



St Leonards

St Andrews

Promoting Positive Behaviour and Relationships

Policy owned by:	Date last reviewed:	Date of next review:
Deputy Head (Pastoral)	September 2026	August 2027

Rationale

At St Leonards School we aim to encourage pupils to adopt the highest standards of behaviour, principles and moral standards. We aim to promote trust and mutual respect for everyone. We believe that good relations, kindness and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We develop qualities of team-work and leadership through the IB curriculum and an extensive programme of extra-curricular activities.

This policy is designed to support our school ethos that promotes high-quality teaching and learning in an environment of respect and collaboration. The implementation of this policy supports the fair and transparent treatment of all. Respectful and considerate behaviour is an essential element in the life of the school community. Learning can best take place in an environment which is safe, healthy, kind and free from prejudice, intimidation and fear. It is the duty of the school to promote positive behaviour, and to deal effectively with poor behaviour. Staff are central to this and act as role models who uphold the school values in a consistent manner. The following policy statements seek to outline the processes in place across the school.

General School Rules

The rules reflect the Pupil Code of Conduct and are kept to a minimum and exist for the safety and wellbeing of all.

- Respect and understand the needs of others
- Help and encourage others
- Be polite
- Be honest and fair
- Take responsibility for your actions and behaviours (accept consequences and put it right)
- Be respectful of others as you move around the school campus.
- Respect other people's property and that of the school
- Treat others appropriately and ensure others are included
- Be mindful that you represent the school and should do so in a positive manner.

The Role of Parents and Guardians

Parents are expected to work in partnership with the School to maintain high standards in approaches to learning and behaviour through:

- Ensuring their child is punctual to school, fully prepared for learning and adhering to uniform/dress code requirements;

- Actively encouraging their child to observe the School Rules.
- Actively supporting the School's procedures for acknowledging and celebrating pupils' success;
- Ensuring high levels of attendance for their child with absence for reasons other than ill health or other emergency circumstances, agreed with the school in advance.;
- Maintaining good communications with the School;
- Actively supporting the School when sanctions and support interventions are applied;
- Actively encouraging their child to show respect for school property.

The Jurisdiction of The School

Education is a joint venture, which involves the active cooperation of parents, pupils and the school. A day or boarding pupil who breaks the rules of the school or the law of the land during the school day, or at other times, when they are the responsibility and within the jurisdiction of the school, e.g. an evening social event, school matches or an organised trip, will be sanctioned by the school. This includes the use of ICT outside the school day or term time, which harms members of the school or brings the school into disrepute. If appropriate, the matter will be referred to the Police. If something impacts upon the school community in a negative manner, we will look to resolve this. The Head may take a view on infringements of the law of the land committed outside these times if they feel the pupil has brought the school into disrepute.

Strategies for the Promotion of Positive Behaviour

[Please see Appendix 1 for Strategies and policy specific to Kindergarten \(4-5 years\)](#)*

1. Rewards and Recognition

Certificates and Sports Colours are presented to pupils throughout the school year, these are a fantastic opportunity for us to recognise the talent and effort of pupils.

Assemblies provide a great opportunity to share our certificates but also give public praise to pupils and groups who merit recognition. We also use assemblies to highlight key issues within school such as school values and pupil behaviour. This includes visiting speakers.

Commendations are awarded at a number of levels across the school; specifically they can be awarded by Heads of Department, Deputy Heads and the Head. These are awarded Island points.

End of Year Awards and Prizes are our most public recognition of pupil success. They are awarded across all areas of the school curriculum, co-curriculum and finally many prizes are values based rather than achievement.

Pupil Voice and Leadership Opportunities are an essential part of the smooth running of the school and allow pupils to build confidence and resilience. There are a variety of roles of responsibility across the school including Junior School Captains, Island Captains in KG - Y6, Pupil Council Reps, Mentors in violence Prevention (MVP), Prefects, Senior Prefects, Deputy Heads of School and Heads of School. We take great pride in the strong pupil voice helping shape the future of the school.

Islands Harris, Lewis, Mull and Skye form our Kindergarten - Year 13 House system (not to be confused with Boarding houses). All pupils and staff are allocated an Island and given a wide range of opportunities throughout the school year to earn Island points, covering academic, sports, music and drama activities. There are rewards for the top Island at varying stages throughout the year and culminating in an overall Island winner in June.

2. Behaviour support/Consequences

Positive relationships between staff, pupils and families which are built on trust and respect are our first and most important tool to promote good behaviour in lessons and around school. Class teachers are responsible for developing excellent relationships with their classes and putting in place low level behaviour management strategies to give pupils clear boundaries and opportunities to “get it right”.

School Community Action/Service is an opportunity for pupils to reflect on their behaviour whilst giving something positive back to the school community.

Reflection time in school is used within the Junior School and allows children some quiet time to reflect on their behaviour, it is preceded or followed by a chat with their class teacher.

Behaviour books or charts are used in Years 3 - 6 and are a great tool to set some goals for our younger pupils and then class teachers can note feedback throughout the school day. Pupils take the book/chart home so it can be shared with their parents. Whilst this often happens after a moment of poor behaviour, the behaviour book/chart is also a great way for teachers to note and show pupils all the fantastic things they do when in school.

Conversations for the best are used in Years 7 - 13 between teachers and pupils. It is a first stage restorative practice giving space for children and young people to reflect on their behaviour or actions and consider how they can do things differently in the future.

Academic Support is used for pupils in Years 10 and above. It is used when pupils fail to meet deadlines or are not managing their school workload. This will result in a lunchtime or after school session with a member of staff who will support and help with a view to improving their situation.

Detention is used for pupils from Year 7 - 13. It is 25 minutes long and runs during lunchtime on three days of the week. They are awarded for a number of different reasons but often as a consequence of persistent low level errors of judgement, such as forgetting class materials or not completing homework. They are also given for more serious errors of judgement such as bullying or rudeness to staff. Parents will be informed via Engage if their son/daughter is placed into detention.

