



# The Laurels Primary School

## Behaviour policy

September 2020

### Aims

The Laurels Primary School aims to be an exceptional learning community with high expectations of achievement, attainment and behaviour through:

- High expectations and excellence
- Providing a safe and caring environment where optimum learning takes place
- Ensuring that all children with a variety of needs and abilities can achieve their best
- Developing happy, successful and motivated children
- Motivating and inspiring the community to make learning irresistible, fun and lifelong for the children, families and staff at The Laurels Primary School

### Purpose of the behaviour policy

To provide simple, practical procedures for staff and children that:

- Foster the belief that there are no 'bad' children, just 'bad choices'
- Encourage children to recognise that they can and should make 'good' choices
- Recognise individual behavioural norms and respond appropriately
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

Children learn best when they are happy, secure and clear about what is expected of them in all aspects of life and when they are encouraged, consistently, to behave well. At The Laurels Primary School, we encourage and expect high standards of behaviour from and towards everyone. We realise that the great majority of children enjoy learning, work hard and behave well. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

The challenging behaviour shown by a small number of children is often the result of poor language and communication skills, poor social skills or undeveloped emotional intelligence. These children must also be recognised and, whenever possible, rewarded. They must also be supported in order that they may develop skills which will enable them to manage and improve their behaviour. When dealing with aspects of behaviour we will separate the child from the behaviour and focus talk around the "behaviour".

### **The Five Pillars of Pivotal Practice:**

1. Consistent, calm adult behaviour
2. First attention to best conduct
3. Relentless routines
4. Scripting difficult interventions
5. Restorative follow up



### **Consistent cultures of excellent behaviour management**

When people talk about behaviour they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat learners down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted of challenging behaviour.

Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come from a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated valued as individuals they respect adults and accept their authority.

### **Behaviour which we expect at The Laurels Primary School**

#### **All staff must:**

- Take time to welcome children at the start of the day
- Be at the door of their rooms at the start of each session
- Always pick up on children who are failing to meet expectations
- Always redirect children by referring to 'Be Ready, Be Respectful and Be Safe'

#### **The Head teacher and The Senior Leadership Team must:**

- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/texts/notes home and certificates/stickers
- Ensure staff training needs are identified and met
- Use behaviour records to target and assess interventions
- Support teachers in managing children with more complex or challenging behaviours

#### **Members of staff who manage behaviour well:**

- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion

#### **Children want teachers to:**

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour



## Our School Rules

### Our School non-negotiables

#### Ready

- We arrive at school on time, every time.
- We wear our uniform with pride and have the right clothes for PE.
- We make sure we have the right equipment for all lessons
- We take part fully in lessons and show resilience.

#### Respectful

- We always behave, no matter who the adult is.
- We wait our turn when we would like to speak – we listen and don't shout out or interrupt when anyone else is talking.
- When an adult speaks to us, we stop, listen and respond the first time.
- We are polite and show good manners to everyone.
- We respect difference and know we are all equal.
- We look after our environment and equipment.

#### Safe

- We follow instructions – first time, every time.
- We stand up to bullying of any kind.
- We line up and move around the school sensibly and quietly.
- We know who to go to for help and support.
- We stay safe online and outside school.

#### **Covid**

- We will wash our hands regularly throughout the day.
- We will follow the 'catch in, bin it, kill it' mantra when we cough or sneeze.
- We will socially distance from each other whenever possible.
- We will keep within our designated bubbles at all times and follow the adult's instructions.

The three rules are negotiated with and understood by all pupils, clearly displayed in all classrooms, consistently, insistently and persistently applied for every pupil, every session, every term.

In addition, each class teacher is expected to devise their own classroom agreements in consultation with the children at the beginning of the year. This agreement, will not change the rules, rather expand on them and show what each rule means to the class. The rules in the plan should be few, visibly displayed in the classroom, signed by all children in the class, sent home to parents/carers, regularly taught and reviewed at the beginning of each half term.

#### How to encourage good behaviour

At the Laurels Primary School, we agree to:

- Provide stimulating and challenging learning opportunities
- Recognise, highlight and praise good behaviour as it occurs (see rewards)
- Value the contributions of all children equally
- Create a challenging, secure and safe learning environment
- Enable all children to feel approved of, secure and liked



- Treat all children fairly
- Allow each child a turn when sorting out difficulties and managing situations
- Give children positive examples of how to treat others with respect
- Make sure children understand why we have these expectations and what the benefits are for the child and the whole school
- Make sure children understand that sanctions will be taken if these expectations are not met

### **How to reward positive behaviour**

Recognition and rewards for effort - We recognise and reward learners who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public reward. The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach.

