The Laurels Primary School Behaviour Policy

Our vision is to be an excellent school with uncompromising aspirations for every child in our care and we are committed to providing an education and environment that enables our children to be successful.

The aim of this policy is to set out:
- The school's vision and aims for behaviour so we develop the optimum environment for learning.
- The responsibilities of the different stakeholders in relation to behaviour at The Laurels.
- How children are supported to behave well across a range of experiences.
- How the school manages incidents of unsocial and antisocial behaviour.

The Laurels Values in relation to Behaviour
- Relationships are key.
- Every pupil understands they have the right to feel safe, valued and respected, and to learn free from the disruption of others. Good behaviour is fundamental to academic success.
- All pupils, staff and visitors must be free from any form of discrimination.
- Pupil voice is at the heart of our school and we will always listen with professional curiosity.
- We work in a way that respects brain development, with an awareness that our children are all at different stages, regardless of their chronological age.
- All staff must set an excellent example to pupils at all times and will actively model the behaviours they want to see.

The principles of The Laurels Behaviour Policy and Behaviour Curriculum
- Children need to be taught how to behave; this will be achieved over time and with consistency of approach.
- Behaviour will not be *managed*, but developed so that our learners become citizens that contribute positively to the communities they live in.
- Our classroom and wider school environments will make it easy for children to behave and hard for them to misbehave.
- Each teaching team is responsible for the behaviour in their classroom and different approaches will be required to meet the needs of all students.

Teach learning behaviours alongside managing misbehaviour. Teaching learning behaviours will reduce the need to manage misbehaviour.

EEF Improving behaviour in schools

Our school rules - **Ready, Respectful, Safe** - are applied across all aspects of the school day.

<u>Responsibilities</u>
Behaviour is led at both a strategic and operational level by one of the Assistant Headteachers. Day-to-day student behaviour remains the responsibility of all staff.

All staff must:

- Deliver the school and classroom routines using the routines, scripts and consequences in the behaviour curriculum
- Reward positive and pro-social behaviour verbally, using raffle tickets, communications to parents or with certificates.
- Model respectful, inclusive and prosocial behaviours themselves at all times
- Seek the support of senior leaders where appropriate

Teaching Teams (Teachers and support staff) will:
- Know their classes well and develop relationships with all children
- Follow the behaviour curriculum by teaching, modelling, practising, revising, correcting and reviewing the behaviour seen
- Use the routine scripts in all contexts
- Deliberately and persistently catch children doing the right thing and praise them in front of others.Reward positive and pro-social behaviour verbally, using raffle tickets, communications to parents or with certificates.
- Work to build mutual respect
- Take time to welcome children at the start of the day
- Teachers will collect children from the playground at the end of playtime and lunchtime so support staff can check equipment is packed away, resolve any first aid issues etc.
- Communicate with parents about prosocial, unsocial and antisocial behaviour
- Record incidents of unsocial and antisocial behaviour on CPOMs and individual behaviour records where appropriate

The Senior Leadership Team will:
- Be a visible presence around the school throughout the day
- 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 and model this behaviour themselves
- Ensure staff training needs are identified and met
- Take responsibility for inducting new staff
- Analyse behaviour records to target and assess interventions
- Obtain pupil voice from all pupil groups to ensure the policy and curriculum are effective and relevant
- Support teachers in managing children with more complex or challenging behaviours
- Share information regarding the specific context of behaviours arising from SEN or social care needs, where appropriate
- Model routines and scripts and support all staff to follow them

Families:
- It is the expectation that by choosing The Laurels Primary School, and as per the home-school agreement, families will support the school's values and expectations for behaviour by encouraging their children to model these behaviours on the school grounds and in the wider community. This is particularly important when they are wearing the school's uniform in public.
- The school will share incidents of antisocial behaviour with parents/carers.
- Where a child has an individual behaviour plan, parents will be asked to read and sign this. They will be provided with updates as to progress towards targets and will be expected to contribute their thoughts and ideas for supporting their child.

CPOMS

REALITY | EQUALITY | EQUITY | JUSTICE
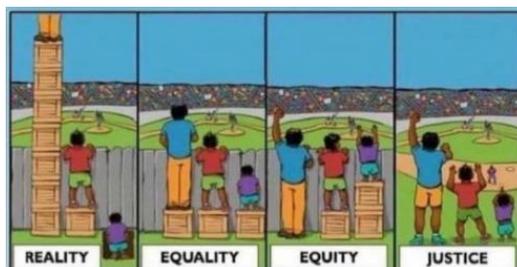
Inclusion

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, educational psychologists, 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. The following agencies can offer support for children and families for whom behaviour is challenging:

- 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.

This sign indicates where specific attention has been paid to inclusion in this policy document.

How is the behaviour Policy enacted in school?

Teaching the Children

At the beginning of each year, the teachers will spend time teaching and embedding the routines and expectations for their classes, with the understanding that these will need establishing afresh each year to ensure they are well matched to the age and stage of the children. When new children arrive they will be allocated a buddy who will provide a good model for the schools behaviour expectations and who can also help and guide the child. It is expected that the routines and scripts are so explicit within each classroom that any new class member will quickly become familiar with them, and that the positive norms these generate will be very visible.

We recognise that behaviours can be categorised as prosocial, unsocial and antisocial. Our behaviour curriculum aims to teach children how to identify these behaviours and to reflect on when they are displaying them and for what reason. Children are also taught the natural consequences of each.

Examples of Behaviours:
Prosocial behaviours (*voluntary behaviours that are intended to benefit others, such as helping, sharing, caring, and comforting*): holding doors, showing kindness, smiling, taking turns, supporting injured children.

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Unsocial behaviours (*voluntary and involuntary behaviours that are likely to annoy or frustrate others):* making silly noises, repeating behaviours despite requests not to, physical acts like nose picking or failing to flush the toilet, not responding to greetings, failing to hold the door.

Antisocial behaviours (*behaviours which cause, or are likely to cause, harassment, alarm or distress*) swearing, hurting, littering, vandalism, bullying.

⚠️ Awareness of inclusion

Neurodivergent children may display unsocial or antisocial behaviours as a result of a sensory, learning or other difference (such as humming or burping as a result of a sensory need, or shouting as a result of extreme anxiety). We will seek to support them to understand the causes and consequences of these behaviours and to find socially acceptable alternatives.

Consequences

Consequences serve to support children to understand the impact of their behaviour and to reduce negative incidents recurring in the future. By teaching children that there are natural consequences to the way they act/interact, this places the responsibility for the consequence with the child rather than the adults applying the behaviour policy, allowing them to maintain a positive working relationship and reducing incidents of blame and shame. All consequences should encourage, discourage, clarify or redirect, support or teach. At The Laurels we differentiate between 3 types of consequence so that children have the best chance of moving on from incidents of poor behaviour without lasting harm. There should be an obvious connection between the behaviour and the consequence; it should be possible to say: "You did that, so obviously you must do this."

