



Leven CE Primary School **Behaviour Policy** **2025-2026**

Rationale

At Leven CE Primary School, our positive behaviour policy is shaped by our vision to promote and celebrate all that is good in every individual within our community. Positive behaviour is essential not only for nurturing respectful relationships but also for creating a safe, inclusive, and effective learning environment for all children.

Our chosen key Christian values – kindness, respect, and perseverance – are at the heart of our positive and nurturing approach and underpin our relationships with others and our everyday practice. We expect all members of our school community to uphold the worth of everyone and to treat everyone with dignity.

Children are encouraged to be respectful and kind towards others and to understand, at an age-appropriate level, the impact of their words and actions. Positive behaviour is celebrated and recognised, reinforcing our school values and creating a supportive environment where every child can flourish.

When a child makes an unwise behaviour choice, there are clear systems in place to address this fairly and consistently. Children are given opportunities to reflect and learn through restorative practice, a key approach that helps them understand the impact of their behaviour and take steps to repair relationships with themselves and others.

We work in partnership with parents and carers to support children in making positive behaviour choices and developing self-awareness. Our approach ensures that every child feels valued, included, and safe, and that our school community remains a place of dignity, respect, and kindness for all.

Ethos

In line with our vision, the highest standards of behaviour are expected from all pupils during lessons and throughout the school day. These standards are clearly communicated and understood by pupils, parents and carers, governors, staff, and volunteers. As a community, we actively promote and celebrate positive behaviour, living out our vision in everyday practice.

Praise, rewards, positive reinforcement, and setting good examples are central to encouraging excellent behaviour. Sanctions are only considered after these proactive strategies have been employed, ensuring our approach is positive, preventative, and supportive rather than reactive.

We encourage pupils to aspire to the highest levels of achievement academically and socially. By developing independence, confidence, resilience, and reflective learning, children can fulfil their



potential and make meaningful contributions to their community. Positive behaviour supports personal development, well-being, and effective learning.

Our children are encouraged to develop friendships and positive relationships based on kindness, respect, and open-mindedness, embracing diversity and celebrating differences in ability, culture, and faith. We aspire for our children to be resilient, confident, reflective learners who aim high and are well-prepared for the next stage of their learning journey.

From the very beginning, children learn behaviour through excellent role models. All staff demonstrate behaviours that promote safety, happiness and effective learning, providing children with clear examples of how to behave appropriately and respectfully in all areas of school life.

Definition of Key Terms

To ensure clarity and consistency, the following key terms are used throughout this policy:

- **Misbehaviour** – Behaviour that does not meet the school's expectations, disrupts learning, or negatively affects the wellbeing of others.
- **Serious Misbehaviour** – Behaviour that is persistent, intentional, or causes significant harm to others, the school community, or property.
- **Unacceptable Behaviour** – Behaviour that is dangerous, illegal, or wholly contrary to the school's values.
- **Reasonable Force** – Any use of physical intervention by staff to control or restrain pupils, used only when necessary to prevent harm. It must be proportionate, appropriate, and the minimum required.
- **Prohibited Items** – Items that must not be brought to school because they may cause harm or disrupt learning.
- **Amber Behaviours** – Minor misbehaviour that requires reflection and restorative support.
- **Red Behaviours** – Serious misbehaviour that requires formal intervention, parental involvement, and possible escalation.
- **SEND (Special Educational Needs and Disabilities)** – A pupil has SEND if they have learning difficulties or disabilities that make it harder for them to access education or manage behaviour, requiring additional support or adjustments.
- **Part-Time Timetable** – A temporary reduction in school hours used only in exceptional circumstances to support a pupil's wellbeing, reintegration, or learning, with a clear time limit and regular review.

Aims

As a well-mannered, considerate, and restorative community dedicated to learning and playing together positively, we aim to:

- Encourage all children to be proud of themselves and our school.
- Promote good manners, self-discipline, and personal responsibility in a safe and secure environment.
- Foster resilience, confidence, and self-esteem through restorative practice and reflective learning.
- Promote respect, tolerance, equality, and inclusiveness at all levels.



