



LEIGHSWOOD

SCHOOL

Relationship and Behaviour Policy

Completed By:	J Pearce, R Davies
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Principles

Leighswood School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the values of being:

- **Respectful**
- **Ready**
- **Safe.**

At Leighswood School we will:

- Provide a **safe, comfortable and caring environment** where optimum learning takes place
- Provide clear guidance for children, staff and parents of **expected levels of behaviour**
- **Use a consistent, calm and restorative approach**
- Ensure all adults use **consistent language** to promote positive behavior
- Use **restorative approaches** to repair relationships and breakdowns in behaviour
- Provide clear guidance on how **poor behaviour can be repaired and relationships restored** to all stakeholders
- Provide clear guidance of what **appropriate consequences** look like to all stakeholders

'The restorative 'way of being' creates a culture of high challenge and high support and aims to work with people rather than doing things to or for them.'

Purpose of the relationship and behaviour policy

To provide simple, practical procedures for staff and children that:

- Encourage children to recognise that they can make 'good' choices
- Recognise individual behavioural norms and respond appropriately
- Promote self-esteem and self-regulation
- Support staff to teach appropriate relationships and behaviour through positive intervention providing the foundation to build, maintain and repair relationships

All staff will:

- Be a strong role model for appropriate behaviour - demonstrating calm, respectful and considerate behaviour at all times
- Explicitly teach and regularly practice appropriate behavior
- Know the children they work with well and develop positive relationships with them
- Challenge unacceptable behaviour privately wherever this is possible if they see it, using our behaviour pathway (Appendix A)
- Use a restorative approach to manage behaviour where it falls below expectations
- Be calm and consistent when managing behavior
- Be reflective, taking time to consider how they have positively or negatively affected the behaviour of a pupil or pupils and how they could react in future
- Support the children to "Do the right thing when no one is looking"
- Use sanctions/consequences appropriately (Appendix C)

- Support children to 'Be Ready, Be Respectful and Be Safe', modelling this and praising this in and around school
- Allow thinking and reflection time before acting – ensuring the focus is to address the reasons for behaviour and support teaching children to behave well rather punishment (Appendix F)
- Report incidents of poor behaviour and the actions they have taken using CPOMs
- **take responsibility** for managing behaviour and following-up incidents
- **inform parents of incidents of poor behaviour**, appropriate consequences and how this behaviour can be supported at home

The Senior Leadership Team will:

- Build an ethos of respect and understanding through calm and effective behaviour management that enables children to understand how they should behave in and around the school
- Be a visible presence and strong role model around the school
- Encourage the use of positive praise and ensure children feel rewarded for their exemplary behaviour (Appendix D)
- Provide regular and appropriate training for staff that enables them to effectively manage behaviour
- Ensure staff understand and use a restorative approach
- Support staff in managing children with more complex or challenging behaviours
- Support staff to reflect on behaviour incidents focusing on the cause and impact of behaviour rather than just the incident itself
- Monitor incidents of poor behaviour; identifying trends in behaviour and plans to address them

Children want teachers to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

Rules

The school has 3 simple rules which can be applied to a variety of situations and are taught and modelled explicitly.

'Be Ready, Be Respectful and Be Safe'

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke, positive behaviour plans which may include rewards to reinforce positive behaviour.

Behaviour for Learning

We recognise that a clear structure of predictable outcomes has the best impact on behaviour. Our principle sets out the **rules** and **relentless routines** that all children and staff follow.

Relentless Routines

At Leighswood school we recognise the importance of having clear and consistent routines across the school. These ensure the children feel safe around school and understand the expectations of behaviour.

At Leighswood our staff will:

- Prioritise relationships and greet their children at the door daily
- Have daily conversations about how children will be the best version of themselves
- Recognise children doing the right thing, using in class and whole school rewards to celebrate this (Appendix D).