Natural Consequences
- Child clearing up a mess they have created e.g. water in the bathroom
- Completing a job for a staff member who has been impacted by antisocial behaviour
- Having indoor playtime which is highly supervised, as a consequence of disruptive behaviour during outside play

Protective consequences
- Remove the child from the situation
- Implement a plan for unstructured time
- Increased supervision
- Ensure safety and emotional wellbeing of the other children involved
- Exclusion

Academic Consequences
- Using play time or time after school to undertake missed learning
- To complete a homework task

Proactive strategies to support good behaviour

Regulation

All classrooms encourage children to reflect on their emotional and physiological state at different times of the day. This is also modelled by adults with the aim of creating a culture whereby all states are accepted and self-awareness is developed.

Regulation Stations

Regulation stations are used to support children who need time out to regulate. A range of regulating tasks and resources are available and children are taught how to use these in a positive and regulating way.

Prep for the Best

Students are encouraged to use unstructured times to ensure they are prepared to be their best in class. They will be reminded to:
- Go to the toilet
- Have a drink of water
- Talk through any worries or concerns they have
- Get some fresh air, exercise and have fun with friends

Calm Cafe

The Calm Cafe is a space where children can engage with other children with a high level of adult supervision. The Calm Cafe takes place in the library during first play and is a low arousal zone with calm music, table top games and the opportunity to socialise quietly. Pupil voice is collected so that the children's interests are represented in the activities offered.

Nurture Group

Children are invited to attend   Nurture Group when they have shown dysregulated behaviour during the transition into school or if they need more opportunities for highly structured social interaction. Children will typically attend for a term however this may be extended if it is in the interests of the individual. The Nurture group session involves games and activities which promote self-confidence, independence and prosocial skills. Toast is also offered.

Worry Monsters/Worry Boxes

All classes have Worry Monsters or Worry Boxes. These allow children to share their worries or queries without disrupting the flow of the lesson. Teachers can then respond to them at a convenient time. This has the dual purpose of allowing the teacher to prioritise based on the seriousness of the worry, and also to enable to student to offload their worry so that they can focus on the learning.

Learning Mentor Time

Children with a behaviour Plan will be allocated time with the Learning Mentor who will support them with working towards their personalised goals.

Learning for Life Curriculum
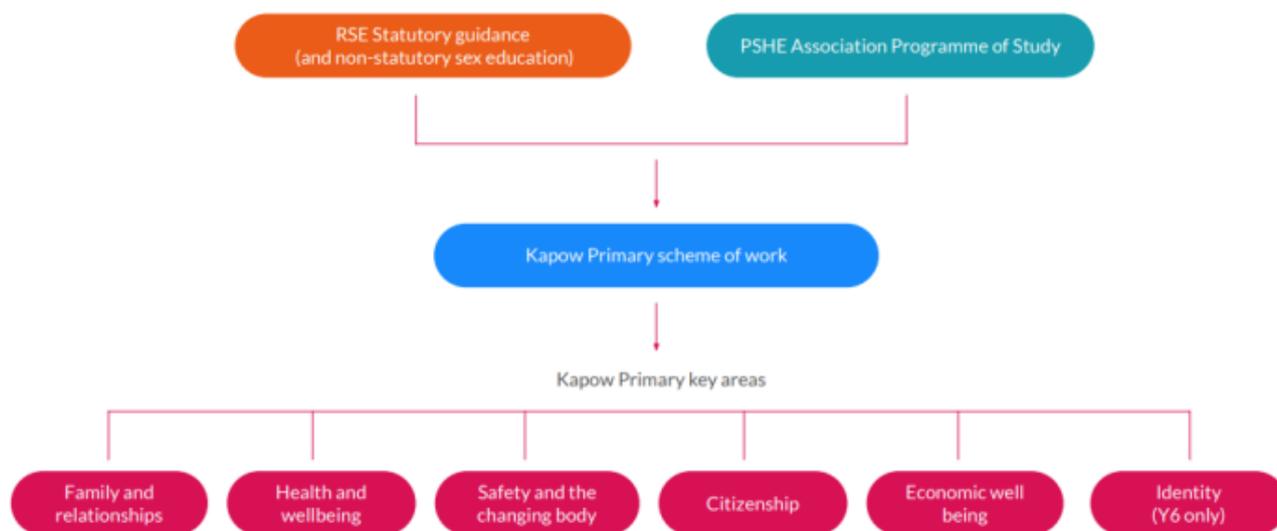
Learning for Life lessons are taught weekly and provide some of the teaching of the behaviour curriculum.

Education Mental Health Practitioners
This service supports our School with all aspects of mental health and emotional wellbeing and the practitioners can work directly with children experiencing mild to moderate mental health issues such as anxiety and depression..
Teachers, parents and pupils are able to refer via the school's Senior Mental Health Lead, Miss H Pinney.

Use of scripts
Scripts support teachers with applying a consistent approach. Our language is chosen carefully from scripts to be outcome and resolution focused rather than emotive. Scripts allow teachers to be prepared and avoid improvisation. They should be adapted to respond to the specific context in which they are used, rather than robotic and lacking authenticity. All teachers are responsible for the scripts they use in their classrooms and they are encouraged to reflect on when and where scripts are necessary for their pedagogical style. We also deploy some whole school scripts.

Explicit Rewards
Teachers can reward children in a variety of ways:
- Raffle tickets to be collect across the week and drawn on a Friday - 'raffle ticket Friday' (raffle ticket rewards are in appendix 2 and this template can be adapted to include motivating incentives for individual classes)
- Values Certificates
- Behaviour Certificates
- Phone calls /emails home
- Showing good work to the senior leadership team

Chunking
Scripts should be delivered with as much clarity as possible for example by reducing information carrying words e.g.:

"It's time to pack away: lids on pens, books in piles, stand behind chairs."

Repetition
Scripts should be repeated so they are familiar and predictable.

Bullying

Measures to prevent bullying, including sexual harassment, violence, child-on-child abuse, cyberbullying, prejudice-based and discriminatory bullying are deployed in line with the anti-bullying policy. This policy also addresses the consequences of such behaviour both for the perpetrator and others involved. Each year the school participates in anti bullying week and we collect sociometric data at two points in the year so we can map relationships in the classroom and identify children who need additional support.