- Provide opportunities for all children to experience success and engage meaningfully in all aspects of school life.
- Foster positive relationships between pupils, staff, and the wider school community, supporting constructive conflict resolution.
- Ensure that every child feels valued, safe, and supported, and able to flourish academically, socially, and emotionally.
- Encourage positive behaviour as the foundation for effective learning, personal development, and well-being.

Adults in School

As adults working within Leven CE Primary School, we recognise that our behaviour directly impacts children's learning, well-being, and behaviour. Therefore, we will:

- Be positive, cheerful, and approachable while holding high expectations.
- Act as role models, demonstrating kindness, respect, and perseverance.
- Be polite, calm, and fair, demonstrating assertiveness when necessary.
- Show empathy, encouragement, and responsiveness towards all children and parents/carers.
- Maintain professionalism, setting clear boundaries while providing a safe and supportive environment.
- Be non-judgemental, realistic, and consistent in our expectations and practice.
- Work collaboratively with colleagues, parents, and carers to support positive behaviour and effective learning.

Children in School

As children learning at Leven CE Primary School, we will:

- Be proud of everyone's achievements and celebrate each other's successes.
- Show kindness and respect to all members of the school community.
- Be prepared to have a go, take risks, and persevere when faced with challenges.
- Listen to and respond positively to the requests and instructions of all adults in school.
- Take responsibility for our mistakes, reflect on them, and learn from them.
- Work well with others, valuing different ideas and opinions.
- Be fair in our actions and decisions, helping everyone feel included and safe.

Parents and Carers

As parents and carers of children at Leven CE Primary School, we will:

- Support the school's rewards and sanctions system.
- Accept that all children make mistakes and recognise the wide range of personalities, abilities, and learning needs in the school community.
- Respect and support the professional judgement of staff.
- Work in partnership with the school to support our child's learning, development, and positive behaviour.
- Model respectful, kind, and responsible behaviour at home.
- Support our child in understanding the impact of their actions and learning from mistakes through restorative approaches.
- Communicate openly with school staff and provide constructive feedback when needed.



Governors

As representatives of the Governing Body at Leven CE Primary School, we will:

- Review the Behaviour Policy in conjunction with the Headteacher.
- Approve the Behaviour Policy and ensure it reflects the school's vision, values, and restorative approach.
- Monitor the effectiveness of the policy and its impact on pupils' learning, well-being, and behaviour.
- Hold the Headteacher accountable for the implementation of the policy.
- Support the school in promoting positive behaviour and ensuring a safe, inclusive, and respectful environment for all members of the school community.
- Contribute to the ongoing review and development of the policy to ensure it remains effective and up to date.

Behaviour and Safety Conduct Around the School

All children at Leven CE Primary School are expected to behave in a kind, respectful, and responsible manner towards others and themselves. To ensure a safe and positive environment, children are expected to:

- Show respect and demonstrate good manners towards staff, visitors, and each other.
- Respect their own and other people's property and take care of books, equipment, and school resources.
- Actively engage in lessons, showing commitment to their own learning and respect for the learning of others.
- Follow the instructions of all adults in school straight away.
- Walk calmly inside the school building and on paths around the school grounds.
- Take responsibility for their actions and report any grievances, concerns, or incidents of bullying to an adult.
- Use technology and social media safely and responsibly, showing respect for others online.
- Never engage in physical violence or retaliation; conflicts should be resolved constructively with adult support.
- Avoid using foul, abusive, or discriminatory language in school or online.
- Be punctual, in the right place at the right time, prepared, and ready to learn.
- Not bring items to school that could be dangerous, disruptive, or inappropriate, such as sharp objects, toys, or valuable personal items.

Promoting Responsible Attitudes

At Leven CE Primary School, the principles of Restorative Practice are promoted to help children develop empathy, honesty, acceptance, responsibility, and mutual accountability.