- Pre-empt potential poor behavior and tricky transitions in the day by narrating the positives
- Have taught children how to demonstrate that they are 'ready' in class, when standing in line and in assembly. They will use 'Show me you're ready' to signal this
- Have taught children how to 'respectfully' listen to another person speaking, responding in turn. Our children in EYFS and KS1 will show 'strong bear sitting' and 'magnet eyes'. Higher up our children will 'track me/ track the speaker'
- Have taught children how to be 'safe' when walking around school. Children will know what 'wonderful walking' looks like and this will be modelled as teachers lead their children around school

Restorative practice

At Leighswood School we practise proactive behaviour management: **Restorative practice**.

Restorative practice is not a soft option that allows inappropriate behaviour to go unchallenged, it is an approach that strengthens relationships between people, (children and young people themselves, and the staff with whom they work.) This approach will lead to a better understanding of the needs of children and young people themselves and empower them to make positive changes and secure more sustainable outcomes (Zehr, 1990).

Restorative approaches will reduce conflict and build relationships, seeking to repair harm and turn negatives into positives, whilst enabling children and young people to develop their own skills in relationship management and conflict resolution (McCluskey et al., 2008).

We want children to look at their inner world more so they can learn about emotional regulation. If children learn that their feelings are owned and originate from themselves, they can learn to get out of the blame game so that others do not control their feelings, and hence behaviour.

Restorative Conversations and Restorative Consequences

In restorative conversations children can:

- Tell their story
- Express their feelings
- Gain an understanding of how things happen
- Understand ways to avoid a repeat situation
- Feel understood and involved in any actions
- Acknowledge any harm caused and the impact of their actions on someone else
- Find a way to move on.

Meaningful restoration will enable children to understand, the impact of their behaviour. In addition, by using affective statements and think sheets, we will help children to accept responsibility and be accountable for their behaviour and identify how they can make things right - 'repair'.

Before a child feels sorry, they first need to understand that they have hurt or upset somebody else. The desire to make things right is likely to be enhanced by hearing directly from the person that has been impacted by their behaviour.

Consequences should be put in place which, wherever possible repair harm and develop understanding of the impact of certain behaviours. They should focus on the things that the child needs to do to make things right, what they have learned from their behaviour and what they will do in the future.

Consequences must always be proportionate and related to behaviour.

Where appropriate and necessary, restorative consequences may be followed up with interventions that teach new behaviours and address underlying issues.

For example: at lunchtime spend time with an adult watching and learning about positive play; anger management; learning about what a good friend is.

Through this process we expect children to:

- Understanding the impact of their actions
- Take responsibility for their actions and choices
- Suggest ways to repair harm
- Identify how they will behave in the future

Our behaviour pathway

- Step 1: Reminder (private to the individual) (Appendix F)
- Step 2: Warning (private to the individual)
- Step 3: Time Out (calm area/ another classroom/ alternative location)
- Step 4: Follow up – Repair and Restore (see Appendix C for examples of appropriate consequences)

Behaviour incidents are also catalogued into low-level behaviour, unacceptable behaviour and serious behaviour to ensure a consistent approach is applied to managing the behaviour (Appendix B). By doing so, it also ensures that where necessary, parents are informed and involved in the process and that more serious consequences are applied accurately and consistently.

Where the pupil's behaviour is persistently a significant concern to staff, or of the behaviour results in a significant risk to pupils and/or staff in school, then the Executive Head teacher or Head of School will determine the best course of action from the following:

- An urgent meeting with parents to discuss growing concern
- Individual behavior support plan created to support a consistent approach
- Pastoral support depending on area of need
- Referral to external professionals or agencies
- Suspension or Permanent Exclusion

Preventing	Managing	Restoring
<p>Ensuring the environment is welcoming and children take pride in their environment.</p> <p>Ensuring the curriculum is tailored to meet the needs of all learners.</p> <p>All staff to prioritise high quality relationships with the children</p>	<p>When children are struggling to regulate their emotions, use emotion coaching approach (Appendix E):</p> <ul style="list-style-type: none"> • Notice behaviour and tune into emotions • Connect • Listen and validate feelings • Label the child's emotions 	<p>Solution focussed approach when child is fully calm (this may take an extended period). See Follow Up Section of Appendix A.</p> <p>De-personalise discussions about behaviour (conversation about the impact of behaviour rather</p>

