Lees Primary School

Positive Behaviour and Anti-Bullying Policy

'Putting children first.'

At Lees Primary School, we believe that children thrive in a positive environment, where they are encouraged, praised and feel safe. Lees recognises the enormously privileged position it holds within the local community in preparing the children to become citizens of tomorrow.

The aim of this policy is to:

- Outline expectations for behaviour and systems for rewards and sanctions.
- Develop children's self-regulation, honesty and ability to accept responsibility for their own actions.
- Create an environment that promotes positive behaviours for learning, in which effective teaching can take place.
- Promote mutual respect between adults and children
- Provide a consistent approach to behaviour management.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school.
- Ensure that children are supported and encouraged to give their best in school and the wider community, allowing them to achieve their full potential.
- **It is expected that everyone in the school community will follow and adhere to the school behaviour policy.**
- **We will where possible, use 'RIP/PIP' we praise in public and reprimand in private.**
- **Children should feel safe and valued at all times.**

At Lees Primary School, we value good behaviour in the classroom and throughout the school to promote the school as a learning community and to ensure that classrooms are effective learning environments. The highest regard is given to the quality of relationships between teacher and learner. The aim of this policy is to ensure that the school offers a happy and caring environment in which all children have the opportunity to achieve the very highest standards. Our policy is an integral part of our school day with all staff and children showing a continued commitment to its principles. Parental support is also considered an essential element of our policy and all parents and carers will be asked to agree to the whole school behaviour policy. At Lees Primary School, we believe that to treat children positively, by praising them and offering encouragement for the things they do well, is the most successful approach in the long term. We promote the positive values of SCARF, in all school activities and this ensures that the children attending Lees Primary School are safe, caring, achieve the best that they can, and are resilient and friendly.

SCARF Rules:

School rules are important in order to maintain the health and safety of the school community. At Lees, there are 5 expectations which are embedded in our core values, SCARF.

Every member of our school community must 'wear their SCARF' every day.

The letters stand for separate expectations, each of which we feel should be demonstrated by everyone connected to the school – pupils, parents, visitors and staff.

We expect that everyone at Lees Primary School will:

Behave in a way that keeps ourselves and others **SAFE**.
Show ourselves, others and our environment **CARE** and respect at all times.
ACHIEVE their potential and be successful.
Show **RESILIENCE** in the face of challenge.
Uphold the values of **FRIENDSHIP**.

The SCARF values will be displayed in classrooms and throughout school. This set of values will underpin and support everything we do to enable all our pupils to make the best of their time at Lees Primary School.

Rewards:

Children are praised for behaving appropriately and are given positive reinforcement through a series of rewards. Rewards can be individual or for the whole class.

Recognition Display:

In each class, children's name pegs will be used on the SCARF display to show and celebrate good behaviour in line with the SCARF values. All children will start on "I'm Wearing My SCARF" showing that they are ready to learn. Teachers can then move pegs up to "My behaviour is great", "I am a role model" and "My behaviour is amazing". This gives teachers opportunities to catch children practising our values and give immediate feedback. Children who reach the top of the chart will be given a slip to take home and share with their families. Children will be given instant rewards wherever possible, in the form of verbal/written praise, responsibilities, or stickers and stamps.

SCARF Points:

Each child can earn SCARF points for their house team for demonstrating SCARF behaviours, good attitude and achievement. These will be recorded on the class SCARF Point trackers and shared during Celebration Assemblies on Friday. House Teams work together on SCARF targets. Over the course of a half term the points are collated culminating in a special prize winning event at the end of each half term. This encourages the children to work collaboratively together across age groups towards a common goal. All adults in school will have access to SCARF Point tokens so that they can be consistently awarded throughout the school day. Physical tokens will be given out in out of class situations such as lunch, break, assemblies etc. Children will take tokens earned back to their class teacher who will add them to the SCARF point tracker.

Class responsibilities of staff:

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

Create and maintain a stimulating environment that encourages childrens to be engaged.
Display the SCARF Rules.
Develop a positive relationship with pupils, which will include:

- Greeting pupils in the morning/at the start of lessons.
- Establishing clear routines.
- Communicating expectations of behaviour, modelling the behaviour they expect to see.
- Highlighting and promoting good behaviour.
- Concluding the day positively and starting the next day afresh.
- Having a plan for dealing with low-level disruption.

Break/Lunch Time:

Children in YR – Y6 will line up outside, in their designated areas, after break and dinner time, so that staff can greet pupils on their way into school and ensure a calm and positive start to the lesson and create a good working atmosphere.
Each morning, the expectation is that children will walk into school calmly and quietly directly through either their outside classroom door or another designated external entrance e.g. glass corridor.