Children are encouraged to understand that while their actions may sometimes be wrong, they are still valued as individuals and can take steps to make things right. Restorative Practice supports children in repairing relationships, building trust, and maintaining a positive and caring school community.



Children are guided to reflect on the impact of their behaviour on others and to take responsibility for their actions. They are encouraged to address concerns either by speaking to the person involved or informing an adult.

Staff play a key role in facilitating restorative conversations, modelling empathy, responsibility, and respect, and helping children learn from their mistakes. Restorative principles are also used proactively to foster a positive culture, prevent conflict, and encourage responsible attitudes throughout school.

Restorative Practice Procedures

Restorative Practice at Leven CE Primary School is a key part of our approach to behaviour, supporting pupils to reflect on their actions, repair relationships, and learn how to make better choices. All restorative practice is carried out in line with our values of kindness, respect, and perseverance.

Purpose of Restorative Practice

- To help pupils understand the impact of their behaviour on others.
- To repair relationships between pupils and staff where harm has occurred.
- To encourage pupils to take responsibility for their actions and make positive changes.
- To promote a safe and supportive school environment.

When Restorative Practice is Used

- Following amber behaviours, as a first step to reflection and learning.
- After red behaviours, alongside sanctions if appropriate.
- For incidents between pupils, or involving staff, where relationships have been harmed.
- Where misbehaviour is linked to underlying issues, including SEND, wellbeing, or social difficulties.

Restorative Conversations – Step-by-Step

Restorative practice involves structured conversations, which may be conducted individually or in small groups, depending on the situation:

1. Setting the Scene

- Meet in a calm space.
- Explain the purpose: to understand, repair, and learn, not to punish.

2. Describe What Happened

- The pupil explains what happened from their perspective.
- Staff listen without judgement, asking clarifying questions.

3. Explore the Impact

- Discuss how the behaviour affected others: peers, staff, or the school community.
- Encourage empathy and reflection.



4. Take Responsibility

- The pupil identifies their role and acknowledges any harm caused.

5. Agree Actions to Repair Harm

- Pupils decide on actions to make amends, restore relationships, and prevent recurrence.
- This may include apologies, completing tasks, or supporting others.

6. Follow-Up

- Staff monitor progress and check-in with pupils to reinforce positive behaviour.
- Adjust support as needed for pupils with SEND or additional needs.

Roles and Responsibilities

- All staff are responsible for using restorative approaches consistently and fairly.
- Pupils are expected to engage honestly and respectfully in restorative conversations.
- Parents/carers may be informed and involved in follow-up where appropriate.

Monitoring and Review

- Restorative incidents are recorded and monitored to identify patterns of behaviour.
- Outcomes are reviewed to ensure pupils learn and progress, and strategies are adjusted if needed.

Rewards and Consequence System

At Leven CE Primary School, our rewards and consequences system is designed to reinforce positive behaviour, support learning, and uphold our Christian values of kindness, respect, and perseverance. All children are encouraged to make choices that reflect these values, both in and out of the classroom.

Outstanding Gold Behaviours

- Outstanding conduct around school
- Excellent manners
- Outstanding effort in work
- An 'over and above' act of kindness

Rewards

- Name on the gold star in the classroom
- Name in the Gold Book
- Praise in the weekly Celebration Worship

Expected Green Behaviours

- Showing effort in work and neat presentation
- Being in the right place at the right time
- Helping or supporting others
- Good manners and following instructions first time
- Kindness, calm voice and calm body
- Looking after equipment and keeping the school tidy