Period of Reflection, where possible/appropriate, pupils are given a period of reflection rather than a Suspension. For Day pupils this should be taken at home; for boarding pupils this will be undertaken within the boarding house and a pupil will lose privileges such as 'time in town'.

Boarding House Gating is used when a boarding pupil breaches the house or school rules and is asked to remain on campus for a set number of days. During this time, they may attend school lessons and activities, but are not permitted off campus for anything else.

Monitor Cards are used predominantly in Years 7 - 13 and are similar to a Behaviour Booklet. There are two colours:

White Monitor Card - These are given to a pupil each day by their tutor and should be returned to the tutor for discussion the next day in tutor time. Parents are not informed of this by the school and pupils are encouraged to take ownership and learn from past mistakes.

Blue Monitor Card - In principle the same as the White card but key differences are that the pupil will collect and return the card via their Head of Year and parents will be informed and asked to sign the card each evening.

Suspension

For major and significant offences, you will be asked to stay off school for a period of time decided by one of the Deputy Heads or the Head.

The following applies when a pupil is suspended: During the period of suspension, a suspended day pupil returns entirely to the care of their parents. In the case of a boarder, the pupil must either

- i. Return home to the care of parents
- ii. Reside with their UK guardian to be cared for there
- iii. Or, if the parent and/or guardian is unwilling or unable to look after the pupil, the school will arrange for the pupil to stay with an emergency guardian. The fees for this will be placed on the boarder's school account.

Under no circumstances will we agree to the pupil staying in an environment where they are not supervised by a responsible adult, regardless of the pupil's age.

Only in extreme travel restrictions or pupil ill health would the above arrangements for boarders not apply. If the family of a suspended pupil refuses to adhere to the above, the pupil will cease to be a pupil at St Leonards with immediate effect.

Withdrawal

There are occasions when the Head may give parents the opportunity to withdraw their child rather than them being expelled. This offer is at the discretion of the Head.

Expulsion

The Head will instruct the pupil to leave the school.

Years 1 - 6 Consequence Schedule

Level	Level Descriptor	Examples (not exhaustive)	Consequences	Actioned by	Who Informed	Appeal by Parent
1	Low level non - Co-operation or Disruption	- Uniform infringements - Poor manners - Lack of courtesy/respect - Ignoring simple requests/instructions from any adult	- Verbal guidance - Reflection Time during break/play - School Community Action for breaktime	School Day infringements are dealt with by teaching staff	Class teacher	Assistant Head of JS
2	Frequent disruption or one-off significant non-physical disruption/ pastoral misconduct	- Extreme rudeness to fellow pupils - Inappropriate behaviour towards a fellow pupil - Aggressive behaviour - Rudeness to a member of staff, or another adult on school premises	- Communication with parents - Restorative conversation - Reflection Time during break/play The below may also be implemented; - Behaviour booklet - Loss of Activities - Loss of school representation opportunities - e.g. not available for matches - Request home support - Meet to devise goals to improve behaviour	Class teacher / Assistant Head /	- Class teacher - AHJS - Parent - Head of JS	Head of JS
3.1	Pastoral Misconduct First/Second offence -	- Bullying - Misuse ICT - Physical aggression - Inappropriate personal behaviour - Absconding from class	- Period of reflection at home for half a day - Meeting with parents and AHJS - Restorative conversation - Support measures put in place and progress monitored	AHJS	- Class teacher - AHJS - Parent - Head of JS	Head of JS
3.2	Pastoral Misconduct Persistent offences -	- Bullying - Misuse ICT - Physical Aggression - Inappropriate personal behaviour - Absconding from class	- Period of reflection for a full day - Meeting with parents and AHJS/HJS - Restorative conversation - Support measures put in place and progress monitored	AHJS / Head of JS	- Class teacher - AHJS - Parent - Head of JS	Head of JS / Exec Member
4	Gross Misconduct	Lack of improvement following persistent pastoral misconduct. Or, a standalone incident which is a significant breach of school rules and values	- Parents attend a meeting with Head of JS and if appropriate the Head - Final warning given - Long Period of Reflection from school (over a week). - Asked to find another school - Expelled	Head of JS/Head Parents likely to need warning that suspension or expulsion is a possibility: Action Head of JS	- Class teacher - AHJS - Parent - Exec	Exec / Head / Chair of Council

Years 7 - 13 Consequences Schedule

Level	Level Descriptor	Examples (not exhaustive)	Consequences	Actioned by	Who Informed	Appeal by Pupil/Parent
1.1	Low-level non-co-operation	- Late to tutor/ class - Dress code infringement - Noise/litter/food nuisance - Ignoring simple requests/instructions from any adult - Work / Prep not properly done or not on time - Lack of respect - Lack of preparedness	- Immediate verbal guidance - Temporary confiscation of property - LOFT - Conversation for the best	School Day infringements dealt with by teaching staff / Head of Department / Tutor / Head of Year	- Tutor - Head of Department	Head of Department / Tutor / Head of Year/ Curriculum Co-ordinator
1.2	Repeat / persistent low level non co-operation	- Repeat low-level non-co-operation. - Off-site without permission	- As above and - LOFT - Parents advised - Withdrawn from representing the school at events: sports, drama, music.	Repeat offence dealt with by teaching staff and/or Head of Department	- Parents - Tutor - HoD - Head of Year - Curriculum Coordinator - HsM	Head of Year/ Curriculum Co-ordinator
2a	Error of Judgement (Pastoral)	- Beyond persistent low level non-cooperation - First offence bringing school into disrepute 'Breach of the Peace' - Inappropriate personal behaviour - Vandalism/damage to property - Having vaping equipment in boarding house (first offence)	- LOFT - Conversation for the best, community service or detention. - Loss of boarding privileges –gated for a number of days / weekends - Withdrawn from representing the school at events; sports, drama, music. - Exclusion from class - Period of reflection	Housemaster Housemistress Head of Year DP/CP Co-ordinator	- Parents - Tutor - HoD - Head of Year - Curriculum Coordinator - HsM - Deputy Head	Deputy Head
2b	Error of Judgement (Academic)	- Beyond persistent low level non-cooperation - Missing class without permission – on-site - Persistent missing of deadlines / classwork / prep not done	- LOFT - Conversation for the best, Academic Support, detention. - Contact parents expressing concern - Monitor Card - Withdrawn from representing the school at events; sports, drama, music.	Academic School Day infringements dealt with by Head of Year DP/CP Co-ordinator	- Parents - Tutor - HoD - Head of Year - Curriculum Coordinator - HsM - Deputy Head	Deputy Head

