to do: 'X (pause). Look this way and listen.'
• Point out the effects of their behaviour: 'When you… you aren't able to concentrate on your learning.'; 'You need to listen so that you know what to do.'; 'X felt really hurt when you said …'
• Offer limited choice – where both things are of equal value to the child (resist the temptation to hide a consequence here): 'Do you want to start with a picture or use the computer to do your writing?'
• Give specific, genuine praise when they return to pro-social behaviour: 'Thank you for coming to join us on the carpet.'; 'I can tell that you are ready to learn because you are sitting still and facing this way.'
• Always respond to the primary behaviour. Diffuse secondary arguments (e.g. 'They are talking too!' with 'Maybe they are, but I need you to …')
• Avoid asking 'why' questions as a response to low level disruptive behaviours as they can escalate things and make a child feel defensive (e.g. 'Why are you doing that?')
• Think - What can I do to change the feelings behind the behaviour? Can I help to create positive feelings?
• Feeling anxious – how can I allay their anxiety? (support with activity – is it achievable? movement break?)

• Feeling bored – how can I engage and motivate them? (choice within the activity/ level of challenge/ have I talked for too long?)
• Feeling left out/ different to the class – how can I make them feel included and welcome? (seating/ grouping/ cheery welcome/ group games/ circle times)
• Think - Will my response reduce anxiety and de-escalate?

Consider your:
- Facial expression
- Tone and volume of voice (a firm, calm, quiet voice is more authoritative than a raised one)
- Choice of words
- Posture
- Use of eye-contact (this can be intimidating for some children so sitting/standing side-by-side may be less confrontational.