Racist incidents

Under the Equality Act 2010, schools have a duty to eliminate discrimination against pupils due to factors including race, which covers:

- Skin colour
- Nationality
- Ethnic or national origins

A racist incident is "any incident which is perceived to be racist by the victim or any other person", according to the Stephen Lawrence Inquiry report (page 362, section 45.17). Racial bullying can include racial taunts, graffiti and gestures

Child-on-Child Abuse

What is child-on-child abuse?

Farrer and Co 2023
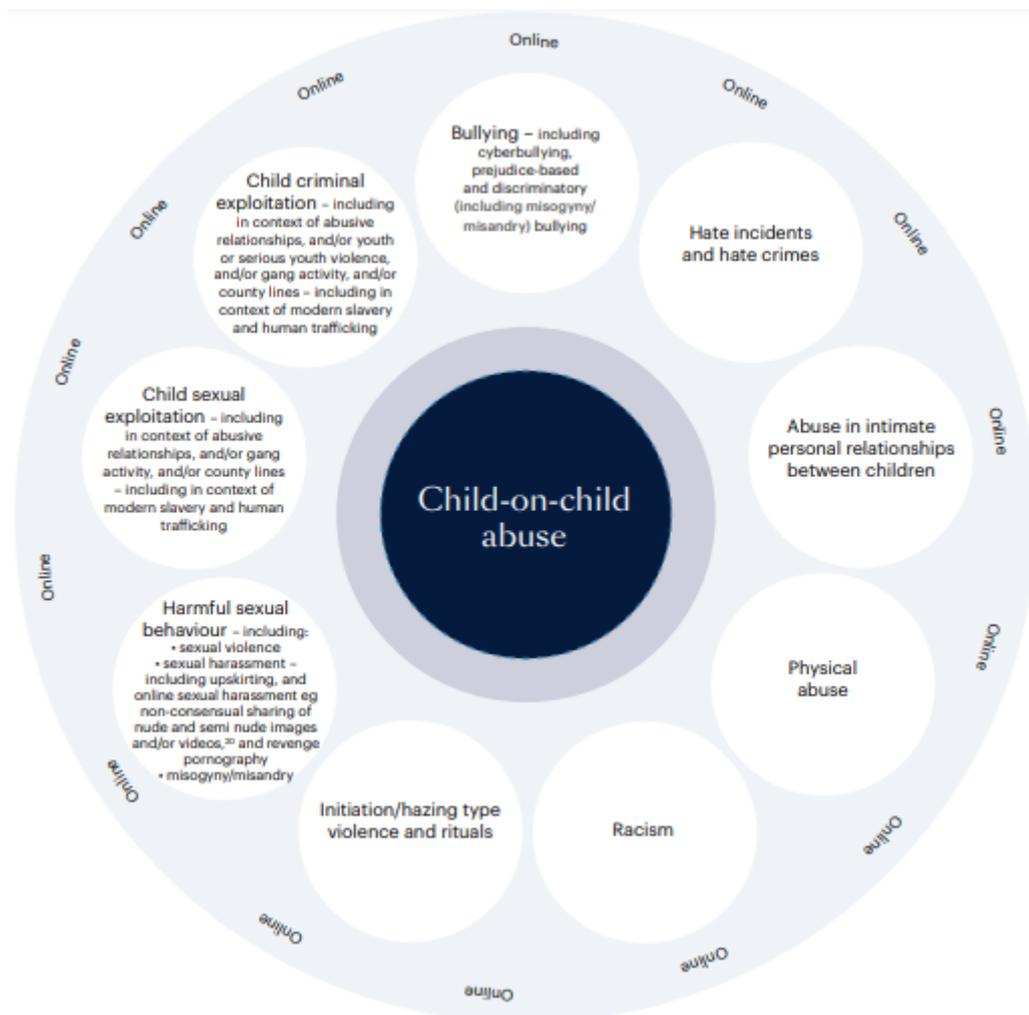
As a school we always maintain a position of 'it could happen here' because we know that research suggests child-on-child abuse is a growing concern for education settings, but that it is sometimes difficult to detect. For this reason it is important that staff are trained to identify indicators and are confident with how to respond. At The Laurels we know that changes in behaviour, school avoidance and absence from school are some of the indicators that children are experiencing child-on-child abuse and our reporting system, CPOMS, means that we can build a picture of a child's behaviour over time, including seemingly minor events. All children are supported to identify a safe adult with whom they would share any concerns and all classes encourage dialogue about worries via the worry box.

When dealing with instances of child-on-child abuse we are aware of our responsibility with regard to contextual safeguarding and the need to consider the wider context of the abuse. Taking a Contextual Safeguarding approach means understanding how behaviours like child-on-child abuse take place in different contexts, and can be prevented or driven by wider structural, systemic or cultural factors such as geography, religion, and community values. In schools and colleges this means understanding how the school/college context can facilitate or inhibit harm, and how relations such as friendships and peers can be protective factors but also harm.

Further guidance can be found in Appendix D.

Suspension and exclusion
Internal suspension
This will be at the discretion of a member of the Senior Leadership Team where there has been
- Repeated poor behaviours of a similar nature
- An escalation in poor behaviour
- A one-off serious incident

each of which would breach the school's behaviour expectations. 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. Where possible, they will then complete the work they would have been doing in class and be required to reflect on their behaviour. This includes writing a letter of apology or making a direct apology for their behaviour. When the child returns to class is dependent upon the seriousness of the behaviour concerned and the child's readiness to learn. The school may implement further sanctions if there is further poor or non-compliant behaviour. Parents/carers will be informed about internal suspension.

Fixed term suspension / exclusion
The school will not tolerate repeated patterns of breaking school rules including defiance,
disruption to learning or rudeness to staff as these prevent the child concerned from learning to their
full potential and stop other children from making progress / teachers teaching.

It is normal for sanctions to be escalated for instances of repeated behaviour where, despite additional guidance, support and previous sanctions, a child chooses to repeat the same disruptive/defiant or rude behaviour.

In the case of the most serious behaviour incidents, the head teacher may choose to issue an initial external exclusion. It is possible, in the most serious or persistent cases that the head teacher could then reach the decision to issue a permanent exclusion. This would be for a separate reason to any initial exclusion. (see Exclusion Policy)

$^\$$ factors in determining the seriousness of an incident being related to rarity, severity of harm, criminality of actions and/or wider impact on others/the school community*.

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. The Headteacher and staff authorised by the Headteacher have statutory powers to search a pupil or their possessions. This will be done where there are reasonable grounds for suspecting a pupil has a prohibited item such as

- A sharp item that could reasonably be believe to have been brought onto the site with intent to threaten or cause harm
- Any item we believe may have been stolen
- Fireworks including Fun Snaps
- Laser pens / pointers
- Any form of smoking paraphernalia including vapes
- Energy drinks
- Aerosols
- Lighters/matches

as these items too could be used to commit an offence, or cause personal injury to or harm another person (both in school and the wider community), damage property and/or disrupt the learning environment of the school.