3a	Misconduct (Pastoral)	- Persistent errors of judgement 2nd offence bringing school into disrepute - Deliberate damage of property. - Out of bounds - whilst visiting other houses - Assault/fighting - Alcohol offences - Sexual misconduct - Theft - Use/possession of illegal substances & other behaviour altering substances. - Smoking in school or breach of fire safety - Smoking in uniform or on school trip - A standalone incident which is a significant breach of school rules and values	- Written warning - Removal of leadership roles - Withdrawn from representing the school at events; sports, drama, music. - Period of reflection - Suspended from school for up to a week - Lengthy loss of house privileges / lengthy period of gating - Final written warning - Referred to police/criminal justice system - Completion of a dynamic risk assessment to determine if the pupil can safely remain in the classroom/boarding house.	Deputy Head Parents likely to need warning that suspension is a possibility: Action Head of Year	- Parents - Tutor - Head of Year - Curriculum Coordinator - HsM - Deputy Head - Head	Head
3b	Misconduct (Academic)	- Persistent errors of judgement - Missing class and off site without permission - Not following internal examination instructions	- Written warning - Withdrawn from representing the school at events; sports, drama, music. - Suspended from school for up to a week	Deputy Head Parents likely to need warning that suspension is a possibility: Action Head of Year / DP/CP Coordinator	- Parents - Tutor - HoD - Head of Year - Curriculum Coordinator - HsM - Deputy Head - Head	Head
4a	Gross Misconduct (Pastoral)	- Persistent misconduct - Persistent bringing school into disrepute - Serious assault/assault on staff. - Illegal Substance use/possession (class A & B) - Selling or supplying illegal substances - Serious sexual misconduct/intercourse whilst on school property/excursion - Theft from other pupils/boarders - Or, a standalone incident which is a	- Final written warning - Long suspension from school - Asked to withdraw from boarding permanently - Asked to leave the school - Expelled - Referred to police/criminal justice system	Head Parents likely to need warning that suspension or expulsion is a possibility: Action Head of Year	- Parents - Tutor - Head of Year - Curriculum Coordinator - HsM - Deputy Head - Head	Chair of Governors

		significant breach of school rules and values				
4b	Gross Misconduct (Academic)	- Persistent misconduct - Plagiarism - Cheating in examinations - Not following external examination instructions	- Final written warning - Long suspension from school [more than a week] - Mandatory multi-agency risk assessment (including safeguarding leads and potentially external partners) to assess the viability of continued enrollment. - Asked to leave the school - Expelled	Headmaster Parents likely to need warning that suspension or expulsion is a possibility	- Parents - Tutor - HoD - Head of Year - Curriculum Coordinator - HsM - Deputy Head - Head	Chair of Governors

Positive Relationships at St Leonards (Anti-Bullying)

St Leonards emphasises a caring community with everyone sharing the responsibility to care for each other.

Everyone has a right to learn, and to live, in an atmosphere that is free from victimisation and fear. All members of the community must play their part in creating this secure environment.

We recognise that bullying can occur, and in many cases it happens in a subtle way. This policy has been created utilising the “Respect Me” framework and approach; developed by Anti-Bullying Scotland. respectme.org.uk

Bullying behaviour is wrong and the situation will be appropriately dealt with as detailed in this policy.

1. We aim

- to maintain and develop a secure and welcoming school community where effective learning can take place;
- to clearly raise awareness in the School community of the nature and effect of bullying behaviour, and to reinforce a clear understanding of right and wrong.
- to promote a shared responsibility to care for each other, where the well-being of pupils is paramount.
- to ensure that pupils and parents know that the School will take positive action;
- to give each pupil self-discipline and a sense of responsibility – thus helping us all to work together as a community;
- to respect each pupil’s individuality and value;
- to create an environment where there are positive attitudes and relationships and a good working atmosphere, through tolerance, co-operation, courtesy and consideration;

Our overall aim is a successful outcome and the prevention of further bullying.

2. What is bullying?

Bullying is both behaviour and impact; what someone does and the impact it has on a person’s capacity to feel in control of themselves. We call this their sense of ‘agency’. Any form of bullying is unacceptable, as it undermines our aim of creating and sustaining a happy environment.

Bullying behaviour can harm people physically or emotionally and, although the actual behaviour might not be repeated, the threat that it might be sustained over time, typically by actions: looks, messages, confrontations, physical interventions, or the fear of these. This behaviour can include:

- Being called names, teased, put down or threatened face to face and/or online
- Being hit, tripped, pushed or kicked
- Having belongings taken or damaged
- Being ignored, left out or having rumours spread about you (face to face and/or online)
- Sending abusive messages, pictures or images on social media, online gaming platforms or phone
- Behaviour which makes people feel like they are not in control of themselves or their lives
- Being targeted because of who you are or who you are perceived to be (face to face and/or online)

Some common features which often appear in bullying are.