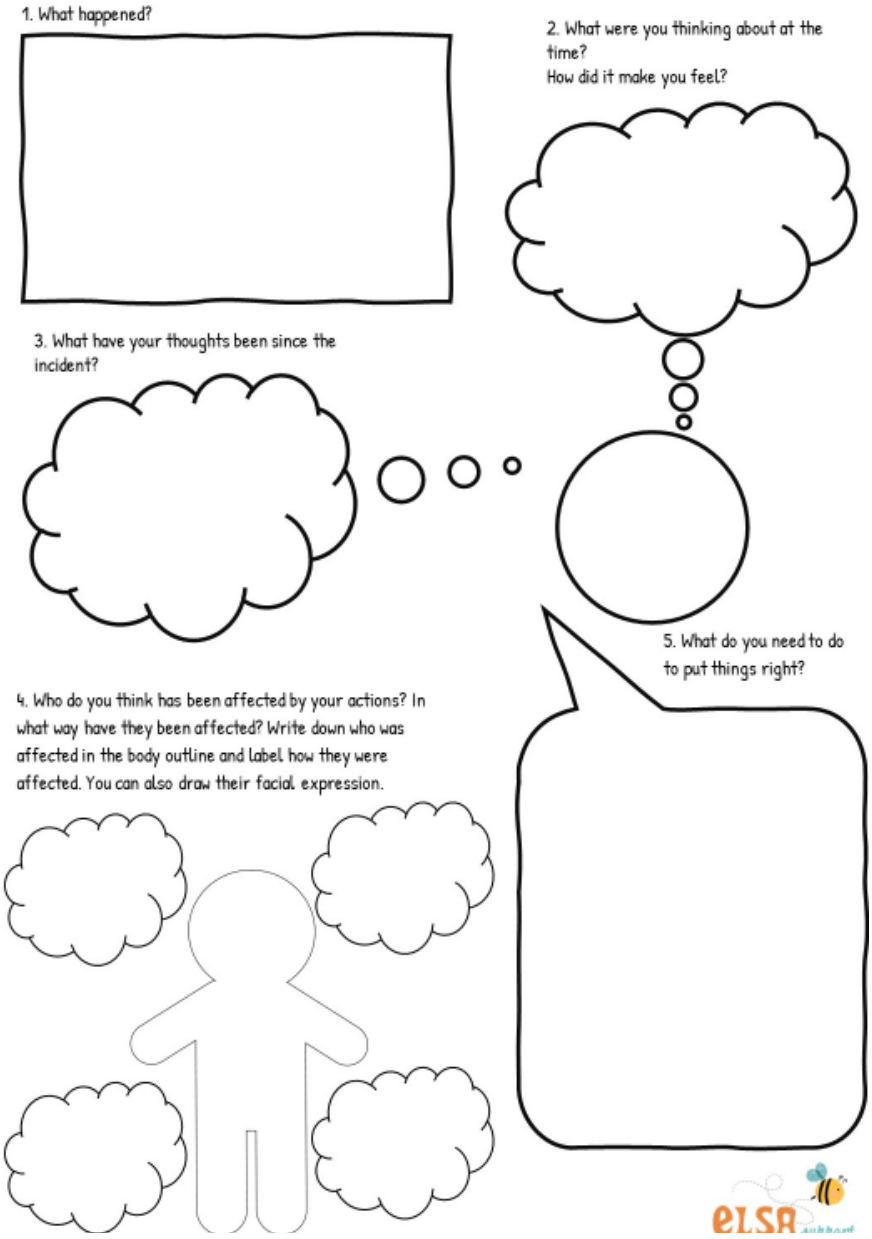
Appendix 2- Support Planning

Use of Supportive Strategies





Restorative Conversations



Behaviour Support Plan (Example)

DSAMAT Risk Assessment and Positive Behaviour Support Plan

Pupil Information

Name: PUPIL A	Year/Class:	School:
Date plan started: 15/01/25	Review dates: 18/03/25	
Professionals involved: Early Help Educational Psychologist	Relevant historical information: On the waiting list for ADOS assessment at CDC since March 2024	

Monitoring and Review

Data being collected: • ABC charts (completed by all staff immediately after incident) • Frequency chart (number of incidents per day/week) • Token board tracking (daily) • Pupil self-reflection (weekly with Mrs Thompson)	Review schedule: • Daily: Quick check-in between Mrs xxx and class teacher • Weekly: Mrs xxxx reviews data and adjusts strategies if needed • Fortnightly: Phone call with parents to share progress • 8-weekly: Full plan review meeting with parents, SENCO, class teacher, Educational Psychologist	Success Criteria: • Reduction in crisis incidents from 3-4 per week to 1 or fewer per week • Pupil A uses break card independently at least 3 times per week • Pupil A completes full token board at least 3 times per week • Pupil A is able to identify his emotions using 5-point scale with 80% accuracy

Pupil Voice

Pupil Strengths and Interests: • Excellent memory for facts, particularly about dinosaurs and space • Kind and helpful when calm - often supports younger pupils • Enjoys practical, hands-on activities • Responds well to visual information and schedules

- Strong relationship with xxx (TA) and Mr xx (PE teacher)
- Loves being outdoors and physical activity

Communication and Sensory Profile

Communication Strengths: • Articulate when calm • Good vocabulary	Communication during distress: • Becomes non-verbal when anxious • May use physical actions instead of words • Needs processing time - struggles with quick verbal instructions
Sensory Sensitivities: • Sensitive to loud, unexpected noises (fire alarms, shouting, chairs scraping) • Dislikes being touched unexpectedly • Finds fluorescent lighting overwhelming in the afternoon • Seeks movement - needs regular sensory breaks	Sensory Preferences: • Responds well to calm, quiet spaces • Benefits from fidget tools (particularly textured items) • Likes weighted lap pad during carpet time

Behaviours of concern

Behaviours of concern: • Verbal outbursts (shouting, use of unkind language) • Physical aggression towards peers (pushing, hitting) • Throwing objects (pencils, books, chairs) • Leaving the classroom without permission	Risk assessment level: Low (minor severity, with monitoring periodically) Medium (moderate severity, monitor and implement action to reduce likelihood) High (active management required, implementation of control measures needed immediately)	Specific risks identified: Risk to others: Low Medium (Pushing/Hitting peers) High Risk to self: Low Medium (May hurt himself when throwing objects and possible risk of trying to leave site- this has not happened to date)

		High Risk to property: Low Medium (Throwing classroom equipment) High

Known Triggers *(situations or events that may lead to anxiety or challenging behaviour)*

Environmental Triggers: • Transitions between activities, particularly when unexpected • Noisy classroom environment • Unstructured time (wet playtimes) • Tasks perceived as too difficult • Working in large groups	Early warning signs: • Becomes quiet and withdrawn • Stops making eye contact • Fidgets more than usual with hands/clothing • Moves away from peers • Starts tapping pencil repeatedly • May put head on desk	Escalation Signs: • Muttering under breath • Clenching fists • Rigid body posture • Refusing to follow instructions • Making negative comments ("This is stupid", "I can't do this")