At break time and lunch time the following procedure should be followed:

- The whistle is blown
- All pupils stand still and show that they are ready and listening for the next whistle
- The second whistle is blown
- All pupils walk calmly and quietly to their designated lining up areas.
- Await instructions silently from their Teacher/ TA
- The children walk quietly and sensibly into school, led by their adult

Rewards and Sanctions for Break and Lunch:
Rewards and sanctions at lunch and break times will remain consistent with the those for the rest of the school day. Staff will carry SCARF Point tokens to reward positive behaviours as they see them.

Staff will implement the 3 warning system as described below. Children will be given a first warning and reminded to 'wear their SCARF'. On the second warning, children will be asked to stay with the adult for 5 minutes time out. This will give the adult the opportunity to explain the implications of the child's behaviour and provide guidance on how to move forwards. On the third warning children will be asked to move indoors and have reflection time with the on-duty member of SLT. Adults will support children through the restorative process before they are allowed to return to play out.
Any behaviour that is contrary to expectations will result in a positive reminder of those expectations by members of staff. It is the responsibility of all staff to ensure that pupils promote the SCARF values and promote high expectations of behaviour. **Children are given three clear warnings and supported to readdress their inappropriate behaviour**. (These should be noted down, but not publicly shown)

Restorative Practice:

It is important to ensure that children take full responsibility for their actions and begin to understand and empathise with the feelings of other people. Therefore, where possible, children should be given the opportunity to discuss incidents with an adult and the other pupil/s. Pupils should say sorry for their behaviour and 'make amends' to injured parties.

Pupils will always be asked The 5 Restorative Practice Questions:

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make you/people feel?
5. What could you do differently next time?

Consequences:

At Lees Primary School, staff will use consequences that are appropriate for the age of the child and will be dependent on the seriousness of the misdemeanor.

Staff will use positive reinforcement of our SCARF rules and values in the first instance. In the event that children do not respond to this they will be given three clear warnings and supported to readdress their inappropriate behaviour.

Warning 1: Verbal reminder to wear their SCARF. This is to let the child know that they need to improve their behaviour.

Warning 2: This is when the child is continuing to break the rules after the first warning. Staff will support the child to understand what is necessary to correct their behaviour and will decide if they need to put anything different in place in the short term. (Eg – moving seats/carpet spot).

Warning 3: Child's peg is removed from the visual behaviour chart. This is when a child has not responded positively to previous support given. They will miss 5 minutes of their break time.

After the three warnings, if behaviour continues then staff will consider the following:

- Visit to another member of staff/class/.
- Visit to Headteacher or senior leader.
- Phone call home and meeting if needed.

Possible further consequences could be:

- Spending time with a Senior Leader.
- Meeting with Parents/Carers.
- Consideration of fixed term exclusion.

Missed Break-Time:

Teachers will run Restorative Practice sessions during break times for children who have received a third warning during lesson time. Class teachers will make a log of the issues for the information of the teacher running that session.

Severe Behaviour:

Some behaviour falls outside the normal range and is considered to be severe.
Behaviour seen to be severe falls into the following categories:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - *Sexual comments*
    - *Sexual jokes or taunting*
    - *Physical behaviour like interfering with clothes*
    - *Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.*
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Leaving school premises without consent
- Any physical or verbal abuse against an adult or another child
- Possession of any prohibited items. Such as:
    - *Knives or weapons*
    - *Alcohol*
    - *Illegal drugs*
    - *Stolen items*
    - *Tobacco and cigarette papers*
    - *Fireworks*
    - *Pornographic images*
    - *Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)*

Bullying and child-on-child abuse

Child-on-child abuse

Child-on-child abuse is when children abuse other children. This type of abuse can take place inside and outside of school. It can also take place both face-to-face and online, and can occur simultaneously.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

Deliberately hurtful
Repeated, often over a period of time
Difficult to defend against

Bullying can include:

Emotional Bullying:	Being unfriendly, excluding, tormenting
Physical Bullying:	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and Discriminatory: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual:	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation, or inappropriate touching
Direct or indirect verbal:	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying:	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

(Although all of the above actions are serious, and adults should always intervene, they may not always be regarded as bullying unless they are part of an on-going pattern of behaviour against the victim.)

Several Times and On Purpose. STOP.