Rewards
<ul style="list-style-type: none">• Verbal praise and a sense of pride• Dojos and access to the Dojo shop• Recognition for consistent positive behaviour in class and around school
Concerning Amber Behaviours
<ul style="list-style-type: none">• Lack of concentration or focus on work• Ignoring instructions or not following them first time• Rough play or being unkind the first time• Answering back the first time• Running or being noisy in the corridors
Consequences
<ul style="list-style-type: none">• Amber form issued• Report to Headteacher with amber form• Restorative Practice session at break time to reflect and repair relationships• Encouragement to make positive choices and improve behaviour
Unacceptable Red Behaviours
<ul style="list-style-type: none">• Physical or verbal aggression towards adults or pupils• Bullying• Intentional vandalism• Consistent refusal to work or follow instructions• Intimidating others• Inappropriate language• Spitting or stealing
Consequences
<ul style="list-style-type: none">• Red form issued• Report to Headteacher with red form• Restorative Practice session at break time• Loss of playtime and eating lunch with the Headteacher• Phone call home
Additional Support <p>If negative behaviour continues over a longer period, the child may be placed on an Individual Behaviour Plan to provide additional support. Where misbehaviour is recurring and these plans have not led to improvement support may be sought from the Educational Psychologist or the Local Authority Behaviour Support Team. All interventions aim to support children in making positive choices and repairing relationships.</p>
Monitoring and Reporting <p>Leven CE Primary School is committed to monitoring behaviour consistently to support a safe, respectful, and positive learning environment. Monitoring and reporting help staff to identify patterns, provide support, and review the effectiveness of the behaviour policy.</p>
Recording Negative Behaviour



- Only negative incidents (amber and red behaviours) are formally recorded.
- Each child has an individual recording sheet in the behaviour folder where any amber or red incidents are logged.
- Entries include date of the incident, pupils involved, and description of the behaviour.

Monitoring Patterns of Behaviour

- Records are reviewed regularly to identify trends, recurring issues, or pupils in need of additional support.
- Patterns may inform: Individual Behaviour Plans, SEND support strategies, targeted interventions for individuals or groups, and whole-school improvement strategies.

Reporting

- Staff report serious incidents immediately to the Headteacher or senior staff.
- Parents/carers are informed as appropriate, especially about repeated or serious incidents.
- Termly behaviour reports are provided to governors to monitor policy effectiveness and inform school improvement.

Review and Evaluation

Behaviour data is reviewed termly to:

- Evaluate the effectiveness of sanctions and restorative strategies.
- Ensure consistent application of the policy.
- Identify training needs for staff.
- Inform of any updates to the behaviour policy.

Communication with Parents

Leven CE Primary School recognises that working in partnership with parents and carers is essential to promoting positive behaviour and supporting pupils effectively. We are committed to open, honest, and timely communication.

Staff regularly share positive news about children's achievements, good behaviour, and progress through:

- Dojos
- Verbal comments at drop-off or collection
- Celebration Worship acknowledgements

Celebrating positive behaviour helps build strong home-school relationships.

Parents/carers are informed when their child is involved in repeated or serious incidents.

Communication will be by phone call from the class teacher. Amber and red incidents are logged on the child's recording sheet, and this record may be shared with parents/carers when appropriate.

When behaviour concerns persist, parents/carers will be invited to discuss support strategies. The school may:

- Agree shared strategies between home and school.



- Involve the SENCO if additional needs are identified.
- Work with external agencies if necessary.

Parents/carers are expected to support the school's behaviour policy and work in partnership to help their child improve.

All communication is carried out in the spirit of restorative practice, empathy, and respect. The school values parents/carers as partners and seeks to ensure they feel informed, listened to, and involved.

The House System

The House System at Leven CE Primary School encourages teamwork, responsibility, and a sense of community among children. Belonging to a house helps children feel part of the wider school family and supports the development of our core values: kindness, respect, and perseverance. The names of the house teams were chosen by the School Council, giving children ownership and a sense of pride in their houses.

All staff award Dojo points, which are recorded on Class Dojo. These points contribute to both individual recognition and the overall success of each house. Each week, the total number of Dojos collected by each house is collated and announced in Celebration Worship, and a reward is given to the winning house at the end of each full term.