Strategies to avoid/prevent behaviours

Pupils must have: • Visual timetable on desk, reviewed at start of each session • 5-minute warning before all transitions (visual timer) • Access to 'calm corner' with sensory tools (no permission needed) • Movement breaks every 20 minutes (set timer) • Seating near door, away from main classroom noise • Differentiated work at appropriate level with clear success criteria • Choice between two activities where possible • Access to xxx (key adult) for check-ins	Staff must: • Review visual timetable with Pupil A at 9am and 1pm daily • Give 5-minute warning before transitions using visual timer • Offer movement breaks proactively (don't wait for Pupil A to ask) • Ensure work is pre-differentiated and success criteria are clear • Use Pupil A's name before giving instructions to ensure attention • Allow 10-second processing time after instructions • Avoid touching Pupil A unexpectedly • Position themselves at Pupil A's level when speaking to him • Acknowledge early warning signs immediately and offer support • Maintain calm, neutral tone and body language at all times • Record all incidents on CPOMS within 24 hours

Skills/Strategies being taught to the pupil:

1. Emotional regulation (daily practice with Mrs xxxxx, 10 minutes after registration):
   - Identifying feelings using zones of regulation
   - Using 5-point scale to rate emotions
   - Recognising physical signs of anxiety in his body
   - Using breathing techniques (5 finger breathing)

2. Communication skills (practised during 1:1 time, 3x weekly):
   - Using "I feel... because... I need..." sentence starters
   - Asking for help before frustration builds
   - Using break card to request time out

3. Problem-solving (practised through social stories, weekly):
   - What to do when work feels too hard
   - How to join in games at playtime
   - What to do when feeling angry

Known Motivators/Rewards

Immediate motivators:
• Dinosaur stickers
• 5 minutes of outdoor time
• Time with Mr xxxx (PE teacher)
• Being class helper
• Computer time (dinosaur games)
	Reward system:
	• Token board with 5 spaces - earns tokens for using strategies
	• When board is full: 15 minutes choosing activity with Mrs xxxx
	• Tokens can be earned for:
	  ○ Using break card appropriately
	  ○ Using calm voice when frustrated
	  ○ Asking for help
	  ○ Completing work at his desk
	  ○ Using breathing techniques
		Celebration of success:
		• Positive phone call home every Friday (from class teacher)
		• Certificate in celebration assembly when behaviour plan targets met for 2 consecutive weeks
		• Sticker chart visible in classroom (James chose the design)

Key Scripts

Anxiety Phase	Escalation Phase	Recovery Phase
• "Pupil A, I can see you're finding this tricky. Would you like to use your break card?" • "Let's look at your visual timetable together" • "Would you like to go to the calm corner or take a walk with Mrs xxx?" • "You can choose - would you prefer to [option A] or [option B]?" • "I'm here to help when you're ready"	• "Pupil A, I can see you're upset. I'm going to give you some space" • Use minimal language - "Space" "Breathe" "Safe" • "I'm here when you're ready"	• "Well done for calming down. That was really hard" • "Would you like some water?" • "When you're ready, we can talk about what happened" • "What helped you to feel calmer?"

Behaviour Cycle

Phase	Observable Behaviours/Hazard	Staff actions	Location
Anxiety/Trigger	Quiet, withdrawn, stops eye contact, fidgeting, head on desk, tapping pencil	Mrs xxxx: Approach calmly, offer break card, check visual schedule, offer movement break. All staff: Reduce demands, give space, use calm voice	Classroom
Defensive/Escalation	Muttering, clenching fists, rigid posture, refusing instructions, negative comments	Mrs xxxx: Offer choice of calm corner or walk, minimal verbal input, ensure other pupils are safe. Class teacher: Continue teaching other pupils, maintain calm environment	Calm Corner

Crisis	Shouting, throwing objects, physical aggression, leaving classroom	Mrs xxxxx: Follow to ensure safety, maintain distance (2 metres), remove other pupils if needed. Class teacher: Call for SLT support if needed (use emergency card), ensure other pupils safe and calm. DO NOT physically intervene unless immediate danger	Safe space (sensory room)
Recovery	Crying, breathing heavily, may hide face, non-verbal	Mrs xxxxxx: Stay nearby but give space, offer water, minimal talking, offer weighted lap pad. Offer quiet activity (drawing, dinosaur book)	Safe space (sensory room)
Depression	Withdrawn, tired, may be apologetic, quiet	Mrs xxxxxx: Gentle reassurance, "It's okay, everyone has difficult times", offer preferred activity, no pressure to talk	Safe space (sensory room)
Restoration	Ready to talk, making eye contact, more relaxed body language	Mrs xxxxxx: Brief, calm conversation: "What happened? What helped? What could we do differently next time?" Complete repair work if needed (apology, fixing items). Class teacher: Welcome back to class calmly, provide easy success task	Safe space (sensory room)