<p>in their class/year group.</p> <p>School rules displayed and taught explicitly.</p> <p>Children taught to consider the impact of their behaviour on others and themselves.</p> <p>Children taught to identify their emotions and label them.</p> <p>Children taught strategies to help them calm down and regulate.</p> <p>Children have access to a calming location within their own classroom.</p> <p>Plan carefully to avoid/mitigate known triggers of specific children. E.g. transitions/cognitive load.</p> <p>Children understand the role of Wellbeing using Jigsaw PSHE resources</p> <p>Children reminded through regular conversations about positive behaviour expected and how they can be the best versions of themselves with whole class.</p> <p>Positive behaviour recognised through a variety of ways – Appendix D</p>	<ul style="list-style-type: none"> • Discuss limits on behaviour (what is and isn't OK) • Problem solve more helpful responses <p>Frequent opportunities for choice making and have some control over experiences.</p> <p>'Change of face' to avoid escalation.</p> <p>Limit use of negative consequences for emotionally driven behaviour.</p> <p>Distraction techniques (change of environment, drink/eat, sensory experience, humour).</p> <p>Engage in physically repetitive action to calm the system.</p> <p>Repeat calming statements to let the child know that the adult is in control and will keep them safe.</p> <p>Reduce language used and stimulation. In crisis situations: Step back, Assess, Find Help, Evaluate, Respond.</p>	<p>than the child so they learn from their mistakes to have solutions for future occasions).</p> <p>Discussions are future focussed to give children a repertoire of good choices.</p> <p>Focus on strengthening the pupil's internal controls (my behaviour is my responsibility').</p> <p>Children will be encouraged to think about how their actions affect themselves and other people through restorative conversations.</p> <p>Ensure that any restorative consequences are delivered dispassionately and as a direct result of a decision the young person has made</p> <ul style="list-style-type: none"> • Meaningful restoration to understand (how are you going to make things right) • Proportionate consequences that recognise impact and repair harm (to build accountability by demonstrating there are consequences). • Interventions that teach where appropriate and proportionate (agreed with Inclusion Manager).
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Reporting Incidents

All incidents and actions are reported on Cpoms. This is analysed regularly to ensure trends are identified and support can be given as required. Where unacceptable or serious behaviours, these will also always be reported to parents to ensure consistent approaches are aligned and that suitable follow up conversations also occur at home.

Peer on Peer Abuse including Sexual Violence and Sexual Harassment

Staff have regular training and ongoing CPD discussions. In light of the testimonies from 'Everyone Invited', Ofsted's 'Review of Sexual Abuse in Schools and Colleges' in June 2021 and the DfE document 'Sexual violence and sexual harassment between children' (September 2021), staff challenge and

address inappropriate behaviour. Comments which seek to normalise these behaviours are not tolerated. See Child Protection Policy

Fixed term suspensions and Exclusions

Persistent unacceptable behaviour, violence towards staff or children with intent to harm; bullying; racist or harmful sexual behaviour may result in a suspension from school (See Suspension and Exclusion Policy).

Use of Reasonable Force

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Separate advice is available in *Use of Reasonable Force - guidance for school leaders, staff and governing bodies*. Where reasonable force has been applied, parents and guardians will always be made aware.

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Power to Search and Confiscate Items

The legislation sets out what must be done with prohibited items found because of a search and this is described in more detail in separate guidance in

[Screening, Searching and Confiscation – Advice for Schools](#)

Headteachers and staff they authorise, have a statutory power to search a pupil or their possessions 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.