We will reward whole class positive behaviour using the rewards below:

- By using marbles in a jar as a system where all children can work together to achieve a class reward - when the jar is full the class agree on a reward that has been agreed by the children
- By engineering the use of the whole class reward to ensure that certain children receive tokens at times to encourage them to participate.

### **Minimising and responding to unacceptable behaviour.**

If behaviour falls short of our expectations, staff should explain why the behaviour is unacceptable and outline the consequences of this.

In order to make the children value the system of dealing with inappropriate behaviour (especially when no adults were present), it is vital that all children are treated fairly and have an opportunity to explain the situation from their point of view, before the adult makes any judgement.

It is our aim that in dealing with difficult behaviour, children and parents feel supported at all times. Parents are seen as partners, working with the school and their children, to achieve a common goal.



<b>Stepped Boundaries</b> - Gentle Approach, use child's name, child level, eye contact, deliver message	
1. REMINDER	<p>I noticed you chose to ..... (noticed behaviour)            This is a REMINDER that we need to be (Ready, Respectful, Safe)            You now have the chance to make a better choice            Thank you for listening  <b>Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'</b></p>
2. WARNING	<p>I noticed you chose to ..... (noticed behaviour) This is the second time I have spoken to you.            You need to speak to me for two minutes after the lesson.            If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to the quiet area etc .....)            (learner's name),            Do you remember when ..... (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation  <b>Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</b></p>
3. REFLECTION	<p>I noticed you chose to ..... (noticed behaviour)            You need to.....(Go to quiet area / Go to sit with other class / Go to another table etc)            Playground: You need to .....(Stand by other staff member/ me / Sit on the picnic bench/ stand by the wall etc) I will speak to you in two minutes  <b>Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'</b></p> <p><b>*DO NOT describe child's behaviour to another adult in front of the child*</b></p>
4. FOLLOW UP – REPAIR & RESTORE	<p>What has happened? (Neutral, dispassionate language.)            What were you thinking at the time?            Who has been affected by this?            How have they been affected?            What needs to be done to make things right?            How can we do things differently in the future?</p>

### Language around Behaviour

At The Laurels, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child.

Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/ group. Incidents are logged on CPOMS at the staff member's discretion.



## **Hate Incidents**

Discrimination or harassment which is based on someone's race, nationality, faith, sexuality, disability or gender identity are collectively known as 'hate incidents'. These must be reported to the Deputy Head/Head teacher who will follow procedures of notifying County, as well as informing all sets of parents involved and the governing body.

## **Physical Restraint**

If an occasion arises where, in the interests of their own or others' safety, a child needs to be restrained then staff will follow current County guidelines. The Head teacher will be informed of all such incidents and parents notified.

## **Support for families**

The school acknowledges that parents may need help and support with the behaviour of their children. Lines of communication at The Laurels Primary School are readily open through parents meeting with teachers, TA's, and such like. When it is appropriate, the school refers parents to external providers. We ensure clear communication takes place between school and home where health professionals are involved and where medication for, for example, ADHD has been prescribed.

## **Recognition boards**

Recognition boards are used across the school as a visual reinforcement of our expected behaviour. It is a way of advertising the behaviour that we want to see in both social or learning behaviours. The aim is for every child in the class to get their name on the board for demonstrating a specific behaviour. Having a common aim will encourage children to support others to get their name on the board too. It's your way of setting high expectations of all the students in your class. This doesn't mean that poor behaviour is ignored, this behaviour is between an adult and that child, and should be dealt with away from the eyes and ears of the whole class. The recognition board is about a specific behaviour, something that is in reach of all the children in the class. If the same child demonstrates both positive and negative behaviours in one day, then both need to be noticed and dealt with as separate incidents, one should not cancel out the other.

By giving every child the chance to see their name on the board for good reasons, we reverse the culture of the classroom and create an environment where doing well is possible.

Other positive behaviour strategies to use at this stage include:

- Tactical ignoring – (occasionally reacting too soon can escalate a situation that may have resolved itself)
- Check understanding, praise others nearby for “doing the right thing”
- Non-verbal warning – look, glance, raised eyebrow, re state expected behaviour to class
- Proximity – move closer without saying anything specific
- Refocus – (ask question about the task, give further instruction/ comment/ praise)
- Distract or diffuse by asking general questions,
- Re state simple directions
- Clarify expectations to specific child or group
- Proximity + gentle touch on shoulder
- Verbal warning
- Express empathy – (e.g. 'I know it's hard but you're getting there' etc)
- Give simple clear choices
- Second verbal warning, allow take up time
- Move to sit on own in class.



If children decide to make poor choices and do not follow the rules they are subject to the following set of sanctions that will be displayed in each classroom in the school.