Emergency Contacts and Escalation

If plan is not working: 1. Mrs xxxxx (key adult) - Extension 24 2. Miss xxxx (SENCO) - Extension 10 3. Mr xxxx (Headteacher) - Extension 01	Emergency procedures: • If Pupil A leaves school grounds: Follow missing child procedure, call parents immediately • If injury occurs: Follow first aid procedures, complete accident form, inform parents same day

	• If significant property damage: Photograph, complete incident form, inform parents same day All incidents logged on CPOMS
Parent/carer emergency contact details: 07XXX XXXXXX (Mum - Sarah) or 07XXX XXXXXX (Dad - Michael)	

Agreement and Distribution

Signed by school:	Date:
Signed by parent/carer:	Date:
Plan shared with: • Class teacher • Mrs xxx (TA)	

Appendix 3 - Anti-Bullying Procedures

DfE's Definition of Bullying

There is no legal definition of bullying. However, it's usually defined as behaviour that is:

- Repeated
- Intended to hurt someone either physically or emotionally
- Often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- Physical assault
- Teasing
- Making threats
- Name calling
- Cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

Schools are required to offer children a balanced and broad curriculum. There are a number of important reasons for challenging bullying behaviour:

- Safety, wellbeing and happiness of all pupils
- Self-esteem and confidence of pupils
- Educational achievement
- Providing a role model for helpful behaviour
- Gaining a reputation as an effective, caring school
- Equal opportunities for all pupils.

Procedures for dealing with bullying

We believe that an atmosphere should be encouraged in which children can be certain that complaints will be taken seriously and dealt with promptly, fairly and effectively. Procedures should be known to all staff, keyworkers and parents as appropriate and followed consistently. The 'no-blame' approach should be used, in which the incident itself is addressed. This avoids 'labelling' children.

- Children know and understand that they can approach any member of staff in the school.

- Any incidents are recorded on CPOMs and reviewed by the Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Leads (DDSLs). Children will be made aware that acts of bullying will be recorded.

- Parents are contacted and a meeting arranged if and when appropriate. The decision to do so is usually made by the Headteacher. Children who have shown bullying behaviour will be monitored. Incidents will be followed up after two weeks and/or at half term to ensure that the bullying has ceased. Sanctions range from losing free time, to possible exclusion in cases of severe and persistent bullying.

- Issues in early years are dealt with on a case-by-case basis with the involvement of the teacher.

Dealing with serious incidents:

- Parents are involved at an early stage.
- Accurate records are kept of incidents and how the school has dealt with them.
- Further sanctions are used where considered appropriate.

Raising awareness

We raise awareness of bullying through the curriculum during:

- Circle time
- Collective worship
- PSHE lessons
- Internet Safety lessons
- Other areas, as it occurs, e.g., drama, R.E

As well as through the following actions:

- A definition of bullying is shared with the children.
- Our Local Governing Board will ratify the policy and be aware of this section.
- Incidents will be recorded on CPOMs.
- Relevant sections of the policy will be shared with parents.

Positive strategies

A child who is being upset by another child's action can make a stop signal with their hand and say very loudly "STOP I don't like what you are doing". This will be dealt with by the closest member of staff according to the behaviour policy.

Children are encouraged to seek adult help and avoid retaliating to prevent escalation of the incident. Staff adopt a problem-solving approach, which moves pupils on from justifying themselves and seeks to establish the root of the issue.

Other positive strategies include staff and children providing a positive role model in which all demonstrate their respect for one another. Strategies for dealing with bullying can only be addressed as a whole school approach within the overall school ethos.

Appendix 4

Pupil Code of Conduct



Be Ready	Be Respectful	Be Safe
Arrive on time. Be ready to learn. Complete Homework on time.	Respect each other and treat each other fairly. Respect the right of others to learn. Respect the opinions and beliefs of others. Listen to others. Follow instructions given by school staff. Show respect for properties, belongings and the school environment.	Keep myself and others' safe. Make sensible choices and demonstrate kind and safe behaviours.