Prohibited Items

Prohibited items are:

1. knives and weapons.
2. alcohol.
3. illegal drugs
4. stolen items.
5. any article that the member of staff reasonably suspects has been, or is likely to be used:
 - a. to commit an offence,
 - b. to cause personal injury to, or damage to property of; any person (including the pupil).
 - c. an article specified in regulations:
6. tobacco and cigarette papers
7. fireworks
8. pornographic images.

The school has the right to confiscate prohibited items under sections 91 and 94 of the Education and Inspections Act 2006.

Weapons and knives must always be handed over to the police otherwise it is for the Executive Headteacher, or staff authorised by the Executive Headteacher, to decide what happens to other confiscated prohibited items

Banned Items

In addition, to the items listed above the Executive Headteacher and staff authorised by the Executive Headteacher at Leighswood School, may search for the items listed below as they have been identified as potentially detrimental to maintaining high standards of behaviour and a safe environment and classes as banned items

Banned items are:

- Mobile phones (See mobile Phone Policy)
- Any device that can be used to record moving or still images and/or sounds
- Any device that can be used to communicate with others e.g. a smart watch
- Gaming devices
- Vapes
- Items that a child may try to sell or trade in school including cards and stickers
- Items that may cause disruption to the smooth running of the school day

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed. Where pupils do not agree, parents will be called to carry out the search.

The school has the right to confiscate banned items under sections 91 and 94 of the Education and Inspections Act 2006. However, at Leighswood School confiscation of banned items must be reasonable and proportionate.

In the first incidence, parents will be contacted to collect banned items from the school office. If further incidents occur parents will be contacted to collect the items from a member of the Senior Leadership Team. If further incidents occur the items may be confiscated for longer periods of time not exceeding the time scales outlined below

- Items with a value below £5 – permanently
- Items with a value above £5 – for no more than 6 weeks

Pupils Conduct Beyond the School Gates

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. [Section 89\(5\) of the Education and Inspections Act 2006](#) gives Head Teachers a specific statutory power to regulate pupils' behaviour in these circumstances "*to such extent as is reasonable.*"

Where necessary the sanctions outlined in this policy will be applied for any misbehaviour when the child is:

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

Malicious Allegations

The school aims to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers for false or unfounded allegations. A malicious allegation is where there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive or cause harm to the person subject of the allegation. Malicious allegations made by a child against another child or a member of staff will be dealt with in a proportionate manner according to the seriousness of the allegation. This could include a suspension or permanent exclusion. If an allegation is determined to be unsubstantiated, unfounded, false or malicious, the LADO and the case manager should consider whether the child and/or the person who has made the allegation needs help or may have been abused

by someone else and this is a cry for help. In such circumstances, a referral to the Local Authority children's social care may be appropriate.

Bullying - See Anti Bullying Policy.

Sexual Violence & Harassment Between Children - See Child Protection and Safeguarding Policy

Appendix A

Behaviour Pathway

Stepped Sanctions

Gentle approach > use child's name > down to child's level > make eye contact > deliver message privately > walk

1. REMINDER:

I noticed you chose to ... (state the noticed behaviour).

It affects the....by

This is a REMINDER that we need to Be ... (state relevant rule: Ready, Respectful, Safe). You now have the chance to make a better choice.

Thank you for listening. (Give the child 'take up time' and DO NOT respond.)

2. WARNING:

A clear verbal warning delivered privately making the pupil aware of their behaviour and how it breaches school rules and clearly outlining the consequences if they continue.

I noticed you chose to ... (state the noticed behaviour).

This is the second time I have spoken to you.

You need to speak to me for two minutes after the lesson.

Because we value...it is important that you...

If you choose to break our school rules again, you leave me no choice but to ask you to move to ... / go to the quiet area / thinking mat, etc.

Do you remember when ... (model of previous good behaviour)?

That is the behaviour I expect from you.

Think carefully.

I know that you can make good choices.

Thank you for listening. (Give child 'take up time' and DO NOT respond.)

3. TIME OUT (IN CLASSROOM or IN ANOTHER CLASSROOM):

The pupil will be directed to alternate location to calm down and take time to consider their actions. This will be for a short period to allow the pupil to regulate and return to learning.

