



Lea Endowed C of E Primary School

BEHAVIOUR POLICY / ANTI-BULLYING STRATEGY 2025 - 2026

"BEHAVE and BE HAPPY"

VISION STATEMENT

'LET EVERYONE SHINE'

At Lea Endowed Church of England School, we provide an excellent education for our children.
We follow God's example, by loving Him, and each other, in all that we do.
Our whole school family is encouraged to achieve their full, God given potential and shine in their own special way.

"Let your light shine."

Matthew 5:16

1. Context

This policy should be read in conjunction with the policies listed below

- Safeguarding
- Attendance
- Teaching and Learning
- Home School Agreement
- PSHE
- RSE
- SEND

2. The principles of Behave and Be Happy

In order for all children to achieve their full God given potential it is important to establish an excellent working atmosphere in school. Good behaviour goes hand in hand with high standards in learning. It is also important that children develop a faith in their own abilities and so improve their self esteem.

All our staff have high expectations of behaviour. We believe that children feel safe, happy and secure when they are aware of boundaries and expectations.

We place great emphasis on providing a positive learning environment and positively encouraging children, hence "Behave and Be Happy".

Our whole school community contributes to providing an atmosphere conducive to learning; pupils, teachers, teaching assistants, students and support staff all have their part to play. Good behaviour at all times of the day is important including at lunchtime so helping children to return to class calm and ready to work in the afternoon.

3. Aims

With reference to our Vision statement we aim to foster within every child a feeling of self worth by putting our Christian values of love, friendship, trust, truthfulness, peace, forgiveness, thankfulness, compassion, joy, humility, justice, hope and courage into action. We believe our Christian Values work hand in hand with our British Values to encourage a learning environment where all individuals know they are special and highly valued. Through a variety of learning experiences Lea Endowed CE School helps each child:

- Know they are unique, precious and highly valued by God and by our school family
- To develop greater understanding of other cultures and faiths
- Develop confidence/independence and think and act for him/herself
- Acquire personal qualities, values and social skills
- Takes their place in a wide range of roles in preparation for adult life, to deal with risk and meet the challenges of life and to play an active role as a member of society.
- Value and respect each other / living things / the local and global environment
- To be able to share and co-operate
- Value their achievements
- Identify with our Christian and British Values, including Protected Characteristics, and be respectful of them throughout our daily lives.

4. Effective Classroom Management

Our behaviour policy is based on the following factors;

Consistency

Our Staff all understand the need for consistency in creating a successful learning environment. Rules need to be followed throughout school and the children know the rewards and sanctions which are in place. All children are treated equally, fairly and with respect.

Choice

We encourage all children to take ownership of their behaviour and to understand the impact that their choice makes on themselves and others.

Curriculum

Our curriculum is creative, relevant and interesting. We adapt our teaching according to children's abilities, realising the frustration and lack of concentration when work is not matched to pupil need. The importance of developing children's social and emotional skills is seen as crucial to promote good self-awareness and discipline.

School rules

We have a set of school rules and each class democratically devises their own set for use in their class base. All class teachers and support staff implement our system of **positive** behaviour management. They seek to establish clear parameters of acceptable behaviour and to inspire children to attain their potential by high quality teaching in a calm learning environment. This helps to reduce any discipline problems.

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils
- Adults in the school will provide good, positive role models in their approach to all issues relating to equality of opportunity
- The school places a very high priority on the provision for special educational needs and disability.
- We will meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work
- The school must provide an environment in which all pupils have equal access to all facilities and resources
- All pupils are encouraged to be actively involved in their own learning
- A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupils
- Consideration will be given to the physical learning environment – both internal and external, including displays and signage

5. Rewards and Incentives

OUTSTANDING BEHAVIOUR IS ENCOURAGED:

- By the use of a controlled voice and calm manner.
- To aim to have a no shouting school.
- Positive praise.
- Lead by example-being a positive role model.
- Meaningful reward systems.
- Recognising small step improvements.
- Making all children feel special.
- Recognising everyone has a right to be heard.
- Effective teaching and learning.
- Clear boundaries.
- Children have a right to understand what and why good behaviour is needed.
- Zero tolerance of bullying / racist /homophobic behaviour
- Eye contact and a smile!
- Good school and home communication (contact by phone and/or letter, newsletters, text service).

Our school operates a system of team points, with each child allocated to one of four teams – Rowan (Red) Sycamore (Yellow) Cedar (Blue) or Oak (Green).

Team points and stickers may be given for: -

- Good class work or homework.
- Good manners and being polite.
- Achievements
- Using initiative
- Perseverance or independence.