- It is deliberate, or thoughtless, hurtful or unkind behaviour
- It can be aggressive and violent, it can be subtle and pernicious.
- It is persistent
- It is difficult for those being bullied to defend themselves

The school is aware of and takes very seriously any cyber-bullying involving the misuse of mobile phones / internet and will take appropriate action if such behaviour is observed or reported.

3. Anyone can bully

- We are always responsible for our own actions; we all have the potential to be a bully.
- There is no justification for bullying: it is up to a pupil/pupil to treat others with respect.
- No-one should expect to get away with aggressive behaviour!

If a pupil/pupil feels unhappy about anything, we need her/him to ask for help and we can then support as is needed. We shall also act on corroborated third-party observations.

4. Education

The topic of 'Bullying' appears regularly in Ad Vitam and PSHE programmes. It is also discussed at weekly leadership meetings, House Meetings and by Tutors in Tutor Group meetings. Assemblies are used as an opportunity for the Head and Heads of Year to raise issues about friendships, unkind actions and unacceptable behaviour between pupils/pupils.

5. Procedure for pupils/pupils

There are people who can help you with any problem you encounter.

A pupil/pupil who is being bullied, or knows of another pupil/pupil who is being bullied should speak up without delay.

A pupil/pupil should tell his/her Tutor, Head of Year, Housemaster/mistress or anyone else they feel they can approach and trust.

A counsellor can be sourced if a pupil would prefer to speak with someone “outside” of school.

What parents can do

If you are concerned about your son or daughter you should talk in confidence to your child’s Head of Year or Housemaster / mistress.

It is the responsibility of every member of our community to look after each other. Every complaint of bullying will be taken seriously.

- Members of staff will deal with the complaint correctly and effectively in accordance with the training they have received and the age and stage of the children involved
- There is a solution to nearly every problem of bullying
- A pupil/pupil who complains will receive support and advice and in many cases the problem can be dealt with on a “no-names” basis.
- The primary aim will be for the bullying behaviour to cease, not the punishment of an individual or groups, unless necessary.
- Where possible, the views of the individual being subjected to bullying behaviours will be taken into account in the schools response.
- Where action has been taken to speak with a pupil regarding bullying behaviour, parents will be informed.

6 Vigilance and Staff Awareness

Members of staff are vigilant at all times.

Appropriate staff are made aware of all aspects of care to ensure that they have the necessary professional skills especially awareness of the risk and indications of child abuse and bullying and how to deal with cases.

7 Procedures for Staff if bullying is reported to them or observed by them

All reported or observed incidents of bullying behaviour or alleged bullying behaviour should be logged on our school management information system, Engage, and brought to the attention of the appropriate Year-Head / Housemaster / mistress who will always inform the Deputy Head (Pastoral) and put in motion the steps outlined below.

As quickly as possible, the following procedure will **normally** take place:

- The complainant's Tutor, Head of Year or Housemaster/mistress, will see the complainant and any witnesses to gather as much perspective as possible.
- They will determine the nature of the incident.
- They will decide the way forward, in conjunction with the Deputy Head (Pastoral) if needed, and determine how serious the case is. In serious cases, they will also decide who may need to be informed / contacted. At this stage other agencies may have to be involved such as the Police or the Social Work Department.

Gathering Perspective -

1. Tutor, Head of Year, and Housemaster/mistress, if appropriate, will try to establish the facts. In any conversation regarding bullying, notes will be taken by the staff members and a second staff member will be in attendance to support the pupil. Where appropriate, we will ask for written statements from the pupils involved, together with details of any witnesses.

Facts required will be:

- What has happened
 - Who was involved
 - Who saw what happened
 - How often has this happened
 - Where it happened
 - Any action which has been taken already
 - In the case of cyberbullying aspects of the school's ICT Acceptable Use Policy may be invoked to secure relevant information.
2. Once the facts have been gathered, the relevant staff will speak with the Deputy Head (Pastoral) or the Senior Deputy Head and decide if any school consequences are required, specifically; detentions, periods of reflection or suspensions from school.
 3. Where possible, they will contact families of all parties spoken to on the day of the discussions.
 4. For any incident categorized as Level 3 or 4, or where there is a concern for a pupil's physical or mental wellbeing, a **Formal Risk Assessment** will be conducted by the Deputy Head (Pastoral). This assessment will evaluate:
 - The likelihood of recurrence.
 - The vulnerability of the parties involved.
 - Whether a **Safety Plan** or **Support Plan** is required to manage interactions between pupils during the school day.

4. Where appropriate, a restorative conversation will take place, led by either a tutor, Head of Year and/or Housemaster/mistress to attempt to resolve the problem in a group situation. The Deputy Head (Pastoral) may join this too.
5. If the bullying behaviour persists the Deputy Head (Pastoral) or Senior Deputy Head, who will have been kept informed at all stages, will talk with the pupils involved. Should this not resolve the matter, pupils may face expulsion.
6. Tutors, Heads of Year and Housemaster/mistresses may also be asked to contact parents so that the situation can be carefully monitored. The Head will be kept informed and may intervene if he considers this to be necessary.
7. The victim of bullying behaviour needs support and strategies to help challenge the behaviour without using threats and violence. The Ad Vitam leaders (in most instances this is the Heads of Year) play a large role in this, tailoring the programme to specific areas of need in a year group.
8. The perpetrator of the bullying behaviour also needs support to help curb the bullying behaviour. Tutors, Heads of Year, Housemaster/mistresses have an important part to play in supporting a pupil who is bullying others. The pupil may be unaware of the effect of his/her actions or may be experiencing difficulties which may manifest themselves in aggressive behaviour. Corrective / restorative measures can be talked through with an individual.
9. In the case of cyber-bullying the relevant aspects of the School's ICT Acceptable Use Policy may be invoked.

Positive behaviour can often be encouraged with a word of warning and /or discussion. In serious and / or persistent cases, a short period of suspension may be appropriate and in extreme cases the parents may be asked to remove their child from the school.