Confiscation

The school has the statutory power to retain, dispose of or return to parents/carers any items that have been confiscated. The school also has the power to search, and confiscate if deemed necessary, any electrical/mobile devices (for example phones or tablets) where the school considers there is reasonable grounds to do so and delete material that may cause harm/be deemed offensive.

Any use of the practice of screening, searching or confiscation will be done in line with the Department for Education guidance for Screening, searching and confiscation 2014.

Banned Items:
- Mobile phones during lessons (these must be kept in the safe)
- Aerosols
- Tobacco products
- Weapons
- Any material likely to cause offence

Use of reasonable force

School staff in all schools have power to use reasonable force. Reasonable force can be used to prevent pupils from:
- Hurting themselves or others
- Damaging property
- Causing disorder around the school

Any use of force by a member of staff is rare and will be reasonable, proportionate and lawful.

Reasonable force will be used in accordance with the Department for Education guidance Use of reasonable force 2013, for control or restraint.

Use of IT expectations

Our school usage agreement sets out the expectations of all pupils when they are both using:

- Trust owned/provided ICT
- Their personal ICT (when this is used to either communicate with other members of the school community or publish any form of information in relation to it as an organisation or individual employees; irrespective of the timing of this use)
- Google Classroom and all other remote learning portals/apps/webtools.

Students who do not comply with this policy (whether this takes place within school/using trust provided ICT equipment or outside of school) are in breach of this agreement and hence will face sanctions. These may be issued by the school and/or result in a report being made to an outside agency such as the police*.

Social media

Parents are recommended to check their child only has access to age appropriate social media to prevent issues with social media use. Very few social media platforms have age ratings which include the primary school age group.

The school will not be held responsible in any way for the behaviour of children online at home. It is strongly recommended that parents/carers monitor closely their child's use of both online media and social media. Clearly, it can be helpful for parents to inform the school if there is an issue of inappropriate use of online/social media between pupils, so that the school can monitor closely any further
behaviour that may need addressing. However, it is the parent/carers' responsibility
to address inappropriate behaviour outside of school hours. For example, this may involve protecting your child by removing them from a Whatsapp group or reporting an underage account to Facebook.

The school will continue to raise awareness of appropriate social media use in our regular Online Safety lessons and Internet Safety days and through Project Evolve (shaping a better online life for all). The school may write to parents when online issues are affecting the children in school.

Examples of social media age restrictions are below:
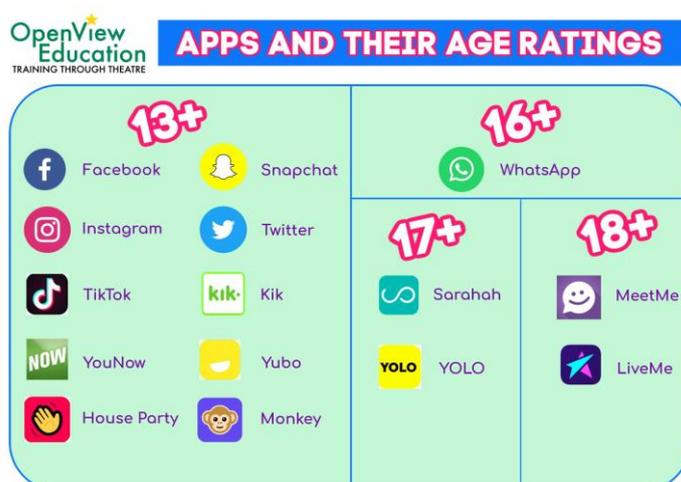
Discipline beyond the school gate

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 residentials. 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.

Where incidents occur in the community, we strongly recommend parents/carers report their concerns to the appropriate agency in a timely manner. The school cannot and will not be responsible for, mediating community disputes, passing messages between parents/carers or similar*.

The exception to this school involvement in incidents that occur outside of school are those that directly relate to safeguarding. In these cases, the school will seek factual information and then, if necessary, follow appropriate safeguarding & child protection procedures.

Onward referrals to appropriate bodies may include:
- Crimes/criminal behaviour/anti-social behaviour to the police (using 101 or 999 as appropriate or logging this via the 101@sussex.pnn.police.uk email address
- Safeguarding concerns to the WSCC Integrated Front Door / MASH (Multi-Agency-Safeguarding-Hub) on 01403 229900 (office hours) or 0330 222 6664 or MASH@westsussex.gov.uk
- In the case of self-harm/risk of injury/harm by visiting A&E or using the 999 service

Record Keeping
- All incidents of unsocial or antisocial behaviour must be recorded on CPOMS by the staff member directly involved. This helps us to explore patterns and ensure natural consequences to behaviour are applied over time. These records also contribute to information collate for EHCNAs and meetings with Children's Social Care.
- The record must include the initials of all the individuals involved and they must be tagged to the record
- The incident should be logged on the account of the perpetrator
- All incidents should be followed by an action
- Some children will have Individual Behaviour Plans and these will include behaviour records where progress towards targets is recorded
- Children should complete a Reflect and Reset sheet following each incident of antisocial behaviour. This forms the record of the restorative action that was taken. Once completed these must be passed to the Assistant Head for Inclusion
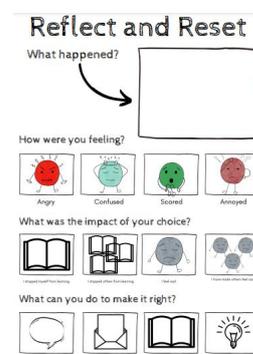
⚠️ **Inclusion Aware!**

When responding to incidents of unsocial or antisocial behaviour, all staff must take into account the communication needs of the individual. This may involve using a comic strip conversation to establish the events or using drawing rather than writing to record their reflections.

Staff Induction, Development and Support

All staff will be provided with a thorough induction with regard to the behaviour policy and the expectations of their role in relation to this. The Senior Leadership Team will monitor and evaluate the implementation of the policy by observing behaviour and routines on the playground as well as in class, and will provide feedback about whole school trends and individuals. The information collected will then inform staff continued professional development.

Teaching Assistants will have opportunities for developing their behaviour management skills during their weekly CPD sessions and they will also be encouraged to identify areas they need to develop through their appraisal cycle.

