



Overview

At Chapel St Leonards we are committed to providing an environment where all pupils, staff and visitors feel safe, happy and included. In order to achieve this, we promote high standards of behaviour in conjunction with clear rules and routines.

Our emphasis is to recognise and celebrate success at all levels to ensure pupils feel valued. Also, it is important for pupils to understand and respect school rules and be aware of the consequences that can be imposed if these are not adhered to. At times, we adopt a personalised approach when managing behaviour to take into account individual needs.

The Equality Act 2010 places a duty on all school staff in England, Wales and Scotland to prevent discrimination, harassment and victimisation within the school. We recognise our role in the local community, and it is our aim to educate our Pupils in relation to positive behaviour outside of school.

Aims

The aims of the policy are as follows:

- To encourage high standards of behaviour and respect from all pupils, staff, parents/carers and visitors
- To detail the expectations of pupils, staff, parents/carers and visitors
- To explain Chapel St Leonards reward systems and methods of celebrating success
- To provide guidance on consequences

Expectations

In order to achieve our aim of promoting excellent behaviour and respect for others at Chapel St Leonards, it is the responsibility of everyone, including pupils, staff, parents/carers and visitors. Please see below a breakdown of the expectations of each group:

Pupils

- All pupils must wear school uniform.
- Hoodies (jumper material) are not permitted in school (unless worn for outdoor PE)
- Raincoats with a hood are allowed
- Pupils are expected to refrain from behaviours including bullying, intimidation, harassment of others, using foul and abusive language and negative comments relating to race, religion, gender and sexuality
- Pupils must not bring prohibited items to school (see list of items in this policy)
- Respect school property and equipment
- Be punctual in accordance with the timetable
- Follow class rules as outlined by staff members
- Listen, follow and respect directions from staff members
- Pupils should complete work to the best of their ability
- Adhere to any given consequence

Staff

- Display the highest regard for behaviour and ethics as a positive role-model to all pupils
- Use appropriate language when communicating to pupils, staff, visitors and parents/carers
- Be punctual in accordance with the timetable
- Respect school property and equipment
- Apply the school reward system and celebrate pupil successes at all levels
- Use consequences appropriately when a pupil doesn't adhere to their expectations
- Ensure there are clear expectations and routines and continually reinforce these.
- Never ignore or walk past pupils who are not behaving appropriately.
- Always assume the best of all children. Ask 'Are you ok?' first.

Visitors

- Respect school property and equipment
- Use appropriate language in the school environment

Parents/Carers

- Work collaboratively with staff to promote high standards of behaviour
- Work with staff to construct personalised behaviour plans and then communicate with staff to review the impact
- To notify staff of any behaviour or incident at home which may impact the school day

Members of staff who manage behaviour well:

- Deliberately and persistently 'catch' pupils doing the right thing and praise them for this;
- Know their classes well and develop positive relationships with all pupils;
- Relentlessly work to build mutual respect;
- Always remain calm;
- Demonstrate unconditional care and compassion;

- Establish clear and consistent routines;
- Create a calm, orderly and organised learning environment;
- Have high expectations of behaviour at all times.

Pupils want teachers to:

- Give all pupils a 'fresh start' every opportunity;
- Find the positives even when behaviour is particularly challenging;
- Help them learn and feel confident;
- Be fair and consistent;
- Have a sense of humour;
- Provide security and predictability;
- Relate to them as an individual.

Behaviour Management

Pupils at Chapel St Leonards have a wide range of needs, and this is taken into account when managing behaviour. Due to this, behaviour management must be fair and consistent but also flexible and personalised with all factors considered. As part of high impact teaching, it is first and foremost the teaching team's responsibility to use their behaviour support strategies to support any pupil displaying negative behaviours. If staff require further support, we provide additional capacity through the Pastoral Assistant - this ensures that there is support staff on-site who can assist any staff member who requires additional support in supporting behaviour. Senior Leaders also provide support to the pastoral Assistant to ensure the orderly running of the school. This system aims to prevent behaviour impacting the normal running of the school, ultimately ensuring that good order is maintained in the school environment to facilitate outstanding teaching and learning. In order to ensure that minimal disruption is caused to class groups in the event of negative behaviour, intervention spaces are located around school. It is then the aim to use de-escalation techniques and work 1:1 or in small groups until pupils are ready to reengage in class.

Team Teach

We pride ourselves at Chapel St Leonards on providing a safe learning environment for our pupils. Sometimes pupils may get anxious or agitated. We will do our best to help pupils to regulate using communication skills, distraction techniques and removing triggers where possible.

However, there may be times when pupils need more support to regulate - this may require physical support to promote co-regulation. This ensures the safety of the pupil, the safety of other pupils and staff, or that property is not seriously damaged/environment is not disrupted. This can require physical interventions. For further details on this please see the Positive Handling Policy.

Reward System

At Chapel St Leonards we hold high regard for celebrating success at all levels. Each week we deliver a celebratory assembly and present awards for excellent work in reading, writing, mathematics, sport, individual outcomes and for collective class groups. Pupils are presented with trophies and certificates and pictures are displayed both in school and on

the website and social media platforms.