**If a pupil refuses to comply or leaves class without permission, please go directly to the key stage leader. They will decide the course of action required.**

**Please DO NOT go directly to the head teacher.**

#### Break times and Lunchtimes

<b>Polite Reminder</b>
<b>Warning</b>
<b>Time Out (Sit on a bench for 5 minutes)</b>
<b>Time Out (Child taken to SLT)</b>

We operate a system of 'Time Out' for any child breaching the lunchtime rules. The school policy on behaviour is clear, we do not tolerate violence, racism, damage to school property, or rudeness towards staff/ignoring staff. Should a child warrant 'Time Out' they will be sent/brought to the member of SLT

**A follow up/Restorative Conversation should take place**

#### Restorative practice

We want our children to understand that there are always consequences to our actions, therefore we have both positive and negative consequences, according to our behaviour choices. If a child makes a negative choice about their behaviour they will have some reflection time where they will be supported to think about their actions, how this affected others, and how they can make better choices next time.

**Restorative Conversation**  
What has happened? (Neutral, dispassionate language.)  
What were you thinking at the time?  
Who has been affected by this?  
How have they been affected?  
What needs to be done to make things right?  
How can we do things differently in the future?

Adults in the school seek to minimise the opportunity for pupils to misbehave through consistently seeing through sanctions and ensuring that consequences follow poor behaviour. Children will not be left sitting in any class or area of the school unsupervised. A member of staff will always be present to supervise.

#### Detention

On occasions, children will be issued a detention for persistently poor behaviour or physically hurting another child or adult. Detentions will only occur in KS2. Parents or carers will be contacted by the teacher to explain the reason for the detention, which will be served the following day.

#### Pupils with Special Education Needs

Whilst it is acknowledged that the vast majority of pupils conform to the agreed rules of our school community and enjoy the benefits of this, there may be a few who for whatever reason consistently demonstrating challenging behaviour. These children, as a result, will be given a bespoke positive behaviour plan and risk assessment which may include rewards to reinforce behaviour.



## The Severe Clause

*The following is a list of severe clause unacceptable behaviours that the school can act on, including exclusion. All severe clause behaviours should be referred straight to the Head teacher or a member of the SLT in his/her absence. All severe clause behaviours should be recorded by a CT/TA on a pupil behaviour form that should be shared with the child's parents during a meeting (parent/carer and child present.)*

*The Head teacher or a member of SLT will be in attendance, as appropriate. This form will be shared with other members of staff and agencies who work with the child.*

### WE HAVE ZERO TOLERANCE OF:

- Racist remarks
- Physical violence
- Verbal abuse/swearing
- Theft
- Wilful damage to property
- Continual disturbances in the classroom/areas of the school
- Refusal to carry out appropriate tasks linked to the curriculum
- Running out of class or school without permission

An internal exclusion will be decided by SLT and means the child will not be allowed to remain in their classroom and will move to a quiet area with a member of the Senior Leadership Team, if necessary. Where possible, they will then complete the work they would have been doing in class. When the child returns to class is dependent upon their readiness to learn. **In the event of an internal exclusion parents/carers will be contacted.**

Leaving the school site without permission, extreme incidents of physical and verbal abuse will result in an external exclusion – this will be at the discretion of the Senior Leadership Team. It will be a reasoned decision and will consider all factors surrounding the offending behaviour. In the event of an external exclusion, parents/carers should collect the child from the school office and have a meeting with a member of the SLT. Records of internal and external exclusions will be kept by the Head teacher.

### Physical Attacks on Adults

Incidents of violence toward staff are taken very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our *Physical Intervention and Use of Reasonable Force Policy* and should call for support if needed. Only staff who have been trained in physical restraint should restrain a child.

All staff should report incidents directly to the Headteacher or Deputy and they should be recorded on CPOMS. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.

### Beyond the School Gate

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate.





Our policy covers any inappropriate behaviour when children are:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some way identifiable as a pupil from our school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

In the incidences above, the headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

### **Out of School Behaviour**

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good behaviour to and from school, on educational visits or during learning opportunities in other schools.
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.
- The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

### **Sanctions and Disciplinary Action – Off-Site Behaviour**

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be considered:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- Whether pupils were directly identifiable as being a member of our school
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).
- Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

### **Covid-19 disciplinary procedures**

If a child's behaviour is deemed high risk, for example, refusing to adhere to safety measures, such as, hand washing, social distancing, remaining in their bubble or deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people. The following sanctions and disciplinary procedures could be used:

- Conversation(s) with pupil(s), which could include a verbal warning, moving seats if logistically possible and other behaviour management strategies in line with our current behaviour policy.
- Once all appropriate behaviour management strategies have been exhausted, contact should be made with pupil's parent/carer.
- If the health and safety of other pupils and staff members are put at risk by the pupils not adhering to social distancing measures, then the parent/carer will be expected to collect the pupil and a fixed term exclusion will be applied in line with exclusion guidance.