Our aim is a successful outcome and the prevention of further bullying

8. Meetings

Bullying behaviour is regularly discussed in meetings between

- Members of the Senior Management Team
- Senior Management and senior pupils
- Pastoral Staff Meetings
- Heads of Year
- Tutors and pupils in their tutor groups

The result of these meetings is the feed-back of information about friendship patterns, particular incidents, any pupil who seems to be isolated, any growing power-base and any known conflict between a member of staff and a pupil, or between pupils.

9. Record Keeping

Tutors, Heads of Year, Housemaster/mistresses and Deputy Head (Pastoral) maintain records of the welfare and development of individual pupils. Every report of bullying will be logged.

10. Guidance for staff on leading Restorative Conversations.

Restorative conversations are a powerful tool to mend relationships, build empathy, and address issues. They are not a cure all though so be mindful of the reason for the broken relationship or upset e.g. following gender based violence it may not be appropriate. Both parties must be willing and able to participate in the right manner. Use the following guide to lead pupils through one:

Before the Conversation (Preparation is Key):

1. **Gather Information:** Briefly meet with pupils involved individually to understand their perspectives. This doesn't need to be lengthy, but aim to get a neutral overview of what happened.
2. **Prepare the Space:** Find a calm and private space conducive to open communication. This could be an empty classroom corner, a designated "restorative circle" space, or even the library.
3. **Set Ground Rules:** Briefly explain the purpose of the conversation – to understand what happened, how it impacted others, and to find a solution together. Establish ground rules like respectful listening, taking turns speaking, and avoiding interruptions.

During the Conversation (Guiding the Process):

1. **Opening:** Briefly explain the situation in neutral language, avoiding blame or assigning fault. You can say, "There seems to have been a disagreement between you two about [briefly describe the situation]. Can you each tell me what happened from your perspective?"
2. **Understanding the Impact:** Guide pupils to explore how their actions impacted others. Use open ended questions like:

"How do you think your actions affected [name]?"

"Can you describe how you felt during the situation?"

"How do you think [name] might have felt?"

Encourage both pupils to share their feelings honestly, but in a respectful manner.

3. **Taking Responsibility:** Without assigning blame, encourage pupils to take ownership of their actions. You can ask:

"Can you tell me why you did what you did?" (explore underlying reasons, not excuses)

"What could you have done differently in that situation?"

4. **Repairing the Harm:** Discuss ways to make amends and rebuild trust between the pupils. Brainstorm solutions together, prompting them with questions like:

"What would be an appropriate apology?"

"Is there anything you can do to help fix the situation?"

"How can we move forward in a positive way?"

5. **Moving Forward:** Develop a plan to prevent similar situations and ensure positive interactions in the future. This could involve:

Agreeing on respectful communication strategies (e.g., using "I" statements)

Identifying triggers that might lead to conflict

Seeking help from a teacher or trusted adult if needed

Remember:

- **Focus on repair, not punishment.** The goal is to find a solution that works for everyone involved.
- **Maintain a calm and neutral tone.** Your demeanour sets the tone for the conversation.
- **Actively listen and encourage empathy.** Give each pupil your full attention and help them understand each other's perspectives.
- **End on a positive note, focusing on solutions.** Acknowledge the pupils' willingness to participate and emphasise their plan for moving forward.

Additional Tips:

- **Adapt the conversation length to the situation.** Some issues may require more time and exploration than others.
- **Involve a neutral third party for support if needed.** This could be another teacher, one of the Wellbeing Hub team, or a member of the boarding team who can provide additional guidance.
- **Follow up later to see how the plan is working.** Check in with the pupils individually or as a group to see if they are successfully implementing their plan and if further support is needed.

By utilising restorative conversations, we can create a more positive and collaborative school environment where pupils feel comfortable communicating openly and resolving conflicts constructively.

Y7-13 Rewards & Consequences at St Leonards - Overview

	Academic Reward	Pastoral Rewards	Boarding Rewards	Academic Consequences	Pastoral consequences	Boarding Consequences
Level 1	Verbal Praise Acknowledgement of good academic performance e.g. good work in class, a good standard of prep, a good level of effort on a piece of work, thoughtful or interesting contributions to the lesson, etc. Such praise and acknowledgement is something that should be a standard part of normal practice in the classroom.	Verbal Praise Acknowledgement of a positive contribution to the pastoral life of one or more members of the St Leonards community e.g. supporting or looking out for another student, assisting someone with a small task etc. Such praise and acknowledgement is something that should be a standard part of normal practice at St Leonards and will often take the form of a simple "Thank you" or "Well done".	Verbal Praise Acknowledgement of a positive contribution to the pastoral side of St Leonards life e.g. speaking out for a peer, helping another member of the community (staff or student). Such praise and acknowledgement is something that should be a standard part of normal practice at St Leonards and will often take the form of a simple "Thank you" or "Well done".	Verbal Warning Recognition by the teacher that the student has not reached the expected standard and a reminder of the expectation. Where appropriate the opportunity will then be given for the student to improve / rectify their academic contribution. Issued for low level first offences e.g. unnecessarily slow work in class, talking over someone else, causing a distraction in lesson etc.	Verbal Warning Recognition by the teacher that a student's actions have fallen below those expected of a St Leonards student. The student will be given the opportunity to take this warning on board and to amend their conduct accordingly. This is the appropriate level of sanction for a low level first offence e.g. inappropriate language, unkind comments about another etc.	Verbal Warning Recognition by the member of staff that the student has allowed standards to fall below the expectation of a St Leonards student. Where appropriate, the opportunity will be given to improve / rectify their behaviour, with a reminder of the potential consequences of repetition. Issued for low level first offences e.g. poor language, punctuality issues, leaving a task for someone else to complete etc.