The team with the most points each half term is given a non-uniform day as a reward.

Certificates for achievement are presented by teachers at our Friday Celebration Worship; this includes a certificate for the focus Christian Value and one for our Curriculum Diamond Nine focus/academic effort or achievement. A weekly award is given out by the Head Teacher for a child recognised for outstanding manners and respect towards other members of our school family.

Each term 'Extra Mile' certificates and badges are given to two pupils for going the Extra Mile and who have "shone" in their attitude to every aspect of school life. The Extra Mile winners become members of our Pupil Voice/Council, which the children have named "The Lightkeepers".

6. Consequences

If a child has behaved inappropriately or broken the rules, they will have to take responsibility for their actions and undertake a consequence linked to their behaviour. We aim for this to link directly with what they have done and help them learn how they can put things right.

This links to the restorative approach.

RESTORATIVE APPROACH

When an incident has occurred where a child has behaved inappropriately, the school will help children to take responsibility for their actions, whilst also encouraging children to see the result of their actions, how their behaviour has affected other people and how they need to make amends.

Questioning should follow these guidelines:

- What happened/what's happening?
- What were you thinking/feeling at the time?
- What do you feel/think now?
- How have you and others been affected?
- What do you need to do to put it right?

If children have behaved inappropriately they need to take time to reflect on what they have done, how it has affected other people and how they can put it right.

Actions for Poor Behaviour Choices / Escalation of Consequences

- Step 1 - Verbal Warning** to allow the child to amend their behaviour /comply with instructions
- Step 2 – Move within the class** (to a separate table/different area of room)
- Step 3 – Move to a safe place** (outside the classroom – monitored & supervised)
- Step 4 – Move to isolation in another classroom** with an appropriate task to complete independently
- Step 5 – Take to Headteacher**

Record Steps 3 - 5 in Class Behaviour Book

Any Step 5 Action – to be recorded in Headteacher’s Behaviour Book

Persistent poor behaviour (Steps 1-3) and Steps 4 & 5 **must** be reported to parents

Any serious or significant incidents to be brought to Headteacher (DHT if not available) immediately.

7. Online Safety

Lea Endowed CE Primary is committed to keeping pupils safe online.

As part of the statutory relationships and health education in primary schools pupils are taught about online safety and harms. This includes being taught:

- what positive, healthy and respectful online relationships look like
- the effects of their online actions on others
- how to recognise and display respectful behaviour online

Throughout the curriculum, teachers will address online safety and appropriate behaviour in an age-appropriate way that is relevant to their pupils’ lives.

This complements the computing curriculum, which covers the principles of online safety at all key stages, with progression in the content to reflect the different and escalating risks that pupils face.

This includes:

- how to use technology safely, responsibly, respectfully and securely
- where to go for help and support when they have concerns about content or contact on the internet or other online technologies

We therefore ensure that:

ALL staff and volunteers understand that children can be harmed online via hurtful and abusive messages, enticing children to engage in age inappropriate conversations, sharing and production of indecent images or encouraging risk taking behaviour

The school’s Online Safety Policy details how we keep pupils safe when using the internet and mobile technology Online bullying by pupils, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our Behaviour Policy /Anti Bullying strategy

There is a clear and explicit procedure for dealing with mobile phones / any device where children are able to access the internet or send and receive messages eg. SMART style phones, that are brought into school by children.

Mobile Phones

Children who bring mobile phones / devices into school are asked to check they are switched off and handed in to the head teacher at the start of the day and they are returned to the child at the end of the school day or after after-school club activities.

Watches

Children are invited to wear a simple analogue or digital watch. We please ask that children do not wear smart watches, or any similar style watch. If a child comes to school wearing a smart watch (or similar), they will be asked to hand it in to staff who will return it to the child, at the end of the school day.

DfE advice; Searching, Screening and Confiscation is followed where there is a need to search a pupil for a mobile device.

When school become aware of an online safety issue that has occurred outside of school, it is managed in accordance with the school Online Safety Policy.

The school has appropriate filters and monitoring systems in place regarding use of internet.

8. Parents

The support of parents is essential to the efficient working of the system. Parents are informed about the school behaviour policy through the school brochure and the school website. Both parents and children are asked to sign a home school agreement on entering school.

A telephone call or a letter is made /sent to parents when behaviour is deemed to be unacceptable and children may face a fixed period of exclusion either for lunchtimes or several days.

Similarly this applies to suspension from the school bus if behaviour is unacceptable after following the usual warning system.

Our ultimate sanction is to permanently exclude a child from school following the proper procedures.