Appendix 1

The Laurels Behaviour curriculum

At The Laurels Primary School, we recognise our responsibility to both protect and educate our learners. We have therefore created a behaviour curriculum to ensure all pupils have equality of opportunity to learn how to be proactive, active and happy members of our school community. Our behaviour curriculum recognises the importance of supporting children's personal and emotional development and we understand that building relationships, routines and rules ensures that 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.

"...every conceivable aim of education is supported by better behaviour."

Tom Bennet, 2020
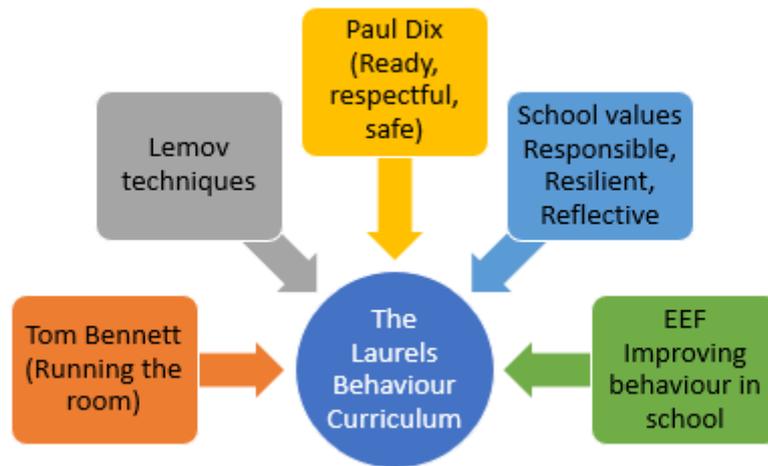
Routines

Perhaps the single most powerful way to bring efficiency, focus and rigour to a classroom is by installing strong procedures and routines. You define a right way to do recurring tasks; you practise doing them with students so they roll like clockwork.

Doug Lemov

Routines form the foundation of good behaviour at The Laurels - a sequence of behaviour to use frequently in order to achieve a goal. Routines are the building blocks of the classroom culture and therefore must be taught by modelling, practice, revision, correction and review. Where behaviour needs to be improved, routines are used to form good habits and norms. By providing our children with clear sequences of modelled behaviour, either by ourselves or by watching others, it becomes easier for them to decide HOW to behave.

Routines are used to:
- Communicate expectations clearly
- Free up thinking space
- Save time
- Deter rule breaking
- Generate social norms
- Form habits
- Create safe environments

Teachers create unique environments in their classrooms and therefore they must have autonomy over the scripts and routines they develop and use. The need for scripts and routines may ebb and flow but it is expected that all teachers will ensure that they have planned their expectations for the following daily classroom events:

- ❖ Entering the room in the morning
- ❖ Lining up
- ❖ Transitioning between rooms in the school
- ❖ Completion of the register
- ❖ Use of water bottles
- ❖ Going to the toilet
- ❖ Responding to visitors entering the room
- ❖ Using the library
- ❖ New pupils joining their class
- ❖ Starting and ending a lesson
- ❖ The end of the school day

Whole school routines and scripts

Scripts are there to help, not hinder. The more you use them, the less you need them.

Tom Bennett

The following are examples of whole school scripts and routines

Attracting attention before a transition	Sitting as a group to moving around classroom	Sitting at tables and moving to another place

● Teacher to raise hand. This is The Laurels 'Signal for Silence'
 ● Children stop, raise their hand and turn to track the teacher.
 ● Teacher to wait for silence, giving non-verbal praise
 	
 Note: Avoid speaking when your hand is up; cut off any conversation whether with a child/another adult when hand goes up
 	
 No rhymes or clapping in KS2 (with the exception of early in Year 3 where it may be developmentally appropriate).
 	
 Once children are still and tracking the adult, the adult then gives the whole instruction set. On one xxx, On two xxx, On three xxx. Once the instructions have been given the only words should be One, Two, Three with time between to transition as asked.
 	
 "On one stand up, two tuck in chairs, three line up at the door. 1, 2, 3."
	e.g. 'carpet to tables' during maths, or 'sitting to group work' during a music/PE lesson
	
	 Teacher to clearly state that a transition is about to happen and ensure all children are tracking before beginning the transition routine.
	 ● Teacher to show 'one' by holding 1 finger up.
	    ○ *Children to stand but continue to track the teacher.*
	 ● Teacher to show 'two' by holding 2 fingers up.
	    ○ *Children to move in a calm, silent manner, facing the direction of the table they are on.*
	 ● Teacher to show 'three', holding 3 fingers up.
	    ○ *Children sit down and track teacher for next instruction.*
		e.g. back to carpet or lining up
		
		 Teacher to clearly state that a transition is about to happen and ensure all children are tracking before beginning the transition routine. **Note: equipment should have been tidied away before the transition is started**.
		 ● Teacher to show 'one' by holding 1 finger up.
		    ○ *Children stand after tucking chairs in but continue to track the teacher.*
		 ● Teacher to show 'two' by holding 2 fingers up.
		    ○ *Children move in a calm, silent manner.*
		 ● Teacher to show 'three' by holding 3 fingers up.
		    ○ *Children to track teacher for next instruction.*

Coming in from playground	**Assembly**	**Lunch time organisation**
Teachers collect children from the playground at the end of play. ● Teacher on duty blows the whistle once and raises their hand to show 1 - this means all children stop. ● They blow the whistle twice in quick succession and show 2 fingers - this means 'collect all equipment'. ● They blow the whistle 3 times in quick succession and show 3 fingers - this means move to the line/put equipment away. All children will be taught this routine and it will be the same for every playtime. Teachers must have high expectations that children will line up quickly and they should transition from the playground without delay.	Teacher to remind children of the importance of being role models for younger children and the importance of tracking the front at all times. Teachers to ensure children are seated supportively during assembly and that they transition to assembly is quiet. The hall should be silent and teachers therefore should use non-verbal communication with their classes once they have entered. **Entry** ● Enter assembly led by the adult ● Sit down without speaking when asked. ● Keep your hands and feet to yourself. **Exit** ● Stay seated without communicating until guided to exit. ● Stand without making any sound.	● As children enter the hall, they are to sit at tables for packed lunch, and to line up in their band colours for hot school meals. ● Adults guide children to their seats to remove the choice. ● Children to raise their hand when they feel they have finished and adult to check plates. ● Children to clear away independently and select desert. ● All children to clear up spillages or mess they are responsible for. **Behaviour to be taught** **Manners** ● Use 'Please may I have… ● Thank kitchen staff every day Staff to reteach children what to say when they forget or omit to use manners.

