

Leesland C of E Federation



Behaviour Policy



“Two Schools, One Vision”

Approval By: Review Frequency: Last Reviewed: Next Review Due:	Full Governing Body Annually Summer 2026 Summer 2027
Review Approved (signature): <i>C. Hope</i> Date Approved: 8th July 2026	EXECUTIVE HEADTEACHER ON BEHALF OF THE GOVERNING BODY

*Through our core Christian values, we aim to create an environment in which everybody feels **loved** enough to aspire to greatness, **respected** enough to build a community locally and globally, and **gracious** enough to include everyone on our journey to achieve a bright future for everyone.*

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1. Purpose

This policy has been written to:

- Promote the ethos of the Federation, especially our core Christian values of Love, Grace and Respect. As a Church of England Federation, this policy also promotes the Church of England Vision for Education. See Appendix 1.
- Promote high standards of behaviour across the federation and provide a consistent approach to effective behaviour management.
- Promote teamwork and a sense of belonging through school rules, shared expectations and code of behaviour.
- Communicate the school's values and procedures regarding behaviour to parents, staff, pupils and governors.
- Ensure that our approach to behaviour management is firm, fair, and easy to understand and implement.
- Ensure that all staff understand their responsibilities in managing behaviour and following the school's procedures appropriately.
- Promote the rights and responsibilities of pupils and staff.
- Ensure that effective teaching and learning can take place.
- Ensure lessons and play times are happy and safe.

2. Rationale

We believe that good behaviour is essential in maintaining a secure, safe and happy school where effective learning can take place. We know that good behaviour and the development of personal and social skills have an enormous impact on children's learning in all other areas. All members of staff are committed to creating a calm, consistent and safe learning environment in which each child is able to develop their skills, knowledge and talents, and experience success.

Our behaviour policy aims to encourage all members of the school community to value themselves and others and acknowledge the importance of developing positive relationships based on mutual trust and respect.

Pupils have the right to learn in a class free from disruptive behaviour, to know what is expected of them and to receive positive recognition and support. They have the responsibility to follow school and class rules and not to disrupt the learning of others.

All staff have the right to work in an environment where they are treated with respect by pupils and parents, and the responsibility to effectively manage disruptive behaviour and maintain positive relationships.

In keeping with the principle of inclusion, we believe that there must be an acceptance by both staff and pupils that every child is different.

3. Guidelines

1. The Executive Headteacher and Governing Body have a statutory responsibility to promote good behaviour and discipline in the school. They will be supported by all staff in discharging this function. The Behaviour Policy will be made known throughout the federation and brought to the attention of pupils, parents and staff annually by the Executive Headteacher. See appendix B for summary 'Blueprint' which will be shared regularly with all stakeholders.
2. An agreed set of rules will be implemented to ensure the safety of children and adults and the smooth running of the school. These rules are:
 - Be Safe
 - Be Respectful
 - Be Ready

3. The 5 pillars of the Leesland behaviour policy are:
- Consistent, calm adult behaviour
 - First attention for best conduct
 - Relentless routines
 - Scripting difficult interventions
 - Restorative follow up
4. We will acknowledge and reward behaviour which goes over and above the expected standard. This will be consistently applied across the Federation through:
- Each class will display and use positive recognition systems, appropriate to the pupils in the class. These will be age appropriate and will vary in style from class to class. However, the principle of them is consistent: we are one team, focused on one learning behaviour and moving in one direction. We pursue the behaviour we want by enthusiastically recognising it and reinforcing it. The positive recognition systems in each class foster positive interdependence in the classroom; the primary focus is on intrinsic rather than extrinsic reward (stickers etc. may be awarded, but the focus is on praising how good positive actions make individuals feel). There is no link between the positive recognition and sanctions – one does not cancel out the other.
 - Each class will send home at least 3 positive text messages to parents/carers each week in recognition of over and above behaviour.
 - The Head of Schools will send at least 3 positive postcards home each week, for each school, in recognition of over and above behaviour – including effort in learning.
 - A weekly Collective Worship session will be used to celebrate and reward behaviour. These are linked to our Core Christian values and our Foundations for Learning:





5. When a child's behaviour falls below our expected standard, staff use regular de-escalation strategies and nurturing conversations in the first instance to help the child improve their behaviour. Where this does not enable a child to make better behaviour choices, our stepped sanctions will be used:
1. Reminder
 2. First warning
 3. Final warning (with micro-scripted intervention)
 4. Reflection time (minutes = age in years)
 5. Restorative meeting (with adult instigating stepped sanctions)

In extreme circumstances fixed term suspension or permanent exclusion is possible and the Hampshire regulations will be followed. A copy of these regulations can be requested from the school office.

- If bullying is reported, the school anti-bullying policy will be implemented.
- In the case of persistent poor behaviour the school will identify the underlying cause and try to address the problem. Where appropriate this will involve parents/carers.

4. The power to discipline beyond the school gate

Disciplining beyond the school gate covers the school's response to all non-criminal poor behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The Governing Body must be satisfied that the measures proposed by the school are lawful.