Signs and Symptoms of Bullying

A child may indicate by signs or behavioural symptoms that he or she is being bullied. Adults should be aware of possible signs and should investigate if a child:

- is frightened of walking to or from school
- plays truant or runs away
- pretends to be ill
- is unwilling to go to school or go out at playtime
- begins to under-perform in school work

• becomes withdrawn, starts stammering, shows regressive behaviour such as returning to bedwetting
• becomes distressed, cries easily, stops eating
• becomes disruptive or aggressive or displays behaviour which is out of character
• has possessions go missing (dinner money, sweets, belongings etc.)
• starts stealing money
• exhibits physical symptoms of stress such as stomach or headaches
• receives abusive text messages, e-mails
• attempts to harm themselves, has unexplained bruises, scratches or torn clothing
• has nightmares or problems sleeping
• is frightened to say what is wrong
• has unlikely excuses to explain any of the above or refuses to give answers

These signs could be attributed to other problems but 'bullying' should be considered a possibility and should be investigated.

Responding to Bullying

Bullying can be reported by a victim, parent, carer, friend or anyone who has knowledge of the problem.

Bullying can be reported by any member of the school staff, who will then take it to the child's current class teacher. The class teacher / adult involved will make a decision based on the severity of each situation, and decide which of these stages below will be appropriate. Senior leadership and Pastoral Leader are informed at every stage.

Stage 1

- Bullying concerns (Several Times and On Purpose- STOP) will be listened to and discussed between the teacher and children concerned to identify the problem and possible solutions. Support given from Pastoral Leader.
- Both parents are kept informed and next steps are agreed, to closely monitor the victim and the bully in school.
- CPOMS logs are made to record details of the above.

Stage 2

- Teacher meets with the bully and provides time for the bully to 'explain' or 'defend' and give their side of the story.
- Teacher gives a clear instruction about the reasons why this behaviour must stop immediately and extracts a promise from the bully and an apology for the victim.
- Pastoral Leader to 'check-in' regularly with victim to monitor the situation.
- Teacher continues to monitor the situation and keep both parents informed.
- Teacher logs the action taken to address the bullying on CPOMS and alerts key staff so they are aware of situation.

Stage 3

- Teacher discusses the continued problem with Pastoral Leader and SLT.
- SLT speak to both victim(s) and bully(s) and offers advice and time, acting as mediator to help the children reach a solution. Continued nurture support given by Pastoral Leader to both children in 1:1 sessions to support the victim and address the behaviour from the bully.
- Pastoral Leader and Parent Involvement Worker to offer support and have further discussions with parents of the bully about the problems and discuss ways of helping the bully to change their behaviour.
- Pastoral Leader continues to monitor the situation and keep both parents informed.
- Pastoral Leader logs the action taken to address the bullying on CPOMS and alerts key staff so they are aware of situation.

Stage 4

- The Headteacher will call a meeting between all parties to resolve the problem.

The ultimate step can be exclusion from school. The Headteacher may override these stages and intervene at an earlier opportunity depending on the severity of the incident.

Bullying outside school

Headteachers have the legal power to make sure that pupils behave outside the school premises. This includes bullying that happens anywhere off the school site. School staff can also choose to report bullying to the police or local council.

Strategies to prevent bullying

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through our SCARF Curriculum, assemblies, as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. An annual 'Anti-bullying Week' is held to further raise awareness. E-safety is an important part of the Curriculum and information for parents is included in newsletters and on the School's website. E-safety workshops are held to raise parents' awareness of cyberbullying. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied. Staff and governors are trained in preventing and managing any incidents of bullying.

We aim to prevent bullying through a pro-active approach, using the following strategies:

- Bullying will be defined by the STOP acronym. **Several Times and On Purpose. STOP.**
- The school takes part in Anti-Bullying Week each year.

Adults will:

- model respectful behaviour
- be vigilant for signs and symptoms of bullying and take action
- be available and willing to listen – treat the information seriously
- record each incident precisely and be seen to do this.
- record on CPOMS and alert key staff
- make contact with the parents of the bullied child and the bully
- offer the victim immediate support and help by putting the school's procedures into operation
- stop all observed incidents of bullying immediately
- use all children as a positive resource in countering bullying through discussion in lessons
- help the child who is bullying to become aware that his/her actions are considered to be bullying and that these are harmful to the victim
- ascertain wherever possible the reasons why he/she bullies others and help the child who is bullying resolve his/her problems
- break up groups of children who bully by not allowing them to play, sit, eat etc together.

Children will:

- understand their rights and respect the rights of others
- learn about bullying and strategies to prevent or protect themselves from bullying through PHSE and SCARF units of work
- learn what to do it if they witness / experience any form of bullying

- learn that people bully others for a variety of reasons, and that laughing at or ignoring bullying can lead to further bullying

In any case of alleged bullying, either the class teacher, Senior Leader or Pastoral Leader should first establish the facts, and build an accurate picture of events over time, by speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.

Removals from Class:

What is it?