In KS2 years 3 and 4 , and 5 and 6 will wait at their respective doors and teachers will send them in 6 at a time. Ideally teachers will stand at the side of the line rather than the front so their presence is felt by all the children and behaviour (good and poor) can be addressed efficiently. **When entering the building, shirts must be tucked in.**	● Leave the hall in one line without making any sound. Remain in seating order – no over-taking **Standing in assembly** ● Teacher to show 'one' by holding 1 finger up. 　○ *Children get ready to stand but continue to track the teacher.* ● Teacher to show 'two' by holding 2 fingers up. 　○ *Children to stand, silently, face the front and track the teacher* ● Teacher to show 'three' by holding 3 fingers up. 　○ *Children to track teacher for next instruction.*	**Prosocial eating behaviours** Support children to use the correct cutlery in the right way Encourage children to close their mouths when eating Help them to try new foods and to eat what they have chosen Model the scripts to solve problems such as 'please can you pass…' Encourage children to sit still and focus on eating Before you leave check your place is clear and clean
ABC Questioning ABC questioning stands for: ● A = AGREE ● B = BUILD ● C = CHALLENGE The AGREE, BUILD and CHALLENGE (ABC) Questioning Method is a teaching technique used to encourage enhanced discussion and thinking when conducting question and answer sessions in the classroom. The teacher will use ABC questioning to encourage students to AGREE with other student views, BUILD upon each other's ideas and CHALLENGE each other's opinions. This routine must be taught and applied in all subjects.	**Prep for Best** *To be used at transition times such as between lessons where there is no playtime.* This is time to prep for best. You have xxxx time to go to the toilet, have a drink, sharpen your pencil. This is prep for best. We will all be ready in xxx minutes**.**	**Moving in a line on the playground or in school** Teachers decide the order of the line including who is at the front and who is last. They take into account children's needs and the dynamics of the class. Teachers give the front line leader a landmark to walk to i.e 'walk to the double doors and stop'. This allows the teacher to have oversight of the whole line and to demonstrate high expectations of the child leading. Once all children have stopped then next instruction is given. ' Now walk to the hall doors and stop.' Once established please display the line order for support staff to cross-reference.

Classroom routines

STAR strategy

Teach children to:

- sit up straight
- track the speaker
- ask and answer questions
- respect those around them

Make it clear when you expect it to happen, and reteach the strategy as needed. Use non-verbal gestures to praise those using STAR so that it becomes a social norm within the classroom.

Voices

We want children to be aware of the volume they use during a lesson.
Type of voice:

- Silence - thinking without speaking
- Partner voice - a voice only your partner can hear
- Table voice - a voice only your table can hear
- Class voice - a voice the whole class can hear.

Remind children of the noise level **before** starting a lesson or task

Rewards

All excellent behaviour at The Laurels is rewarded with praise which should be sincere, proportionate and targeted to reinforce the behaviour expectations. Alongside this, children can be rewarded with a raffle ticket to be 'in it to win it'. Tickets are drawn weekly in class and children can select a privilege reward from those offered across the key stage (appendix 2).

Excellent behaviour is celebrated every week during celebration assembly where pupils receive behaviour postcards in recognition of their achievements. Names are shared in the weekly Friday Flyer.

Teachers are encouraged to communicate with parents about positive behaviour. This can be on the door, on the gate or via a phone call home.
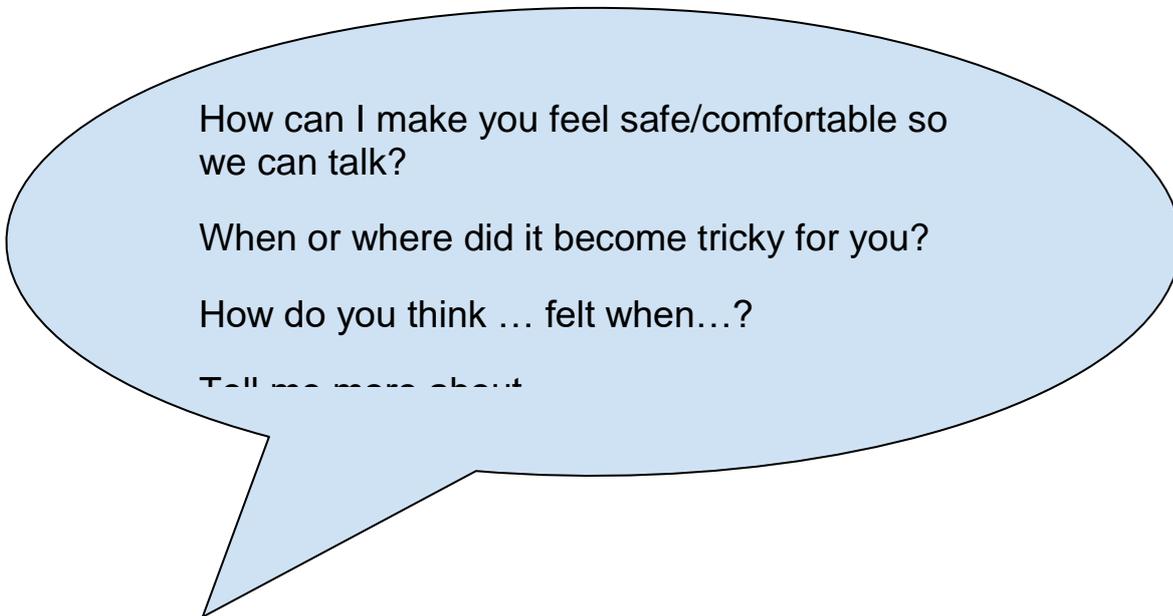
Restorative Conversations, Reflection and Resetting

Restorative conversations are had following incidents of unsocial or antisocial behaviour. Restorative approaches are built on values which distinguish between the person and their behaviour. They promote accountability and seek to repair any harm caused in a situation. Guidance for restorative conversations:

- Restorative approaches are facilitated effectively when the adults 'stay in the curious space'. This means being prepared to find out something you weren't expecting.
- Restorative conversations should never follow a prescribed script otherwise children quickly become familiar with the questions and will turn out formulaic responses. This is not a relational approach.

- Everyone must be given enough time to regulate before any reasoning takes place.
- All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach, and the language used in discussions is fair, consistent and respectful.
- Discussions are held in a calm, quiet, private place.