9. Anti-Bullying Strategy

Anti-social behaviour which includes all forms of bullying is taken very seriously and will not be tolerated. Our school aims to minimise such behaviours through our Collective Worship, Christian Values, British Values, RE, RSE and PSHE lessons.

There is a consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

Staff are vigilant in watching for signs of bullying and children are encouraged to report if they feel they are being bullied. Staff look out for:

- Early signs of distress in pupils
- Deterioration of work
- Feigned illness
- Isolation
- Desire to remain with adults
- Erratic attendance

They listen carefully to what children confide in them, take it seriously and follow it up immediately. They are aware that bullying is not simply physical attacks but may also include name calling, blackmailing, exclusion from games, comments about family, clothes etc.

In the case of lunchtime bullying incidents, the Senior Lunchtime Supervisor informs the Class teacher who will inform the Head Teacher.

Children who bully are made aware of the unacceptable nature of their behaviour and of the consequences of any repetition.

In order to minimise incidents of bullying: -

- Collective Worship, the curriculum of RE, PSHE and RSE and weekly Picture News are all used to uphold and endorse our school motto "Let Everyone Shine".
- Foster good relations across all protected characteristics, to include those who share protected characteristics and those who do not share protected characteristics
- Positive friendships and behaviours are actively promoted
- All staff are aware of the school rules and are **consistent** in their implementation.

- Pupils are encouraged to report incidents of bullying and not to join in or stand idly by.
- Parents are encouraged to report if anything is worrying their child.
- Bullying is dealt with in the PSHE curriculum. Children are taught to recognise bullying and learn techniques to help them deal with it.
- School has an anti-bullying week each year in the Autumn Term.
- School has developed playtime and lunchtime games and play equipment aimed at involving children in positive behaviour.
- A Buddy system has been implemented in school.
- All accessible areas of the school are patrolled at break times and at the beginning and end of the school day.
- All cases of bullying are reported to the Headteacher and are recorded in an incident book. When necessary Governors are informed.
- We aim to use **restorative approaches** when possible.

10. Child on Child Abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in child on child abuse is under the age of 18.

Child on Child abuse can be manifested in many different ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- * The Consensual and Non-consensual sharing of nude and semi-nude images and/or videos.
- Upskirting.
- Initiation- and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.

Lea Endowed CE Primary has a **zero-tolerance approach to abuse**, including child on child abuse.

- ALL staff and volunteers understand that children can abuse other children
- ALL staff and volunteers will inform the DSL of suspected peer abuse and record in line with schools recording policy
- Peer on peer abuse will be taken as seriously as any other form of abuse
- All staff understand that abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up
- All staff will understand that pupils with SEND are more prone to peer group isolation and school will have extra pastoral support to address this.
- Harmful sexual behaviour will be identified and managed using the [Brook Traffic Light Tool](#) and with support and guidance from LCC Schools Safeguarding Officer
- * **Consensual and non-consensual sharing of nudes and semi-nudes images and/or videos** (formerly referred to as ‘sexting’) will be managed on a case by case basis using national and local guidance and advice from LCC Schools Safeguarding Officer – [Link to UKCIS national guidance](#)
- In cases of suspected or actual peer on peer abuse a risk assessment will be undertaken and appropriate and proportionate control measures put in place to manage and reduce risk. Seek advice from LCC Schools Safeguarding Officer
- Referrals to Children's Social Care, Police and/or other appropriate agencies will be made where thresholds are met

- DSLs understand that regarding peer on peer abuse, the victim and the perpetrator are likely to have unmet needs and require support and assessment to determine these.
- The DSL will assess on a case-by-case basis, supported by children's social care and the police if required to ensure the most appropriate response for the children / young people involved.

The DSL(s) will consider:

- the wishes of the victim in terms of how they want to proceed
- the nature of the alleged incident
- the ages of the children involved
- the development stages of the children involved
- any power imbalance between the children
- is the incident a one-off or a sustained pattern of abuse
- are there ongoing risks to the victim, other children, school or college staff
- contextual safeguarding issues

Following a report of sexual violence, the designated safeguarding lead (or deputy) will make an immediate risk and needs assessment, considering:

- the victim
- the alleged perpetrator
- all other children (and if appropriate adult students and staff).

If an allegation of Child on Child Abuse is made, staff members will conduct a full investigation of the circumstances and consider the following in the meting out of appropriate sanctions, based on the individual circumstances.