Any poor behaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

Or, misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

As a result of any of these behaviours, the Head of Schools will collect witness statements from both adults and children who have witnessed the event. The parents of the child involved will be contacted and invited into school to discuss the matter. Sanctions for the poor behaviour will follow those issued by the school for poor behaviour during the school day.

5. Searching, Screening and Confiscation

Schools are an important part of the wider safeguarding system for children. This system is described in the statutory guidance 'Working together to safeguard children. Keeping children safe in education' makes clear that all school staff have a responsibility to provide a safe environment in which pupils can learn. Should a child pose a risk of bringing in any prohibited items (listed below), Headteachers and staff they authorise have a statutory power to search a pupil or their possessions (including in lockers) where they have reasonable grounds to suspect that the pupil may have a prohibited item or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;

Any article that the member of staff reasonably suspects has been, or is likely to be used:

- to commit an offence, or
- to cause personal injury to, or damage to property of; any person (including the pupil).

An article specified in regulations:

- tobacco and cigarette papers;
- Vaping materials;
- fireworks; and
- pornographic images.

Full guidance followed by the school can be found at: [Searching, screening and confiscation in schools - GOV.UK](https://www.gov.uk/guidance/searching-screening-and-confiscation-in-schools)

All incidents of searching, screening and confiscation will be recorded on CPOMS. Parents/carers of any child searched, screened or having an item confiscated will be informed as soon as possible.

6. Inclusion

In the case of children with a Special Educational Need or Disability under the category of Social, Emotional and Mental Health, a different approach to managing behaviour may be used. In these instances, an individual behaviour management plan (IBMP) will be in place and followed. As stated in the rationale of this policy, and in keeping with the principle of inclusion, we believe that there must be an acceptance by all members of the Leesland community (adults and children) that every child is different. As with any Special Educational Need, a bespoke approach may be needed.

For some pupils with social, emotional, mental health needs (SEMH), either long term or short term, a 'points card' system may be implemented at the discretion of the Head of Schools / SENCO to enable positive reinforcement of behaviour expectations. This will always be in consultation with parents/carers and fully explained to the child. Whilst on this system, pupils will not be eligible for other reward systems within the school such as FABB time or general certificates for behaviours. This is a bespoke provision to support specific SEMH needs.

7. Working with other agencies

Following any incident (in or out of school), the Head of Schools will consider whether it is appropriate to notify the police or Community Support Officers of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed. If there is any concern that the behaviour may be linked to the child suffering, or being likely to suffer, significant harm, safeguarding procedures will be followed (see separate Safeguarding policy). Hate crimes, defined as those targeting an individual based on disability; race or ethnicity; religion or belief; sexual orientation or transgender identity will be reported to the police and Local Authority, under Prevent Duty where appropriate.

8. Monitoring

IBMPs, points cards, and incidents logged on CPOMS (our tracking software program) will be monitored by the Head of Schools and trends identified. These will be acted upon as appropriate and reported to the Executive Headteacher and Governors regularly.

Class teachers are responsible for tracking and monitoring the use of positive texts to parents and carers throughout the year. The Head of Schools will take in these records in the Summer Term annually to monitor trends and equality across the Federation.

Incidents of racist behaviour, violent behaviour, homophobic, biphobic or transphobic (HBT) bullying¹ will be reported to the Local Authority.