There is a reward system, named 'Prize Points' in which pupils can earn the equivalent of 4pts for a recognised positive behaviour these include engaging in lessons, helping staff, making good choices, peer mentorship, positive intervention, representing the school, being responsible or working well with others. Pupils also receive an 'effort score' in each lesson, ranging from 0-4. If pupils gain a 1,2, 3 or 4 in their effort score they will receive 1pt, 2pts 3pts, or 4pts respectively. Pupils can then exchange their points for a wide variety of prizes.

House Points

Our house system fosters teamwork, friendly competition, and a sense of belonging among children as they work together to earn house points for positive behaviour, academic achievements, and acts of kindness. Each house accumulates points throughout the week, encouraging pupils to support one another and strive for excellence. During the weekly achievement assembly, house captains proudly announce the latest totals, celebrating successes and motivating their peers to continue their efforts. This system not only builds camaraderie and school spirit but also instills valuable life skills such as leadership, responsibility, and collaboration.

Achievements

Sharing the achievement with others is really important. Each week class teachers will select a pupil from their class to receive a 'Headteacher Award' during our Achievement Assembly. Pupils will be recognised for their work, improvements etc. during the week. The member of staff leading the assembly will explain why the certificate has been presented and this will be taken home so that it can be shared with Parents/ Carers. Parent/Carers are also welcome to attend the assembly.

Each class teacher will also present a bookmark award, this will be based on one of the school's rules/values.

Consequences

At Chapel St Leonards we understand the importance of ensuring that all consequences are reasonable and proportionate to the circumstances. Furthermore, we carefully consider a range of factors including individual needs and age.

Chapel St Leonards have a range of consequences which can be implemented as deemed appropriate. Consequences include:

- Additional support from the Pastoral Assistant
- Additional support from a member of the leadership team
- 1:1 reflection with an adult
- Minutes off breaktimes for restorative discussions
- Playtime reflection
- Internal suspension
- Fixed-term external suspension
- Permanent external suspension

Reflection Protocol

- Playtime reflection may be given by all members of staff.
- A 'reflection time' form will be completed by the pupil.

Exclusion Protocol

A pupil may be externally suspended for a fixed-term or permanently. Only the Headteacher can suspend a pupil, and this must be on disciplinary grounds. The main reasons for external suspensions are as follows:

- Serious physical violence
- Persistent bullying
- Discrimination
- Damage/vandalism to school property/equipment
- Possession of a prohibited item
- Persistently not adhering to school rules

Suspension and Permanent Exclusion

Chapel St Leonards Primary School is a part of the Community Inclusive Trust (CIT) and share the joint belief that the very best place for learners to be is in school where they are safe and are learning. However, we do recognise that as a very last resort there may be occasion where the school will need to suspend or permanently exclude a pupil. Please see CIT Suspension and Exclusion Policy.

All permanent external suspensions are subject to review by the Governing Body.

Searching, Screening and Confiscation

Keeping children safe in education makes clear that all school staff have a responsibility to provide a safe environment in which pupils can learn. Ensuring school staff and pupils feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure that our pupil and staff welfare is protected and helps us establish an environment where everyone is and feels safe. The government document – 'Searching, Screening and Confiscation' - July 2022 will be used as guidance to structure our schools' screening, searching and confiscation procedures.

Before screening or conducting a search of a pupil, we will consider our obligations under the European Convention on Human Rights. Under Article 8, pupils have a right to respect for their private life. In the context of these rights and obligations, this means that pupils have the right to expect a reasonable level of personal privacy. The right under Article 8 is not absolute; but we will always ensure that any searching or screening must always be assessed as being justified and proportionate. We will always exercise our searching powers in a lawful way.

We believe that searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

In our school, only the Headteacher 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 (listed in paragraph 31 of the government guidance Searching, Screening and Confiscation July 2022) or any other item that our 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.
- fireworks.
- pornographic images.
- Mobile phones/camera enabled devices
- Any other item deemed unsafe/inappropriate.

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.

Searches will be conducted by two members of staff where possible. If staff have reason to deem a search appropriate on a school trip, they must gain authorisation from the Headteacher/SLT.

In the event of a prohibited item being confiscated, staff have the right to retain the property and not hand it back to the pupil. Staff may request that parents/carers collect the item or in some cases it may be deemed appropriate to dispose of the item or to call the police.

Monitoring

Behaviour incidents at Chapel St Leonards will be recorded on CPOMs. Data from CPOMs will be used to analyse and monitor patterns and trends of behaviour. This information will be used by the staff team to inform the implementation of behaviour support strategies as well as ensuring all pupils behaviour plans and risk assessments are updated and current.

External Agencies

When acute needs are identified for a pupil, we will liaise with external agencies and ensure that the needs of all pupils are met by utilising the range of external support available.

This policy complements and supports the following policies.