I noticed you chose to... (noticed behaviour)

To avoid further consequence, you need to go to the xxxx.

I will speak to you in 10 minutes about the impact of your behaviour and future expectations

4. FOLLOW UP: REPAIR AND RESTORE

The pupil will be supported to have a restorative conversation, following the whole school

restorative conversation/emotion coaching approach. It is at this point appropriate consequences (Appendix C) will be discussed and agreed. Use the restorative questions to follow up the incident, repair relationships, and enable the child to learn what to do next time.

1. What happened? (Neutral, dispassionate language)
2. What were you feeling at the time?
3. What have you felt since?
4. How did this make people feel?
5. Who has been affected? (use age/stage appropriate language e.g. 'hurt / upset' for KS1 children)
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

Stepped Playground Sanctions

Adults **MUST** follow the stepped sanctions above, adapting step 3. You need to: 3. Stand by another staff member / Sit on the bench / Go inside to SLT. I will come and speak to you in two minutes. (ENSURE YOU DO!)

Appendix B

Cataloguing Behaviours

Whilst not exhaustive, this grid provides an example of different catalogues of behaviour.

Low Level behaviour	Unacceptable behaviour	Serious behaviour
Chatting in class	Swearing	Violence to pupil (with intent)
Off task in class	Spitting	Violence to staff (with intent)
Calling out inappropriate comments in class	Violence to child (without intent to harm). E.g. Playground play that has got out of hand	Racism
Lack of effort	Disrespect to peers. E.g. name calling and spiteful remarks	Homophobia
Distracting other pupils intentionally	Stealing *	Bullying
Disruptive corridor behaviour	Disrespect to staff *	Peer on peer abuse, including sexual harassment and violence
Taking another child's equipment	Vandalism *	Child bringing unsafe or inappropriate content into school

For **low level behaviour** incidents, the 4 steps will be followed with a logical consequence devised. Parents will not be routinely contacted for minor digressions if these have been restored and behaviour has then improved.

For **unacceptable behaviour**, stepped consequences will be followed with some of these behaviours* expedited to ensure SLT awareness and involvement. Parents will be contacted and/or be invited into school for a meeting regarding the unacceptable behaviour with the intention of restoration, identifying logical consequences and ensuring all adults invested in the pupil are clear on next steps.

For **serious behaviour**, stepped consequences will be expedited to ensure the Executive Headteacher and/or Head of School is aware of the behaviour immediately. Parents will be contacted and/or be invited into school for a meeting regarding the serious behaviour with the intention of restoration and ensuring all adults invested in the pupil are clear on next steps. Depending on the severity of the behaviour, further consequences including internal exclusion, fixed term suspension and permanent exclusion may be considered.

Appendix C

Consequences

Logical consequences:

- Directly relate to the pupil's behaviour
- Are determined in conjunction with the pupil so that they understand why the consequence logically follows the behaviour
- Require the pupil to actively participate in the consequence
- Repair harm and/or is likely to prevent future incidents
- Create empathy and help the pupil understand the impact of his/her behaviours
- Educates where necessary and builds future understanding

Low Level Behaviour

Low level behaviours are often managed directly in school, without the need for parent notification as our restorative approach addresses the underlying behaviour and ensures positive interactions going forward. Where a frequent pattern is emerging of low level behaviour, parents will be informed.

Behaviour	Example of appropriate consequences
Off task behaviour	<ul style="list-style-type: none">• Time to make up for missed academic work• Work to be sent home for completion• Apology to children who may have also been distracted
Disrupting other pupils	<ul style="list-style-type: none">• Temporary seating arrangement to reduce disruption to others• Intervention session on classroom expectations• Apology to effected pupils
Disruptive corridor behaviour	<ul style="list-style-type: none">• Practice the expected behaviour• Take time to watch expected corridor behaviour
Lack of effort in completed work	<ul style="list-style-type: none">• Work to be completed in own time (either at lunchtime or to be taken home.)
Taking another child's equipment	<ul style="list-style-type: none">• Time taken for the child to understand the impact of their actions• Apology for effected pupils

Unacceptable Behaviour

All unacceptable behaviours will be reported to parents/carers.