Children also participate in house events, including singing, art, and sports, to develop teamwork, collaboration, and a sense of responsibility to their peers. These activities provide opportunities for children to reflect on their contributions, celebrate achievements and celebrate positive behaviour both in and out of the classroom.

Behaviour at Lunchtime

The school's behaviour system and associated rules apply at all times of the day, including lunchtime, reflecting our core values of kindness, respect, and perseverance.

Lunchtime supervisors encourage positive behaviour by using the language of green behaviours. Children who demonstrate these behaviours are rewarded with Dojo coins, which can be exchanged for Dojos in the classroom, contributing to both individual recognition and their house team.

If a child's behaviour is concerning, they are given a warning. Continuing misbehaviour leads to an amber form, and the children will report to the Headteacher for a Restorative Practice session to reflect on the impact of their actions and repair any harm caused. For more serious or repeated misbehaviour, a red form is issued, followed by a restorative session with the Headteacher. Parents/carers are informed when a red form is issued.

Each half-term, lunchtime supervisors select two children from each year group who have demonstrated excellent behaviour and manners. These children receive a special certificate in



Celebration Worship and enjoy a special lunch on the Golden Table with the Headteacher, celebrating their positive contribution to the school community.

Lunchtime supervisors also encourage children to take responsibility for their actions, make positive choices, and help maintain a safe, friendly, and inclusive lunchtime environment.

Safeguarding

Leven CE Primary School recognises that changes in a pupil's behaviour may indicate that they need support or may be at risk of harm. Behaviour should always be considered in context, and poor behaviour may sometimes signal that a child requires help rather than simply reflecting poor choices.

All staff are trained to be vigilant and to recognise potential safeguarding concerns. Where there are indications that a pupil may be suffering, or is likely to suffer significant harm, staff will follow the school's Child Protection and Safeguarding Policy. Appropriate actions may include providing pastoral support, initiating an early help intervention, or making a referral to children's social care.

Any suspected child-on-child abuse will be treated seriously and managed in line with the school's Child Protection and Safeguarding Policy, ensuring the safety and well-being of all pupils.

Recognising the Impact of SEND on Behaviour

Leven CE Primary School recognises that a pupil's behaviour may sometimes be influenced by a special educational need or disability (SEND). While not all misbehaviour is linked to SEND, staff will consider each incident on a case-by-case basis, ensuring that responses are fair, supportive, and inclusive, in line with our values of kindness, respect, and perseverance.

When dealing with misbehaviour from pupils with SEND, the school balances its legal duties, including:

- Taking reasonable steps to avoid causing substantial disadvantage to a disabled pupil (Equality Act 2010).
- Using best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014).
- Securing the provisions set out in the Education, Health and Care (EHC) Plan, and cooperating with the local authority and other relevant bodies.

To meet these duties, the school anticipates likely triggers of misbehaviour and implements preventative support tailored to the individual pupil. This may include:

- Short, planned movement breaks for pupils who find it difficult to sit still for long periods.
- Adjusted seating plans to accommodate visual or hearing impairments.
- Staff training to understand specific conditions, such as autism.
- Access to calm spaces where pupils can regulate their emotions during sensory overload.

Restorative practice and positive behaviour strategies are adapted to meet the needs of pupils with SEND, helping them reflect on their behaviour, repair relationships, and develop self-regulation



skills. Staff work consistently to implement these strategies and, where appropriate, collaborate with families and external specialists to support positive outcomes for all pupils.

Applying Sanctions for Pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will carefully consider:

- Whether the pupil was unable to understand the rules or instructions.
- Whether the pupil was unable to act differently at the time because of their SEND.
- Whether the pupil is likely to behave aggressively due to their SEND.

If the answer to any of these questions is yes, it may be unlawful for the school to impose the standard sanction. In such cases, staff will assess whether it is appropriate to use a sanction and, if so, determine any reasonable adjustments needed to ensure fairness and support for the pupil.