- Child Protection/Safeguarding
- Anti-bullying
- CIT - Exclusions
- Online Safety
- Relationships Policy

Our whole school curriculum provision from EYFS through to Y6 has a strong focus on:

- Setting clear expectations for behaviour, what is unacceptable and why;
 - Teaching pupils what bullying actually is, in all its forms – so they can recognise when it is happening to them or when they might actually be doing it themselves! This includes in real life as well as in the online world
 - Spotting the signs of bullying in others – so they can help and support their friends;
 - How to have the confidence to tell someone or support someone else to tell if it happens to them;
 - A curriculum that emphasises strong teaching of respect and tolerance, having clear school values that celebrate diversity and differences between us and encourage pupils to share these values;
 - Training for staff to spot bullying, tackle the perpetrators through the agreed school protocol and support the victim/s with restorative programmes.
- We recognise that evidence indicates that there are groups of pupils who are bullied disproportionately. These include disabled pupils and those who have special educational needs, and pupils who are, or are perceived to be, homosexual or have protected characteristics. We will ensure vigilance to check and monitor the experience both at school and in the wider world (including online) to make sure this is not happening for these groups of pupils.

We recognise that although staff may not see bullying, it may be happening so good communication and trust with pupils is essential. Staff must always be aware of the contextual use of language around the school, on the playground and in cloakrooms etc, monitoring and checking that pupils know where the boundaries are between banter and behaviour that makes people feel threatened or hurt. PHSE lessons will support pupils to understand where the boundary exists and that might be in different places for different people. This learning will only be secure when adults model and tackle every time the boundary is crossed.

Incidents of bullying

If bullying is suspected, seen or reported, the following system will be in place:

- The Assistant Headteachers or Headteacher will be notified as soon as possible;
- A record will be started on CPOMS by the person who raises the concern;
- The named lead adult will undertake an investigation and talk to the individuals involved. All discussions and actions will be logged on CPOMS.

If the incident is related to any form of race/hate relating to the protected characteristics, this will be dealt with according to the school's protocol:

- An appropriate consequence will be applied dependent on the circumstances and findings of the investigation. Pupils who are found to be bullying will always have a consequence applied and this will be relative to the nature of the incident. All decisions and actions added to the ongoing record.
- Parents of all the pupils involved will be informed and kept up-to-date with any investigation;
- Leaders will share information and data around bullying with the Trust and the governors to check for any underlying patterns or safeguarding issues that it might spotlight;
- The school will follow up on incidents of bullying with curriculum support through PSHE work around positive relationships and assemblies. This work will be pitched at the appropriate age group for the pupils.

Bullying records

All incidents of bullying will be recorded on the school's CPOMS system. This will also include the actions that were taken at the time of the incident, during the investigation and following up afterwards to ensure actions were effective and had the impact required. Analysis of data and records will be undertaken by senior leaders to highlight any patterns or underlying issues that may underpin the behaviour.

Leaders will share this information with governors and the Trust central team.

Tackling Hate Behaviour

Chapel St Leonards Primary School has a six-point approach to tackling hate behaviour – this is any behaviour that is prejudicial against people with protected characteristics.

We will ensure that we are:

- Acknowledging the problem.
- We will make sure that we call this behaviour what it is and as well as challenging the more obvious name calling and violence, the lower-level incidents will also not be tolerated i.e. challenging the culture of 'banter' that might appear to be using homophobic or racist language in fun where it is assumed that the victim enjoys the 'ribbing' or is compliant with this in order to fit in.

Securing a commitment from all senior leaders.

At Chapel St Leonards Primary School there is a strong vision, ethos and drive from senior leaders to tackle homophobic and transphobic conduct and language as well as understanding how we can develop respect and understanding by teaching pupils about the protected characteristics.

Providing training for all staff.

All staff will be involved and receive the same training. This means that lunchtime staff, site managers, Pastoral, teaching assistants and staff working in the front-of-house office will all know school policies and procedures and how to recognise, challenge and record this type of behaviour. As a result, staff will become knowledgeable and confident about this aspect of their work.

that staff had a good level of knowledge about tackling prejudice-based bullying.

Prejudice-based behaviours

We will always aim to ensure that any use of such language, such as 'gay' as a derogatory term, was recorded and followed up. Incidents will be taken seriously, and we will ensure that they can be reported anonymously to protect the pupils. Incidents will be measured and evaluated frequently. Examples of this could include sexism, misogyny and racism. Similarly, any attitudes seen or suspected that are negative towards those with protected characteristics will be followed up and staff will work with pupils to change their perceptions. We will be fearless in tackling prejudice-based behaviours, and we will include parents and carers, governors and the community in helping to combat poor behaviour. Developing the curriculum to ensure we teach pupils about the protected characteristics. We aim to review our curriculum and systems to ensure that it can meet the needs of learners who need to be prepared for life in modern Britain. We will ensure that staff do not make assumptions about pupils' families, and we include references to same-sex couples and families. We will aim to ensure that lessons, books and topics covered all strands of diversity including sexuality and gender identity. We will use role models and resources provided by external organisations to create an inclusive culture within our school. Displays, posters and information to visitors will ensure that everyone entering the school knows about its values of respect for all forms of diversity. We will not single out sexuality or gender identity but ensured that the curriculum covered all types of diversity.