Identified* behaviours will also always be reported directly to a member of SLT for consultation on agreed next steps.

Behaviour	Example of appropriate consequences
Violence to child (without intent to harm). E.g. Playground play that has got out of hand	<ul style="list-style-type: none">• Restorative process carried out, ensuring both children are regulated first.

	<ul style="list-style-type: none"> • Meaningful apologies given • Time out, watching safe play whilst reflecting on this with an adult • An opportunity to demonstrate respect to peers • An opportunity to demonstrate safe play with guidance • Reflection (this could be written, verbal or role play) on behaviour, peers' perspective and or how the situation could have been handled without physical violence
Swearing	<ul style="list-style-type: none"> • Participation in discussion to look at and reflect on the effects of swearing on the receiver • Additional learning/mentoring on how to manage anger or frustration without using offensive language
Spitting	<ul style="list-style-type: none"> • Discussion in own time of how behaviour is perceived and why it's to be discouraged
Disrespect to peers. E.g. name calling and spiteful remarks	<ul style="list-style-type: none"> • Mediation between peers • Meaningful apology given • Intervention or pastoral work on specific area if necessary • An opportunity to demonstrate respect/kindness to peer • Time with class teacher/lunchtime supervisor to reflect on impact of one's words
Stealing*	<ul style="list-style-type: none"> • Discussion with teacher in own time on potential consequences of stealing and the impact of that on victim • Person effected by theft given meaningful apology • Conversation to be had with PSCO if repetitive behaviour. At this point SLT to also be involved
Disrespect to staff*	<ul style="list-style-type: none"> • Time away from adult in another setting/classroom to reflect on impact of words on the member of staff • Strategies discussed about how to manage extreme emotions and useful strategies to apply instead of demonstrating disrespect • Meaningful apology given – restore and repair
Vandalism*	<ul style="list-style-type: none"> • Time given to repair the area affected. E.g. If pupil has graffitied the wall, pupil is expected to help clean the area. • Support class staff in another area of school to improve the environment.

Serious Behaviour

With all serious behaviour, each incident will be reviewed on a case-by-case basis to identify whether there was an intent to cause harm/offend/marginalise or whether actions/behaviour were carried out without full understanding of the harm an actions/series of actions would cause. Consideration will also be given to whether a child was provoked by another child and acted in retaliation.

Behaviour	Example of appropriate consequences
Violence or threats to pupil (with intent to harm)	<ul style="list-style-type: none"> • Removal away from pupil and peers by joining another class for a period. To be determined depending on severity of incident. • Removal of free play/lunchtime for a fixed period if the incident occurred during unstructured free play • Time given to support school effort at break time and lunch time • Time taken to reflect on behaviour and make meaningful apology • Fixed term suspension
Violence or threats to staff (with intent to harm)	<ul style="list-style-type: none"> • Removal away from staff by joining another class for a period. To be determined depending on severity of incident. • Removal of free play/lunchtime for a fixed period if the incident occurred during unstructured free play • Time taken to reflect on behaviour and make meaningful apology • Opportunity planned to repair relationship with member of staff • Fixed term suspension
Homophobia	<ul style="list-style-type: none"> • Education opportunities planned in child's own time to help child understand severity of words used and how they can marginalise and degrade a portion of our society • Removal away from pupil and peers by joining another class for a period. To be determined depending on severity of incident. • Mediation planned for victim to be able to share their perspective and impact of comments made • Parents/ carers to be notified through formal school letter of incident. • When recurring, potential removal of school privileges such as lunchtime free play, attendance of clubs etc. • When recurring, potential fixed term suspension applied.