All decisions regarding sanctions are made in line with our values of kindness, respect, and perseverance, and aim to support the pupil in understanding the impact of their behaviour. Restorative conversations and positive behaviour strategies will be used wherever possible to help pupils reflect, repair relationships, and learn from their actions.

Where appropriate, the school will work with families and external specialists to ensure that any adjustments to sanctions meet the individual needs of the pupil and promote positive outcomes.

School Attendance and Part-Time Timetables

All pupils of compulsory age are entitled to a full-time education. In very exceptional circumstances, a temporary part-time timetable may be put in place to meet an individual pupil's needs, for example as part of a re-integration plan.

Part-time timetables are never a long-term solution. They are only used to support the pupil's well-being, learning, and successful reintegration into full-time education, and are considered after all other strategies to support positive behaviour and inclusion have been explored. Such arrangements aim to prevent suspensions or permanent exclusions wherever possible.

Any part-time timetable or pastoral support programme will:

- Have a clear time limit, by which point the pupil is expected to attend full-time or be provided with alternative provision.
- Be regularly reviewed to monitor progress and ensure the pupil's safety and learning needs are met.
- Be agreed in consultation with parents/carers and relevant professionals.

The legal requirement is that a pupil resumes full-time education by the fourteenth week. The school will ensure that all part-time arrangements are used thoughtfully, fairly, and in the best interests of the child.

Suspension and Permanent Exclusions



Leven CE Primary School may use suspension or permanent exclusion in response to serious incidents or persistent poor behaviour that has not improved despite the use of in-school sanctions, interventions, and restorative approaches. Such measures are always considered a last resort.

The decision to suspend or permanently exclude a pupil is made by the Headteacher and is guided by the school's values of kindness, respect, and perseverance, ensuring the safety and wellbeing of all pupils and staff.

All suspensions and permanent exclusions are carried out in accordance with statutory guidance, safeguarding requirements, and principles of fairness and due process. Parents/carers are informed immediately of any suspension or permanent inclusion, and the school provides support to help the pupil reflect on their behaviour and, where appropriate, reintegrate successfully into school.

Confiscation

At Leven CE Primary School, staff may confiscate any prohibited or harmful items to ensure the safety, wellbeing, and positive learning environment of all pupils and staff. Confiscated items will usually be returned to parents/carers, unless the item is illegal, in which case advice from the police will be sought.

Staff may also confiscate any item they reasonably suspect could:

- Cause harm to a pupil or staff member.
- Be misused to commit an offence.
- Disrupt school discipline or learning.

Items that should not be brought to school include, but are not limited to:

- Chewing gum, fizzy drinks, or high-energy drinks.
- Glass bottles, including perfume bottles.
- Jewellery, except a watch and one pair of plain stud earrings.
- Aerosol cans, correction fluid, permanent marker pens, or make-up.
- Unnecessary money or expensive items.
- Cigarettes, matches, lighters, fireworks, e-cigarettes, or liquids for these.
- Mobile phones (except for Year 4/5/6 children with permission to walk home alone; these must be handed in at the office on arrival and must not be used on school premises).
- Balaclavas.
- Any items that are illegal to possess, inappropriate for the child's age, or inappropriate for the school environment.

Parents/carers will be informed when an item is confiscated, and the reasons for its removal will be explained.

The Use of Reasonable Force

Leven CE Primary School has a duty of care to ensure the safety and wellbeing of all pupils and staff. Staff also have a duty to protect pupils and take action to prevent harm.



Reasonable force is used only when necessary to keep pupils or staff safe. It must always be proportionate, appropriate, and the minimum required to manage the situation. Reasonable force may involve a degree of physical contact to control or restrain pupils and is defined as 'using no more force than is needed'.

Reasonable force may be used in situations such as:

- To physically separate pupils who are fighting, when verbal instructions have not been effective.
- To prevent a pupil from harming themselves, others, or property.
- To manage a pupil who is being violent or causing significant disruption.