Examples of questions that can be used during a restorative conversation:

> How can I make you feel safe/comfortable so we can talk?
>
> When or where did it become tricky for you?
>
> How do you think … felt when…?
>
> Tell me more about…

Children then record their ideas on a Reflect and Reset sheet (2 versions are available to match age/stage of children), and decide what restorative consequence is appropriate.
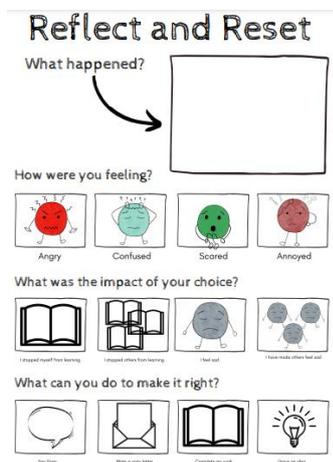
Severity of behaviour

The following table supports decision making around the severity level of an incident. The frequency of behaviours at any level suggest that the child is not managing to address the behaviour, therefore further consequences / intervention are likely to be required, even if the behaviour is considered to be 'low level'.

Low Level incidents	Moderate incidents	Serious incidents (SLT)
● Not following STAR ● Swinging on chairs ● Poking ● Refusal to share ● Borrowing without asking ● Pushing in line or pushing in ● Interfering, irritating others ● Late to sessions (e.g. after playtime) ● Interrupting e.g. Calling out ● Running in corridors ● Not having correct uniform ● Not responding to reasonable requests – passive defiance. ● Making inappropriate noises or actions ● Deliberately wasting resources e.g. food, paper etc. ● Passing notes	● Throwing objects ● Deliberate dishonesty e.g. Lying ● Breaking equipment with intent ● Climbing over/under furniture ● Rudeness to any adults ● Defacing work/property e.g writing on covers of exercise books ● Verbal abuse - name calling ● Threatening behaviour where there is potential for emotional harm e.g.do this or you can't play. ● Spitting ● Hiding from staff ● Answering back ● Directly refusing a reasonable request – active defiance. ● Play Fighting ● Physical Retaliation ● Reckless behaviour – no significant damage to persons or property ● Abusive language/swearing ● Throwing food ● Interfering with other children's food or drink. ● Playing in toilets ● Refusal to participate	● Dangerous use of equipment eg pulling chairs away ● Theft ● Biting (premeditated intent) ● Fighting (premeditated intent) ● Severe disruption to others' learning ● Swearing/name calling directly to adults ● Leaving the classroom without previous agreement with the teacher ● Threatening behaviour – likelihood of serious emotional or physical harm e.g. We will get you on the way home. ● Vandalism ● Graffiti ● Damage to the building ● Reckless behaviour e.g. significant damage to persons or property ● Racist or discriminatory comments relating to any protected characteristic ● Peer-on-peer abuse ● Sexual misconduct

Escalating Behaviour

Staff must not delegate responsibility for the behaviour of their students however there are times when they must *involve* Senior Leaders in their response to behaviour. Senior Leaders will use language and behaviours which support teaching staff rather than taking responsibility from them.

The following serious incidents should be escalated to SLT immediately:
- Bullying
- Fighting
- Racism or other discriminatory actions
- Harmful sexual behaviour

Managing Behaviour over time:

The behaviour lead, headteacher and SLT monitor patterns of behaviour. Parents will be contacted at any point if their support is deemed necessary, and to inform them of particular incidents. Classroom staff should inform the headteacher of steps already taken and seek support as soon as they realise that strategies are not bringing about rapid improvements.

Generally the class teacher retains responsibility for managing behaviour of children in his/her class. Strategies implemented by class teachers and teaching assistants would include:

- Positive reinforcement through reminders of expectations in line with the values of the school.
- Awarding raffle tickets in recognition of compliance with school expectations.
- Supporting conflict resolution by mediating with children; encouraging children to talk and explain what has happened, helping them to see how conflict has occurred and to support children to find a resolution agreeable to all parties.

The behaviour lead's involvement along with SLT and the headteacher will include:

- A formal conversation with the child when the child has had repeated reportable incidents.
- A child voice conversation with child, parents and teacher to identify any hidden causes of behaviour.
- Issuing consequences such as removal from break times or lesson times .
- Creation of behaviour improvement plan and regular review meetings.
- Liaison with SENDCO to discuss possible SEND..
- Liaison with external agencies for support.
- Consideration of fixed term or permanent exclusion if all other strategies have proved unsuccessful.

Strategies to support regulation
- Co-regulation by an adult by 'walking and talking'
- Checking in with their feelings using the Colour Monster or the Zones of Regulation
- Adults wonder aloud about feelings 'I wonder whether you are feeling …' 'Your face is showing me that you are feeling…'.
- Adults modelling feelings 'That lovely answer put me in the yellow zone!". "I feel a bit grey after all that writing - shall we go for a break."
- Break-out spaces or calm corners when children can self-regulate
- Own work stations with sensory opportunities or sensory tools such as ear defenders
- Sensory input; deep pressure for calming or alerting for example.
- Comic strip conversations
- Close behaviour analysis and fixed interval observations to identify triggers
- Cycling regulation - sensory input, learning, recovery, sensory input, learning recovery…
- Opportunities for 'flow' activities
- Assessments using Boxall profile, Sensory toolkit, Neurodiversity checklists, Social Play Record

Specific interventions
- Sensory circuits
- Nurture Group
- Lego Therapy

If an exception is needed for a child, then it is important that others still understand that:
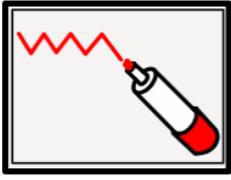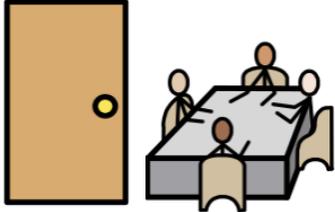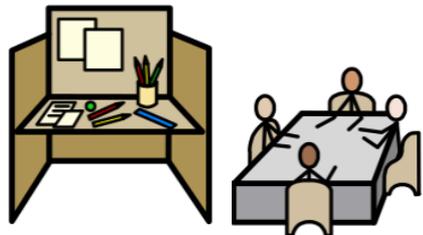- The behaviour was not ignored by the teacher
- It still mattered
- Action is being taken
- There is an exception happening
- The exception has a reason
- We can't always discuss these because sometimes privacy and dignity are more important.