<p>Racism</p>	<ul style="list-style-type: none"> • Education opportunities planned in child's own time to help child understand severity of words used and how they can marginalise and degrade a portion of our society • Removal away from pupil and peers by joining another class for a period of time. To be determined depending on severity of incident • Mediation planned for victim to be able to share their perspective and impact of comments made. • Parents/ carers to be notified through formal school letter of incident. • When recurring, potential removal of school privileges such as lunchtime free play, attendance of clubs etc. • When recurring, potential fixed term suspension applied.
<p>Bullying</p>	<ul style="list-style-type: none"> • Education opportunities planned in child's own time to help child understand severity of words used and how they can affect the victim • In own time, child to reflect on how to positively demonstrate school rules in and around school. This would be specific to when bullying behaviour occurred • Child to give back time to demonstrate school rules of respect during specific time when bullying occurred • Mediation planned for victim to be able to share their perspective and impact of comments made. • Parents/ carers to be notified through formal school letter of incident. • When recurring, potential fixed term suspension applied
<p>Peer on peer abuse, including sexual violence or sexual harassment</p>	<ul style="list-style-type: none"> • Education opportunities planned in child's own time to help child understand seriousness of incident and the emotional distress and trauma that this can cause. This will be age and stage appropriate • Meaningful apology given. • Temporary suspension of activity in which the incident occurred • Planned opportunity (in own time) to model respectful behaviour • Parents/ carers to be notified through formal school letter of incident. • Potential temporary or permanent supervision in locations/times of day when incident happened • Fixed term suspension

Child bringing unsafe or inappropriate content into school

- Item to be confiscated for safety and wellbeing of all pupils and staff
- Education opportunities planned in child's own time to help child understand seriousness of incident. This will be age and stage appropriate
- Parents contacted to inform them of the article brought into school and next steps to be taken
- Conversation with PSCO
- Fixed term suspension

Appendix D

Positive Rewards

House Points:

Through our consistent use of team points, we aim to create a whole school reward system that promotes and celebrates an individual child's efforts and achievements.

House Points will be given out both in class and across school to reward:

- Individual effort
- Demonstrating the school rules – Be Ready, Be Respectful and Be Safe
- Modeling the whole school value of Thriving socially, emotionally and/or academically.

These will be recorded in class and collected every week to share in proud assembly

The winning team will earn themselves an extra shared playtime or similar reward on the final Friday of each term.

For individuals who demonstrate the school values with consistency, or who go above and beyond socially, emotionally or academically within their own levels, all staff may award stickers or praise postcards as a means of praising individual efforts and communicating this praise to the wider community and parents.

House nominations

Each house team, from every class, meet weekly to nominate children who have demonstrated our school rules or an attribute of 'thriving'. These nominations are considered, voted on in a democratic process and then announced during praise assembly. Our Year 6 house captains, take time each week to consider these nominations before announcing the house winner in front of the whole school.

Proud assembly:

We encourage children to exemplify our school rules and school value at Leighswood. Each week, class staff will nominate and celebrate their nominee with a Headteachers Award nomination in proud assembly, citing reasons for their nomination. This achievement will also be shared with parents, and they will be invited into school for the assembly. Whilst proud assembly provides the opportunity to celebrate each child's achievements, it also provides the opportunity to celebrate a child's significant, extra-curricular achievements out of school. Furthermore, children will be recognised for their efforts, achievements and contributions to teams/groups across school.

Recognition Boards:

The recognition board, known as a 'Proud Wall' is used in each class as a way of collectively rewarding and celebrating the desired social or learning behaviour that a class is working on. It is designed to help each class view themselves as a class family and team with a shared goal. All staff pursue this behaviour and reinforce it with enthusiasm. To ensure all adults can support and promote the expected behaviour, staff will agree on the desired value each term. These are always taken from the school rules, Be Ready, Be Safe, Be Respectful.

