



The Laurels behaviour policy

This policy is to be read alongside [The Laurels Behaviour Curriculum](#) document.

Rationale

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

Ethos of the school

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 and children are praised publicly and reprimanded 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.

Principles underlying the behaviour policy

- That every member of the school community feels valued and respected
- To promote an environment where everyone feels happy, safe and secure
- That every member of the school community will be treated fairly and in a consistent way

Responsibility

All staff must:

- Follow the school and classroom routines using the scripts in the behaviour curriculum
- 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 re-teaching routines and offering feedback

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, raffle tickets, 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
- Model routines and scripts and support all staff to follow.

Members of staff who manage behaviour well:

- Follow the behaviour curriculum by teaching, modelling, practicing, revising, correction and reviewing the behaviour seen.
- Use the routine scripts at all times
- 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

Parents must:

- Comply with this policy
- Have good relations with the school
- Support good behavior
- Ensure children understand the meaning of good behaviour
- Support the behaviour curriculum including the rewards and sanctions

Behaviour curriculum

Our [behaviour curriculum](#) recognises the importance of supporting children's personal and emotional development and we understand that building relationships, routines and rules ensure children are safe - physically and emotionally. Being well-behaved is a combination of skills, aptitudes, habits, inclinations, values and knowledge. These can (and should) be taught; children are products of their circumstances (good and bad) and as a result it is up to us to teach them.

Discipline beyond the school gate

The behaviour policy applies to children whilst on the school premises, when engaged in any extracurricular clubs or activities, sporting events or whilst on any educational trips/visits arranged by the school, including residential.

The school rules and sanctions in the behaviour policy shall also apply in appropriate circumstances (where it is lawful to do so) to pupils when travelling to or from school and outside of the school day. This will normally be where the conduct in question could have repercussions for the orderly running of the school, affects the welfare of a member or members of the school community or a member of the public, or which brings the school into disrepute. This may include incidents arising in respect of the use of social media and other technology i.e. cyberbullying.

Detention

Detention will be issued for serious incidents which include physical harm or serious damage to school equipment. Parents will be contacted and the following information will be shared:

- Details of incident
- Length of detention - after school detentions last for 1 hour
- Pick up arrangements

Searching pupils and confiscating inappropriate items

Searching pupils In the interests of pupil safety, the school may also utilise their powers to search pupils for items prohibited by the school provided that this is conducted in accordance with the law and current Department for Education guidance and remove and inappropriate items.

Serious incidents

In the event of behaviour which would be deemed serious both in school and beyond the school gate, we will refer to the [Behaviour and discipline in schools](#) legislation and use it as we see fit proportionately and flexibly

Exclusion

Internal exclusion - 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.**

External exclusion - 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.

School based support

Children must be made aware of the consequences of negative behaviours, and staff are expected to deal with these behaviours in a suitable way. Children need to be aware of their actions and accept the consequences of these.

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, the approach to challenging behaviour may be differentiated to cater to the needs of the child. The school's special educational needs co-ordinator (SENCO) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified, the school will liaise with external agencies and plan support programmes for that pupil. They will work with parents to create the plan and review it on a regular basis – refer to the school's SEND policy for additional information. We will sometimes engage outside agencies to assist us.

The Learning and Behaviour Advisory Team (LBAT) – A Local Authority Team dedicated to providing in school advice and guidance in managing the needs of a specific child.

Alternative Provision College (APC) – A Local Authority Team offering outreach support to schools for children displaying distressed or complex behaviours.

Child and Adolescent Mental Health Service (CAMHS) – An NHS service dedicated to the Mental Health needs of an individual child.

Early Help – A Local Authority Service which provides support for the whole family in managing the needs of a child or by providing support to a family in crisis.

Malicious allegations

Where a child makes an accusation against a member of staff the Headteacher will deal with this in accordance with current advice on dealing with allegations of abuse against teachers and other staff. Where such an allegation is made, appropriate support will be provided to the member(s) of staff affected.

Bullying

Measures to prevent bullying, including sexual harassment, violence, peer on peer abuse cyberbullying, prejudice-based and discriminatory bullying are used in line with the anti-bullying policy.