Reasonable force will not be used to remove a pupil from a classroom unless they are posing a risk to others or themselves.

Staff will always consider the needs of pupils with SEND or disabilities, making reasonable adjustments to reduce risk and respond appropriately to triggers. De-escalation strategies and verbal interventions should be used wherever possible before physical intervention is considered.

All incidents involving reasonable force must be recorded in line with school procedures, and parents/carers will be informed. Staff are expected to act professionally, calmly, and in line with the school's values of kindness, respect, and perseverance at all times.

Behaviour Outside of School Premises

Leven CE Primary School has the power to sanction pupils for misbehaviour outside of school premises to the extent that it is reasonable and proportionate. This includes, but is not limited to behaviour that occurs:

- On a school-organised or school-related activity.
- While travelling to or from school.
- While wearing school uniform.
- That has repercussions for the orderly running of the school.
- That poses a threat to another pupil.
- That could adversely affect the reputation of the school.
- During online activity or social interactions outside school that could impact the school community.

Sanctions for off-site behaviour will be applied in the same way as for behaviour within school, considering the context and circumstances. Where appropriate, restorative conversations, support, and learning-focused interventions will be used to help pupils reflect on their actions and understand their impact.

All pupils are expected to uphold the school's values of kindness, respect, and perseverance always, ensuring their behaviour contributes positively to the safety, wellbeing, and reputation of the school community.



Online and Digital Behaviour

At Leven CE Primary School, we recognise that children's behaviour online is as important as their behaviour in school. The same expectations of kindness, respect, and perseverance apply in digital spaces, whether pupils are using school devices, or engaging in communication outside of school.

Expectations of pupils:

- Pupils must use school devices responsibly, respectfully, and safely.
- Pupils must not use technology to cause harm, upset, or distress to others. This includes all forms of online bullying or harassment.
- Pupils must not share personal information or images of themselves or others without permission.
- Pupils must not access, share, or create inappropriate, harmful, or illegal material.
- Pupils must follow staff instructions when using devices.

The school teaches digital citizenship and online safety as part of the computing and PSHE curriculum. The school monitors the use of its systems and may act if inappropriate use is detected. Concerns about online behaviour that occurs outside of school (e.g. at home, on social media) will be taken seriously if they:

- Affect the welfare of pupils.
- Impact learning.
- Bring the school into disrepute.

Misuse of school devices will be dealt with in line with the Rewards and Consequences System. Serious or repeated misuse may result in restricted access to school devices or networks. Where online behaviour involved bullying, threats, or illegal activity, parents will be informed, and the school may involve external agencies such as the Local Authority or the Police.

Parents/carers are expected to monitor their child's online activity at home, including the use of mobile phones, social media, and gaming platforms. The school will provide guidance and support to parents to help promote safe online behaviour.

Appeals and Complaints

Leven CE Primary School is committed to applying this Behaviour Policy fairly, consistently, and transparently. However, we recognise that there may be occasions when parents/carers or pupils feel that a decision or action relating to behaviour has been unfair or requires review.

Appeals Process

If a parent/carer wishes to appeal a sanction, they should first discuss the matter with the class teacher. If the issue is not resolved, the parent/carer may request a meeting with the Headteacher. In the case of suspensions or exclusions, parents/carers have a statutory right to make representations to the governing body and, in some cases, to an Independent Review Panel, in line with DfE guidance.



Complaints Procedure

If a parent/carers feels that the Behaviour Policy has been applied unfairly or incorrectly, they may follow the school's Complaints Policy, which is available on the school website or from the school office.

All appeals and complaints will be dealt with promptly, fairly, and without prejudice. Pupils and parents/carers will be given the opportunity to share their views and will be treated with dignity and respect throughout the process. Outcomes will be communicated clearly and within reasonable timescales.

Reviewed: September 2025

Next Review: September 2026

Approved by Leven CE Primary School Governing Body: Pending Governor Approval