Level 2	Island Points (+1) Awarded in recognition of an academic contribution that goes "above and beyond" the basic academic expectation appropriate for the age and stage of the student. Examples could be excellent classwork or prep, improved performance in assessed work, excellent effort with academic work, assisting another student with their work, self-directed study beyond the expectations defined by the teacher. May also be issued in recognition of repeated Level 1 Rewards	Island Points (+1) Awarded by a member of staff in recognition of a pastoral contribution that goes "above and beyond" the basic expectation of a member of the St Leonards community. Examples could include touring a new pupil or family, providing significant assistance to another member of the community, etc. May also be issued in recognition of repeated Level 1 Rewards.	Island Points (+1) Issued by a member of House staff for positive contribution to the smooth running of the House and where the student has gone "above and beyond" the basic expectations of a St Leonards student. May also be issued in recognition of repeated Level 1 rewards. Heads of House and their Deputies may request the awarding of an Island Point.. Island Points are entered into periodic raffles for a choice of prizes.	Conversation for the best (can include a note to parents) Pupil to meet with their teacher at the end of the lesson or during a break or lunchtime to reflect on what happened. Utilised in response to an action that impacts on the learning of the student concerned or that of another student. Appropriate for issues such as incomplete or missing prep, poor behaviour in a lesson, punctuality issues, etc. Can be issued for a single incident or for failure to respond appropriately to a Verbal Warning.	Conversation for the best (can include a note to parents) Pupil to meet with the teacher (who witnessed the behaviour) during a break or lunchtime to reflect on what happened. Utilised in response to an action that impacts negatively on the school community. Appropriate for issues such as ignoring instructions from staff around school and falling short of school rules and expectations regarding behaviour. Can be issued for a single incident or for failure to respond appropriately to a Verbal Warning.	Conversation for the best (can include a note to parents) Boarder to meet with the staff member (who witnessed the behaviour) at a suitable time to reflect on what happened. Utilised in response to an action that impacts negatively on the smooth running of the boarding community. Appropriate for issues such as ignoring instructions from staff and falling short of school rules and expectations regarding behaviour. Can be issued for a single incident or for failure to respond appropriately to a Verbal Warning.
Level 3	Head of Dept Certificate (+3) Issued by the relevant Head of Dept in recognition of an impressive piece of academic work that demonstrates significant academic endeavour on the part of the student or for academic work or progress that demonstrates significant improvement for the individual student. May also be issued in recognition of repeated Level 2 rewards	Head of Year Certificate (+3) Issued by the Head of Year in recognition of a significant contribution to the pastoral life of St Leonards. May be issued in response to a single significant act or in recognition of repeated Level 2 Rewards.	House Certificate (+3) Issued by the HsM in recognition of exceptional contribution to the house. May be issued as reward for one particularly impressive contribution to boarding life at St Leonards or in recognition of continued positive engagement at Level 2.	Loss Of Free Time (LOFT) and note to parents Issued when a student continues to fall short of standards and a "Conversation for the best" has already taken place. A level 3 sanction may also be issued in response to an individual major academic issue such as plagiarism. The LOFT will take precedence over a student's other commitments.	Loss Of Free Time (LOFT) and note to parents Issued when a student continues to fall short of standards and a "Conversation for the best" has already taken place. A level 3 sanction may also be issued in response to an individual major pastoral issue. The LOFT will take precedence over a student's other commitments.	Loss Of Free Time (LOFT) and note to parents Issued in response to an action or incident that has a significant impact on the smooth running of the House or on boarding life at St Leonards. Can be issued for a single incident or for repetition of Level 2 issues. Likely to take the form of a house or campus gating.
Level 4	Deputy Head Commendation (+5) A teacher, following consultation with their appropriate HoD, may recommend a student to the Deputy Head (Academic) in	Deputy Head Commendation (+5) The Head of Year may recommend a student to the Deputy Head (Pastoral) in recognition of an outstanding contribution to the	Deputy Head Commendation (+5) A HsM may recommend a student to the Head of Boarding in recognition of an outstanding contribution to	Formal Review If a pupil does not respond to the lower level consequences then a formal review will be led by the appropriate Curriculum Lead. They will ensure a	Formal Review If a pupil does not respond to the lower level consequences then a formal review will be led by the appropriate HoY or AHoY. They will ensure a meeting is	Formal Review If a pupil does not respond to the lower level consequences then a formal review will be led by the appropriate HsM or AHsM. They will ensure a meeting is

	recognition of outstanding academic work. This may take the form of a single exemplary piece of work or a prolonged period of academic excellence. The student will be informed of the award by the Deputy Head (Academic).	wider life of St Leonards. The student will be informed of the award by the Deputy Head (Pastoral).	boarding life at St Leonards. The student will be informed of the award by the Head of Boarding.	meeting is called with members of the teaching staff, the pupil and their parents. Depending on the nature of the events, possible outcomes range from after school support sessions and monitor cards to Suspension from school.	called with members of the teaching staff, the pupil and their parents. Depending on the nature of the events, possible outcomes range from after school support sessions and monitor cards to Suspension from school.	called with key staff, the boarder and their parents. Depending on the nature of the events, possible outcomes range from after school support sessions and extended gatings to Suspension from school.
Level 5	Heads Commendation (+10) The Deputy Head (Academic) may nominate a student to the Head to request consideration for a Commendation in response to exceptional contribution to the Academic life at St Leonards. The student will have a congratulatory meeting with the Head.	Heads Commendation (+10) The Deputy Head (Pastoral) may nominate a student to the Head to request consideration for a Commendation in response to exceptional contribution to the Pastoral life at St Leonards. The student will have a congratulatory meeting with the Head.	Heads Commendation (+10) The Head of Boarding may nominate a student to the Head to request consideration for a Commendation in response to exceptional contribution to Boarding life at St Leonards. The student will have a congratulatory meeting with the Head.	Deputy Head Review A student may be referred to the Deputy Head (Academic) by a Curriculum Leader. The Deputy Head will then organise a meeting with the student and their parents to discuss their academic progress and to ensure that appropriate support is in place to enable the student to appropriately address their academic issues. Depending on the nature of the events, possible outcomes range from mandatory attendance at school support sessions, Suspension from school and where appropriate a Final Warning will be given should the situation not improve.	Deputy Head Review A student may be referred to the Deputy Head (Pastoral) by a HoY. The Deputy Head will then organise a meeting with the student and their parents to discuss the concerns and to ensure that appropriate support is in place to enable the student to appropriately address these. Depending on the nature of the events, possible outcomes range from mandatory attendance at school support sessions, Suspension from school and where appropriate a Final Warning will be given should the situation not improve.	Deputy Head Review A student may be referred to the Deputy Heads by the Head of Boarding. A Deputy Head will then organise a meeting with the student and their parents to discuss the concerns and to ensure that appropriate support is in place to enable the student to appropriately address these. Depending on the nature of the events, possible outcomes range from mandatory attendance at school support sessions, Suspension from school and where appropriate a Final Warning will be given should the situation not improve.