The following points, will be taken into consideration:

- the wishes of the victim in terms of how they want to proceed
 - the nature of the alleged incident
 - the ages of the children involved
 - the development stages of the children involved
 - any power imbalance between the children
 - is the incident a one-off or a sustained pattern of abuse
 - are there ongoing risks to the victim, other children, school or college staff
 - contextual safeguarding issues.
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 - the victim
 - the alleged perpetrator
 - all other children (and if appropriate adult students and staff).
 - Risk assessments will be recorded and kept under review as a minimum termly.

11. Confiscation of Inappropriate Items

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

- i. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably.
- ii. Any confiscated item should be brought to the attention of the Headteacher who will take appropriate action and inform parents requesting them to come to school for a discussion and to remove the item.

iii. **POWER TO SEARCH** without consent for 'prohibited items' include:

- Knives
- Alcohol
- Illegal drugs
- Tobacco and cigarette papers
- Stolen Items
- Pornographic Images
- Fireworks
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage property.

Weapons and knives will be handed to the police.

12. Power to Use Reasonable Force

In our school we do **NOT** have a 'no contact' policy.

When can 'reasonable force' be used?

What is reasonable force?

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed. 'Control' means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. 'Restraint' means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

How do we try and avoid using Reasonable Force wherever possible?

At Lea Endowed, we aim to create environments which are set up to enable children to succeed and demonstrate Acceptable Behaviours.

'De-escalation techniques' such as the following are also used to prevent a situation where physical intervention might be necessary if the usual strategies have not had the desired effect:

- Non-threatening stance, tone of voice and facial expression
- Giving time and space and allow for reflection and regulation, after instructions
- Use appropriately-gauged humour
- Divert and distract by introducing another activity or topic
- Removing the audience
- Offer a positive way out to get back to being 'a good example to others'

As a last resort, reasonable force would be used in order to prevent children causing harm to themselves or others or for children who are deliberately disrupting the orderly running of the school and no other technique would remedy the situation. Force is usually used either to control or restrain but never as a punishment. Further examples can be found below. Any member of staff could potentially use reasonable force if necessary, in line with situations outlined above and below in order to prevent harm or promote an orderly environment.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can be used.

We might use reasonable force to:

- remove disruptive pupils from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts (or self-harm)

14. Roles and Responsibilities

The Role of the Teacher

- It is the responsibility of the class teachers to ensure that the school and class rules are enforced and that children behave in a responsible manner during the school day.
- Class teachers have high expectations of our children in respect of behaviour, manners and relationships.
- Teachers keep a record of children whose behaviour gives us cause for concern and each case is discussed individually.
- If misbehaviour continues the class teacher discusses the case with the Head teacher and a way forward is decided.
- The class teacher may contact the parents or carers of a child whose behaviour is causing concern. This may be followed up by the use of a Behaviour Contract, an Individual Behaviour Plan or a home school diary.
- Should the misbehaviour continue the Head teacher will call a meeting with parents and include representations by the class teacher, pupil and learning mentor as deemed appropriate.

The Role of the Headteacher

- It is the responsibility of the Headteacher to ensure the health, safety and welfare of all staff and children in the school.
- The Head teacher supports the staff by implementing the Behave and Be Happy policy, by setting standards of behaviour and by supporting staff in the implementation of the policy.
- The Head teacher keeps records of serious incidents of misbehaviour.
- The Headteacher has the responsibility for giving fixed term suspensions / exclusions to individual children for serious acts of misbehaviour. This action is only taken after the school Governors have been informed.

The Role of Parents

- We collaborate closely with parents to sign and return the home-school agreement.
- We expect parents to support us with the positive way we manage behaviour.
- If parents and carers have any concerns about the way their child has been treated they should initially contact the class teacher. If the concern remains they should contact the Headteacher and then the school Governors.

The Role of Governors

The governing body has the responsibility of setting down the guidelines for standards and behaviour and of reviewing their effectiveness. The Governors support the Headteacher in adhering to the guidelines.

15. School Support Systems

As a fully inclusive school we recognise that for some children additional or different action may be needed. This is in accordance with the SEND code of practice.

Where this is the case a child will be identified on our SEND list and an Individual Behaviour Plan (IBP) will be formulated.

This will outline agreed targets and strategies as well as the ways in which we will support the child.
Further information is outlined in the SEND Policy.

16.Complaints Procedure

Please see Complaints Procedure policy.

It should however be noted that:

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- When a complaint is made the onus is on the person making the complaint to prove his/her allegations are true- it is not for the member of staff to show that he/she has acted reasonably.
- We will refer to the 'Dealing with Allegations of Abuse against Teacher and other Staff' guidance where an allegation of using excessive force is made against a teacher.

Last updated: Sept 2025

Review Date: Sept 2026 (or earlier if required)

Agreed by the Chair of Governors _____