



**LIONHEART**  
EDUCATIONAL  
TRUST

**BEHAVIOUR POLICY - PRIMARY**

**This policy applies to all primary schools within  
the Lionheart Educational Trust**

**Approved by the Trust**

**September 2023 – September 2024**



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## 1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

## 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

## 3. Definitions

### Expected behaviours

Expected behaviours are behaviours that follow the 6Rs in school (Reciprocity, Respect, Responsibility, Resilience, Resourcefulness, Reflection), both in learning environments and during unstructured times. Staff consistently look for examples of expected behaviours and reinforce these through positive language at every opportunity.

We ask our children to follow 3 Golden Rules:

Be Ready, Be Respectful, Be Safe

**Misbehaviours** will require reminders and redirection and are defined as:

- Not following the 6Rs
- Not respecting people or property
- Not being responsible for their actions
- Not being resilient in their learning and effort



**Serious misbehaviour** will lead to a sanction and be documented. This is defined as:

- Repeated breaches of the 6Rs
- Any form of bullying including online
- Peer on peer abuse
- Vandalism
- Theft
- Fighting and aggression
- Swearing
- Racist, sexist, homophobic or discriminatory behaviour

## 4. 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:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, 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



Details of the approach to preventing and addressing bullying are set out in the Trust's Primary anti-bullying strategy/policy.

## 5. Roles and responsibilities

The Trustees are responsible for approving this policy. The LGB is responsible for monitoring this behaviour policy's effectiveness and holding the principal to account for its implementation.

### 5.1 The Head of School

The Head of School is responsible for reviewing and implementing this behaviour policy.

The Head of School 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.

### 5.2 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils (including personal communication plans)
- Documenting behaviour incidents

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

### 5.3 Parents

Parents are expected to:

- Support their child in following the 6Rs
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## 6. Rewards and sanctions

### 6.1 Rewards and sanctions

In the Lionheart Educational Trust our behaviour expectations are based around the 6 R's (Reciprocity, Respect, Responsibility, Resilience, Resourcefulness, Reflection). Firstly, we teach children, they must respect their Teachers, other adults and each other. These rules are supported by a rewards and sanctions system designed to encourage pupils to make positive decisions about their behaviours.

#### **Rewards**

In all schools, positive behaviour will be rewarded with:



- Verbal praise
- Individual achievement points
- House points
- Weekly recognition certificate
- Half termly letter of recognition from the Head of School
- Special recognition awards

### **Sanctions**

In all schools, negative behaviour will be sanctioned through a staged process and recorded where appropriate through our online monitoring system:

Stage One – Verbal Reminders/Redirection/Reflection

\*Stage Two – Behaviour point issued and recorded leading to time out/reflection

Stage Three – Senior Leaders/Head of School/Parents informed

*\*Stage two behaviour severity will impact on stage three action*

**Other sanctions** used by the school in response to unacceptable behaviour include:

- Expecting work to be completed at break or lunchtime
- Letters or phone calls home to parents
- Internal isolation

### **Isolation**

We use internal isolation spaces at all schools in the Trust in response to serious or persistent breaches of this policy. Pupils may be internally isolated during lessons if they are disruptive, emotionally distressed and/or in need time out of the busy classroom environment. They will use this time to self-regulate, reflect or to complete the same work as they would in class.

### **Lunchtime behaviour rewards and sanctions**

In the Lionheart Educational Trust our behaviour expectations remain consistently high. High expectations of behaviour should continue across all times of the school day.

As outlined in the EEF guidance linked to behaviour we use a staged approach throughout the lunchtime period:

#### **Staged rewards**

Stage one – Use of rewards for desired behaviours and traits

Stage two – Lunchtime praise certificates issued by lunchtime staff

Stage three – Half termly rewards for children consistently demonstrating the 6 Rs

#### **Staged sanctions**

Stage one – Verbal Reminders/Redirection

Stage two – Time out/Reflection with lunchtime staff

Stage three – Serious misbehaviours referred to on call SLT member



## 6.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip.

## 6.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head of School will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for dealing with allegations of abuse against staff and for more information on responding to allegations of abuse.

The Head of School will also consider the pastoral needs of staff accused of misconduct.

# 7. Behaviour management

## 7.1 Classroom management

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 pupils to be engaged
- Display the 6Rs prominently throughout the learning environments
- Have displays promoting character strengths and successes
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement
  - Giving praise for good work and behaviour

## 7.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:



- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be documented and reported to parents

Following an incident, when restraint has been required as a result of a dynamic risk assessment, a positive communication plan will be written to outline the steps to be taken to de-escalate crisis behaviours and reduce the need for restraint in the future.

### 7.3 Mobile Phones

In the Lionheart Educational Trust, we know mobile phones are a significant distraction for children, and so we encourage you to keep your child's phone at home during the school day. If you feel your child needs a phone during the day please know that mobile phones should be **switched off** and should be **stored out of sight**. If a pupil gets a mobile phone out of their bag, it will be confiscated immediately. It will be returned to parents and guardians when they come into school to collect the phone.

### 7.4 Use of CCTV

The LET uses CCTV in some of the schools. This is to maintain the security of the premises and for discouraging and investigating crime. It is also used to deter antisocial behaviour and for the purposes of student, staff and public safety. The Trust may use images obtained by CCTV for discipline purposes.

### 7.5 Pupil support

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. Adjustments to routines will be made for pupils with additional needs, where appropriate and reasonable, to ensure that all pupils can meet behavioural expectations.

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.

If indicated, a personal communication plan may be drawn up, considering the pupil's voice, their parent(s)/carers voice and information from school and external agencies. This may include a risk assessment linked to dysregulated behaviours, specifying physical restraint practices if indicated.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.



## 8. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## 9. Training

All staff within the Trust are provided with training on managing behaviour, in line with this policy and school procedures.

Behaviour management will also form part of continuing professional development.

## 10. Monitoring arrangements

This behaviour policy will be reviewed by the Head of School and Trust Board annually. At each review, the policy will be approved by the Trust Board.

## 11. Links with other policies

This behaviour policy is linked to the following policies:

- Suspension & Exclusions policy
- Safeguarding policy including peer on peer addendum
- Anti-bullying policy