Appendix 1 : Promoting Positive Behaviour Policy - Kindergarten

Appendix owned by:	Date last reviewed:	Date of next review:
Head of Junior School	May 2025	May 2026

This Appendix aligns with the wider St Leonards Promoting Positive Behaviour and Relationships policy but is age and stage specific for our Kindergarten class (4-5 years). It reflects our understanding that positive relationships are foundational to effective early years practice. We recognise that young children learn best through play and positive interactions with caring adults and their peers. Our pedagogical approach prioritises creating a supportive and inclusive environment where children can develop socially, emotionally, and behaviourally at their own pace. We believe that by fostering strong positive relationships from the earliest years, we lay the foundation for children to become confident, responsible, and caring individuals, aligning with the IB philosophy.

Roles and Responsibilities of Staff in Promoting Positive Relationships:

All staff working with the Kindergarten class play a crucial role in fostering a positive and inclusive environment where children feel safe, valued, and can develop strong social skills.

- **Kindergarten Teacher and Teaching Assistant:**

- **Building Nurturing Relationships:** Developing warm, responsive, and consistent relationships with each child, demonstrating genuine care and interest in their well-being.
- **Facilitating Positive Interactions:** Actively supporting children in their interactions with peers, guiding them in turn-taking, sharing resources, and engaging in collaborative play.
- **Modelling Positive Behaviour:** Demonstrating kindness, respect, empathy, and effective communication in all interactions with children, colleagues, and parents.
- **Setting Clear and Simple Boundaries:** Establishing and consistently reinforcing age-appropriate expectations for behaviour, explaining the reasons behind these boundaries in a way children can understand.
- **Using Positive Reinforcement:** Acknowledging and praising positive behaviours and interactions to encourage their repetition.
- **Supporting Emotional Development:** Helping children to identify, understand, and manage their feelings in healthy ways, providing language and strategies for emotional expression.
- **Observing and Responding to Interactions:** Being vigilant in observing children's interactions and intervening sensitively and proactively to support positive outcomes and address emerging difficulties.
- **Communicating with Parents/Carers:** Regularly sharing information about children's social and emotional development and working in partnership to support positive behaviour at home and in school.
- **Implementing Restorative Approaches:** Facilitating simple restorative conversations to help children understand the impact of their actions and find ways to repair any harm caused (as outlined later in this addendum).

- **Assistant Head (Pastoral):**

- **Providing Support and Guidance:** Offering guidance and support to the Kindergarten Teacher and Teaching Assistant in implementing this policy and addressing any specific behavioural or relational challenges.
- **Monitoring Well-being:** Overseeing the general well-being of the children in the Kindergarten class, ensuring a consistent and supportive approach to promoting positive relationships.
- **Liaising with Parents/Carers:** Communicating with parents/carers on more complex pastoral matters related to behaviour and relationships.
- **Ensuring Alignment with School Policy:** Ensuring that the implementation of this addendum aligns with the overarching school policy and relevant guidance.

- **Head of Junior School (Manager of Kindergarten):**

- **Setting the Ethos:** Establishing and promoting a positive and inclusive ethos within the Kindergarten class and the wider Junior School.
- **Resourcing and Training:** Ensuring that staff have the necessary resources and training to effectively implement this policy and support children's social and emotional development.
- **Strategic Oversight:** Having overall responsibility for the well-being and development of children in the Kindergarten class, including the promotion of positive relationships.
- **Addressing Significant Concerns:** Being involved in addressing any significant or persistent concerns related to behaviour and relationships within the Kindergarten.

Age-Appropriate Strategies for Fostering Positive Interactions:

- **Facilitating Turn-Taking:** Using visual aids (e.g., objects to hold), songs, and games to help children understand and practice taking turns in activities and conversations.
- **Encouraging Sharing:** Providing opportunities and gentle prompts for sharing toys, materials, and resources, highlighting the positive outcomes of sharing (e.g., making others happy, being able to play together).
- **Promoting Collaborative Play:** Planning activities that require children to work together towards a common goal, such as building a tower, completing a puzzle, or acting out a story. Staff will facilitate communication and problem-solving during these activities.
- **Using Social Stories and Role-Play:** Employing social stories and role-play scenarios to help children understand different social situations, practice appropriate responses, and develop empathy.
- **Creating Opportunities for Peer Support:** Encouraging children to help each other with simple tasks, offering praise for kindness and helpfulness.
- **Implementing Circle Time:** Regularly holding circle time sessions to discuss feelings, friendships, and social situations in a safe and supportive environment.
- **Utilising Visual Cues:** Employing visual aids (e.g., emotion charts, picture schedules) to support children's understanding of social expectations and emotional literacy.