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. Work will be provided by the class teacher so that the pupil's education can continue, in a supervised place. Removal from the classroom is considered a serious sanction. It is only used when necessary and once other behavioural strategies in the classroom have been attempted unless the behaviour is so extreme as to warrant immediate removal.

Parents are informed on the same day if their child has been removed from the classroom and the removal will be logged on CPOMS.

When should this happen?

Removal can only be used for the following reasons:

a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption.

b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and

c) to allow the pupil to regain calm in a safe space.

Where will the pupil complete the removal from class?

This will vary according to which key stage the child is in. Children from class will be taken to a suitable space where learning can continue when appropriate. This will be supported by SLT.

How long should they be removed for?

Children will be removed from class, only whilst they are still a threat to their own safety, the safety of others or show signs that they are still distressed or highly emotional. Before returning to class, the person supporting the pupil should complete a 'feelings check' and ensure that there are no residual unresolved issues or repressed feelings which could potentially ignite the situation again. This period of transition may include playing a game or completing a social activity. Pupils should not be removed from classrooms for prolonged periods of time without the explicit agreement of the Head Teacher. These pupils should be given extensive support to continue their education including targeted pastoral support aimed to improve behaviour so they can be reintegrated and succeed within the mainstream school community as quick as possible.

What is not classed as removal from class?

Some pupils are taken to the Sensory Room or other school facilities for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response – this is not removal from class.

Who will be informed?

The parents/ carers will be informed and also, the social worker if the child is on a Child Protection or Child in Need plan. If the pupil is looked-after, their Personal Education Plan will be appropriately reviewed and amended.

Use of Reasonable Force:

The school takes advice from the DfE's Use of reasonable force and is always a last resort. In cases where a child's behaviour poses immediate risk/harm or disruption, and they are not responding to de-escalation techniques or instructions, they may need to be controlled or restrained through reasonable force to prevent them from hurting themselves, 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. All incidents, where reasonable force has been used, will be logged with a Designated Safeguarding Lead and parents informed. In any case, reasonable force will not be used as a form of sanction/punishment.

Pupils with complex needs:

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. This may be individualised reward charts, differentiated curriculum offer etc. The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for the child. It is essential that levels of good behaviour and positive behaviour for learning are maintained for all children in school. Acts of continual violence or disruption will not be tolerated as the school has a duty to ensure the education of all children is not disrupted.

Exclusions:

In the event of an exclusion we follow the DFE guidance:
https://www.gov.uk/government/publications/school-exclusion

Roles and responsibilities

Senior Leadership Team

- The SLT is responsible for reviewing this behaviour policy in conjunction with the Governing Body. The headteacher will also approve this policy.
- The SLT will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.
- The SLT will also offer appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who

require it, so they can fulfil their duties set out in this policy. They will also ensure this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary. They will also ensure that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils.
- Establishing and maintaining clear boundaries of acceptable pupil behaviour.
- Implementing the behaviour policy consistently.
- Modelling expected behaviour and positive relationships.
- Communicating the school's expectations, routines, values and standards through teaching and in every interaction with pupils.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations.
- Recording behaviour incidents on CPOMS.
- Challenging pupils to meet the school's expectations.

The senior leadership team will support staff in responding to behaviour incidents.

Parents and Carers

Parents are expected to:

- Get to know the school's behaviour policy and offer support to decisions made in accordance with this policy.
- Support their child in adhering to the pupil code of conduct and the behaviour policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions).
- Take part in the life of the school and its culture.
- Ensure that their child is able to wear the correct uniform at all times.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupil code of conduct

The school's behaviour approach is based on the principles of SCARF and Restorative Practice. This allows the children to learn how to behave acceptably in and around school.

Pupils are expected to:

- Help to create an environment in which trust, kindness and respect are valued by all.
- Recognise the importance of SCARF (the traits of safety, caring, achievement, resilience and friendship) through compassion, consideration, co-operation and courtesy.
- Be encouraged and praised for good work and behaviour.
- Become self-disciplined.
- Show respect for all adults and other pupils of the school community.
- Accept responsibility for their own behaviour and for the decisions they make.
- Appreciate the importance of adhering to rules.
- Respect the environment and other people's property.
- Show respect to members of staff and each other.
- In class, make it possible for all pupils to learn.
- Move quietly around the school.
- Treat the school buildings and school property with respect.
- Accept sanctions when given.

This policy will be reviewed every two years or earlier if necessary.
September 2028

Mr. J Travers

Executive Headteacher

Approved by:
LGB Date:
September 2026
Last reviewed
on: September
2026 Next
review due by:
September 28



J Mercer (Chair of Governors)