Children's names will be displayed in class on the 'Proud Wall' when the desired behaviour has been shown. As well as staff identifying children's positive behaviours, children can nominate other children for demonstrating the desired behaviour. Once on the board, children cannot be removed until the end of each week following our celebrations. If all children have achieved the desired behaviour and all have acted as strong role models within the school, the class can have a collective small celebration to be decided upon by the class teacher.

Executive Headteacher/Head of School's award:

We recognise and celebrate children's individual efforts across school by awarding Headteacher's Award stickers. A headteacher's sticker can be awarded for exceptional effort and contributions in class, for example an exemplary piece of work or a significant improvement in a target area. These are given out by all members of the leadership team. Examples of the children's work is then displayed in prominent positions around school.

In class recognition:

Class staff will celebrate a range of other achievements through recognising individual efforts or achievements. These may be within school or achievements made in the wider community. Class show and tell time or discussion group time will provide opportunities to celebrate individual achievements within the class family. As earlier, stickers, calls home, individual emails, praise postcards as well as house points and whole class rewards will be used to congratulate and incentivise children and recognise their efforts and achievements.

Incidental conversations to offer praise and/or recognition:

The end of the day offers an informal opportunity to talk with parents and carers about a child. Teachers are encouraged to look for opportunities to speak with all collecting parents to share successes in the school day and not just relay when there has been cause for concern. This could be an opportunity where children have demonstrated the school rules or have thrived in an aspect of school life.

Appendix E

Emotion Coaching

What is Emotion Coaching?

Emotion Coaching is based on the principle that nurturing and emotionally supportive relationships provide optimal contexts for the promotion of children's outcomes and resilience.

Emotion Coached children and young people:

- achieve more academically in school
 - are more popular
 - have fewer behavioural problems
 - have fewer infectious illnesses
 - are more emotionally stable
 - are more resilient
- (Gottman 1997)

How does Emotion Coaching work?

Emotion Coaching uses moments of heightened emotion and resulting behaviour to guide and teach the child and young person about more effective responses. Through empathetic engagement, the child's emotional state is verbally acknowledged and validated, promoting a sense of security and feeling 'felt'. This activates changes in the child's neurological system and allows the child to calm down physiologically and psychologically.



Appendix F

Microscripts

Microscripts support all adults in dealing with poor behavior in a consistent and calm manner, where both the start of the intervention, the middle and the end are controlled.

Ensuring these interactions are handled impassively is key. Prior to approaching a child demonstrating poor behaviour, staff need to ensure that they are relaxed, their body language is neutral and their tone is calm. Approaching a child whilst ensuring proximal space is maintained is key; coming down to below the child's eye-level and positioning your body to one side of the child will appear less threatening.

The purpose of a microscript intervention is to remind a child, 'You own your behaviour. Your poor behaviour does not deserve my time. You are better than the behaviour you are showing today (and I can prove it!).'

Timings are key with microscripts. Adults will ensure that they deliver their message, reset expectations for behaviour and leave the encounter before giving the child an opportunity to demonstrate a secondary behaviour. Staff will ensure that conversations occur when the child is ready to be receptive to a conversation about their behaviour and a 'strike when the iron is cold' approach will be utilised to ensure best outcomes and impacts.

Reminder scripts

'I noticed you are... (having trouble getting started/ talking to.../throwing your equipment on the floor)

'It was the rule about...that you broke.'

'You have chosen to...'

'Do you remember last week when you... (arrived on time every day/ got that positive note/produced that beautiful piece of work/sat with focus tracking me)'

'I need to see you... (start your work/allow your partner to focus)'

'I expect... (to see you...)'

'I know you will...'

'That is who I need to see today.'

'Thank you for listening.'

Follow up scripts

'I have heard what you said, now you must...'

'We will... (have a better day tomorrow)'

'You need to understand that every choice has a consequence. If you choose to do the work, that would be fantastic and this will happen...If you choose not to do the work, then this will happen...I'll leave you to make your decision.'

'What do you think the poor choices were that caught my attention?'

'What do you think you could do to avoid this happening in the next lesson?'

'xxx it's not like you to...'