Scripting a phone call home following antisocial behaviour
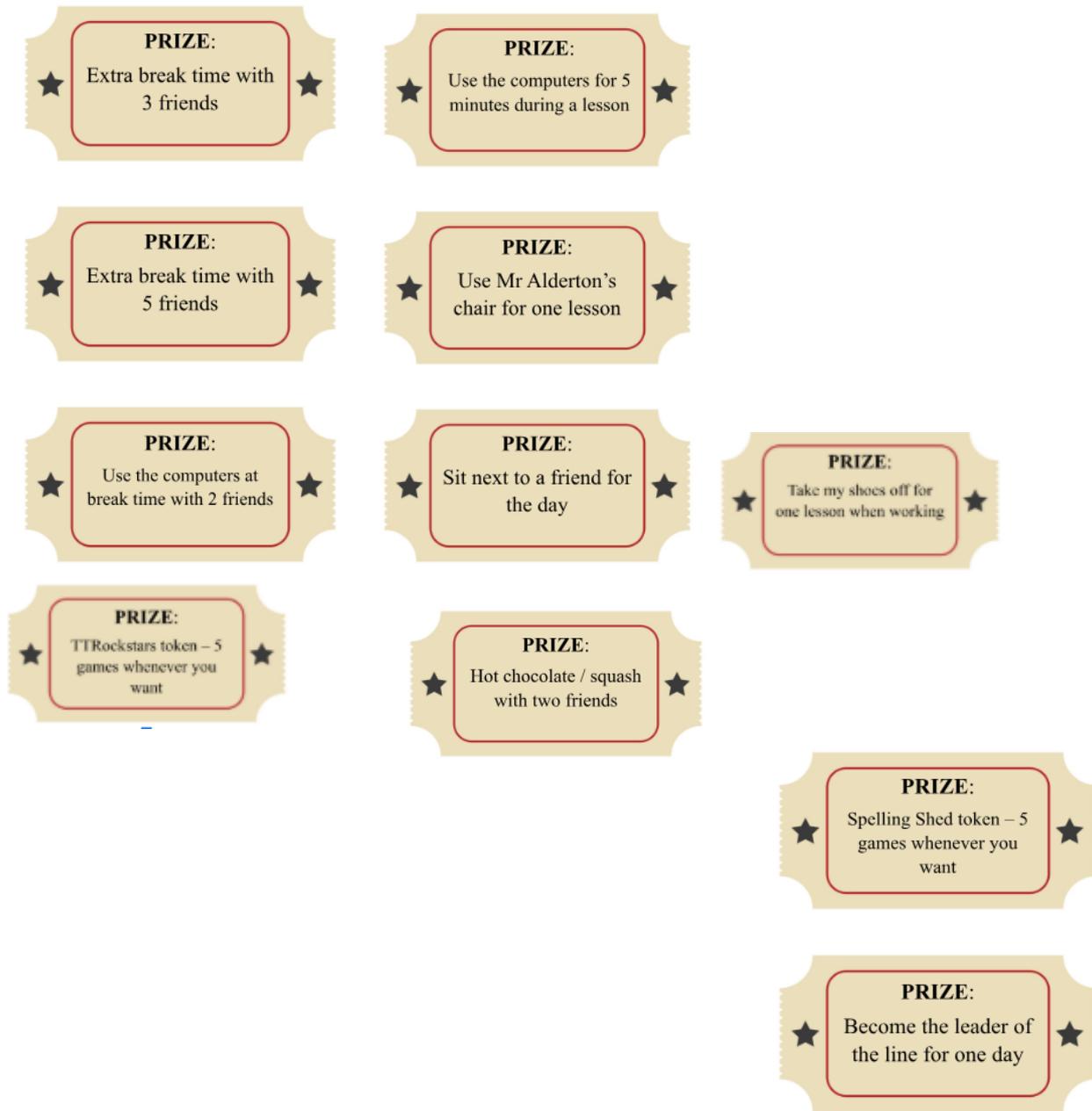Try to include the following:
- You matter and your child matters
- Their learning matters
- Their behaviour matters
- I care about all of these and I need your help to help them
- Let's make things better together
- Volunteer information before it is asked by being proactive with home communication

Be friendly and personable, but be professional, cautious, courteous and careful in what you say.

Appendix 1

Consequence Ladder

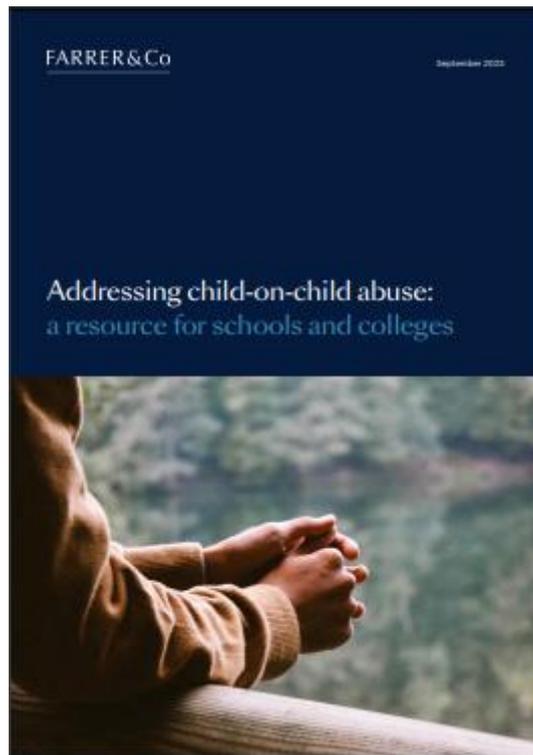| A gentle reminder…		
Remember STAR **S**it up straight, **T**rack the speaker, **A**sk and Answer Questions, show **R**espect		
Non-verbal warning		
An adult will tell me what I am doing wrong so that I can make a better choice.		
If I continue to make a poor choice, an adult will write my name on the board to remind me of my responsibilities.		
If I continue to make the wrong choices, I will move to my buddy class for 5 mins if I am in KS1 and 10 minutes if I am in KS2.		
If my poor behaviour continues, I will leave the classroom for the remainder of the lesson. **I will need to complete a Reflect and Reset sheet. I will also need to have a restorative conversation with an adult.**		
If my behaviour continues I will leave the classroom for the remainder of the day. **I will need to complete a Reflect and Reset sheet.** **I will also need to have a restorative conversation with an adult.** **There will be a meeting with my parents to talk about what is happening in school.**		

Appendix 2

Priviledges

PRIZE:
Extra break time with 3 friends

PRIZE:
Use the computers for 5 minutes during a lesson

PRIZE:
Extra break time with 5 friends

PRIZE:
Use Mr Alderton's chair for one lesson

PRIZE:
Use the computers at break time with 2 friends

PRIZE:
Sit next to a friend for the day

PRIZE:
Take my shoes off for one lesson when working

PRIZE:
TTRockstars token – 5 games whenever you want

PRIZE:
Hot chocolate / squash with two friends

PRIZE:
Spelling Shed token – 5 games whenever you want

PRIZE:
Become the leader of the line for one day

Appendix 3

Guidance for addressing child-on-child abuse:

https://www.farrer.co.uk/globalassets/clients-and-sectors/safeguarding/addressing-child-on-child-abuse.pdf