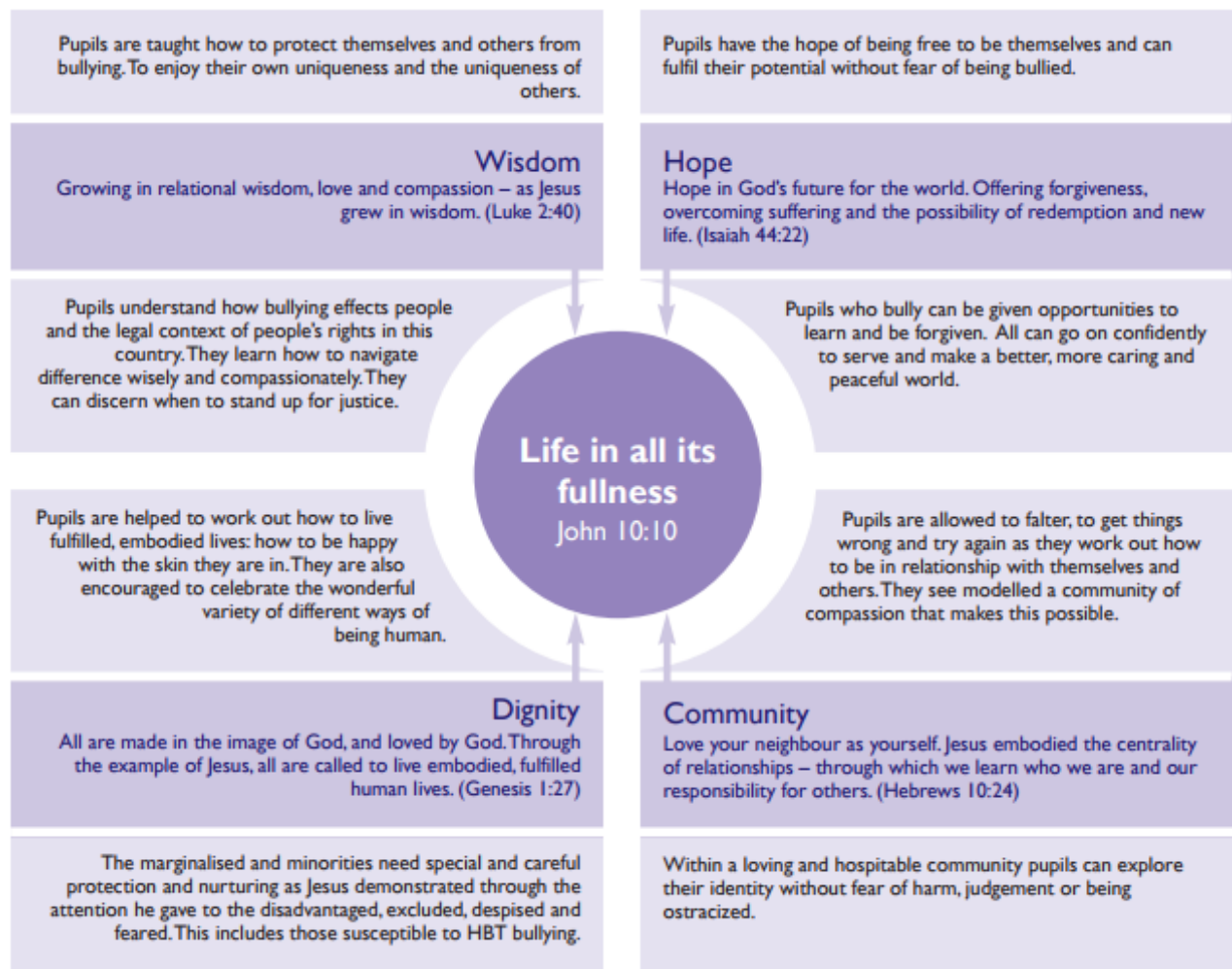
All safeguarding/Prevent Duty concerns will be reported to the Designated Safeguarding Leader who will follow the appropriate Local Authority and National Guidelines.

9. Links to relevant documents and information:

- [Behaviour in schools - GOV.UK](#)
- [Keeping children safe in education - GOV.UK](#)
- [Equality Act 2010: advice for schools - GOV.UK](#)
- [Primary Behaviour Service | Education and learning | Hampshire County Council](#)

¹ Homophobic, biphobic or transphobic bullying can be defined as behaviour or language which makes a person feel unwelcome or marginalised because of their sexual orientation or gender identity, whether actual or perceived, or because of their association with people who are, or are perceived to be, lesbian, gay, bisexual or transgender (e.g. children of same sex couples). Taken from *Valuing All God's Children*, Church of England Education Office, Autumn 2017

Appendix A – Life In All Its Fullness



Leesland C of E Federation Behaviour Blueprint

Visible Adult Consistencies can be seen in the 4 strands of the Leesland Welcome:

1. The adult on the classroom door each morning will meet & greet every child in their class with a smile & a positive greeting.
2. We all meet & greet each other with "Good Morning" or "Good Afternoon" & a big smile.
3. We remember to say, "Thank you", & reply with "You're welcome!"
4. We expect welcoming corridors: quiet walking; keep to the left; hands kept to ourselves; the many allow the few through first.
5. We don't have silent corridors - children are welcome to be happy here.

We show we are part of 'team bee' by following our 3 **rules**:



1. **Be Safe**
2. **Be Respectful**
3. **Be Ready**

We will acknowledge and reward '**Over and Above Behaviours**' through:

1. Systems for positive relationships are displayed for all pupils in every class. These are consistent but may look different depending on the class.
2. 3 positive texts sent home every week from every class.
3. Weekly certificates (linked to core Christian values & Foundations for Learning) given in Collective Worship.

Our Values Message:

In our Leesland community, everybody is welcomed and treated with Love, Grace and Respect.

Low Level Disruption

When a child's behaviour falls below our expectations, and regular de-escalation strategies and 'drive by' checks have not enabled them to make better choices in their behaviour, our **Stepped Sanctions** will be used:

1. Reminder
2. First warning
3. Final warning (with scripted intervention - micro script)
4. Reflection time (minutes = age in years)
5. Restorative meeting (with adult instigating stepped sanctions)

Microscript

30 second intervention:

I've noticed... (state the behaviour observed)

Do you remember... (a recent time when the child has made good behaviour choices)

If you choose to continue to make the wrong choices, XXX will happen.

Restorative Questions to be used in restorative meetings: (adapt depending on responses as well as age and stage of development)

1. Can you explain what happened?
2. What happened before/after that?
3. Who was affected?
4. How were they affected?
5. What needs to be done to put things right?
6. How can you do things differently next time?