Modelling Positive Relationships and Interactions:

Staff will consistently model positive behaviours and interactions through:

- **Using Polite Language:** Consistently using "please," "thank you," and other polite phrases.
- **Active Listening:** Paying attention to what children say, making eye contact, and responding thoughtfully.
- **Showing Empathy:** Acknowledging and validating children's feelings.
- **Using Respectful Communication:** Speaking to children in a calm, kind, and respectful manner, even when addressing challenging behaviour.
- **Collaborating Effectively:** Demonstrating positive teamwork and communication with colleagues.
- **Building Positive Relationships with Parents/Carers:** Communicating openly, respectfully, and regularly.

- **Problem-Solving Peacefully:** Demonstrating constructive ways to resolve disagreements with colleagues and, where appropriate, with children (e.g., talking through the issue, finding a compromise).

Developmentally Appropriate Approaches to Managing Behaviour:

Our approach to managing behaviour in Kindergarten focuses on teaching self-regulation, promoting understanding, and repairing relationships, rather than punishment.

- **Positive Reinforcement:** Praising and acknowledging desired behaviours and positive interactions immediately and specifically. Using positive language and rewards (e.g., stickers, verbal praise, extra time for a preferred activity) to encourage these behaviours.
- **Redirection:** Gently guiding children away from inappropriate behaviour towards a more suitable activity or interaction.
- **Clear and Simple Boundaries:** Establishing a few key, age-appropriate rules that are consistently applied and explained in simple terms. Visual aids can be helpful in reminding children of these rules.
- **Logical Consequences:** Where appropriate, using consequences that are directly related to the behaviour and help children understand the impact of their actions (e.g., if a toy is thrown, it may need to be put away for a short time).
- **Time-In (Not Time-Out):** Providing a calm and supportive space where a child can regulate their emotions with the support of a staff member, rather than isolating them. This allows for discussion and understanding once the child is calm.
- **Restorative Conversations (Simplified):** Guiding children through simple questions to help them understand the impact of their actions on others and how to make amends. This might involve asking: "What happened?", "How did that make [the other person] feel?", "What could you do to make things better?".
- **Ignoring Minor Attention-Seeking Behaviours:** Where a behaviour is not harmful or disruptive, it may be appropriate to ignore it while focusing attention on positive behaviours.

Adapting the Anti-Bullying Policy for 4-5 Year Olds:

The core principles of the school's anti-bullying policy – that everyone has the right to learn and play in a safe and welcoming environment free from victimisation – are fundamental to our Kindergarten. However, the understanding and expression of bullying behaviours will differ at this age. We will focus on teaching children about:

- **Unkindness:** Helping children recognise and understand actions and words that can hurt others' feelings.
- **Being Left Out:** Addressing instances where children are intentionally excluded from play and promoting inclusive behaviours.
- **Seeking Help:** Encouraging children to tell a trusted adult (Kindergarten Teacher, Teaching Assistant, Assistant Head Pastoral, Head of Junior School) if they are feeling unhappy, hurt, or excluded by others.

- **Friendship and Inclusion:** Explicitly teaching about the qualities of a good friend and the importance of including everyone in play and activities.
- **Staff Intervention:** Staff will intervene promptly and sensitively in any situation where a child is being unkind or excluding another child. The focus will be on helping children understand the impact of their actions and guiding them towards more positive interactions. Simple restorative conversations will be used to help children understand how their actions made others feel and how to repair the situation.

Alignment with "Realising the Ambition: Being Me" and Health and Social Care Standards:

Our Kindergarten provision actively aligns with the principles and guidance outlined in "Realising the Ambition: Being Me" by:

- **Prioritising Well-being:** Creating a nurturing and stimulating environment where children feel safe, secure, and valued, supporting their social, emotional, and physical well-being (Health and Social Care Standard 1: I experience high quality care and support that is right for me).
- **Respecting Individuality:** Recognising and valuing the unique qualities and experiences of each child, fostering an inclusive environment where diversity is celebrated (Health and Social Care Standard 3: I have positive relationships with people supporting my care and support).
- **Promoting Positive Interactions:** Actively supporting children to develop positive relationships with peers and adults through guidance, modelling, and the creation of opportunities for collaboration and social learning (Health and Social Care Standard 3).
- **Responsive Care and Support:** Ensuring that staff are attuned to children's needs and respond sensitively and appropriately to their cues, providing consistent and predictable care (Health and Social Care Standard 4: My needs are met by the right people at the right time).
- **Effective Communication:** Fostering open and effective communication between children, staff, and parents/carers (Health and Social Care Standard 3).

Contribution to SHANARRI Indicators and IB Learner Profile Attributes:

Our Kindergarten provision actively contributes to the SHANARRI well-being indicators:

- **Nurtured:** Through building warm and caring relationships, providing consistent support, and responding sensitively to children's emotional needs. This aligns with the IB Learner Profile attribute of being **Caring**.
- **Respected:** By valuing each child's individuality, listening to their views, and involving them in decision-making where appropriate for their age. This aligns with the IB Learner Profile attribute of being **Open-minded** and **Principled**.
- **Included:** By creating an environment where all children feel a sense of belonging, are encouraged to participate, and are supported to form positive relationships, regardless of their background or abilities. This aligns with the IB Learner Profile attribute of being **Inquirers, Knowledgeable, Thinkers, Communicators, Risk-takers, Balanced, and Reflective** through the opportunities for collaboration and social learning.

Review of Consequences:

As outlined above, consequences in Kindergarten will be developmentally appropriate and focus on learning and repairing relationships, rather than punishment. Strategies such as redirection, logical consequences, time-in, and simplified restorative conversations will be prioritised. Exclusion or suspension are not appropriate for this age group except in extremely rare and serious circumstances involving significant harm or risk, and would only be considered in consultation with the Head of Junior School and in line with the main school policy.

Age-Appropriate Language:

Throughout our interactions and documentation related to behaviour and relationships in Kindergarten, we will use language that is clear, simple, and accessible for young children.