



The Laurels
PRIMARY SCHOOL

Behaviour Policy

2026 - 2027

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Approval By: Local Governing Board	Date:	Review Date:

Our vision, 'Getting better never stops', reflects our commitment to continuous improvement and our high aspirations for every child. We are committed to providing an inclusive, nurturing and ambitious education that enables every child to learn, grow and succeed.

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.

Principles

At The Laurels, our approach to behaviour is rooted in our vision, 'Getting better never stops'. We believe that behaviour can be taught, learned and improved, and that every child should be supported to develop the skills they need to be successful in school and beyond.

Our approach is underpinned by the following principles:

- Relationships matter. Positive, respectful relationships between children and adults create the conditions in which children feel safe, valued and ready to learn.
- Behaviour is taught, not simply managed. We explicitly teach, model, practise and reinforce the behaviours we expect through our school rules: Ready, Respectful and Safe.
- High expectations are for everyone. We have high expectations for all pupils while recognising that some children will need additional teaching, support or reasonable adjustments to meet them.
- Fair does not always mean the same. Adults consider a child's age, developmental stage, SEND, communication needs and individual circumstances when deciding how best to respond.
- Behaviour is communication. We seek to understand what may be contributing to behaviour while maintaining clear expectations and appropriate boundaries.
- Regulation comes before reflection. Children need to feel calm and safe before they can successfully reflect, learn from an incident or repair relationships.
- Responses should teach and support improvement. Consequences have a clear purpose: to protect, restore, teach, support or enable learning to continue. They are reasonable, proportionate and connected to what has happened.
- Children can repair and begin again. We use reflection and restorative approaches to help children understand the impact of their choices, put things right where appropriate and make better choices next time.
- Positive choices are noticed and recognised. Adults deliberately notice, acknowledge and reinforce the behaviours and attitudes we want children to develop.
- Safety comes first. Serious or unsafe behaviour is responded to promptly and proportionately to protect the safety, wellbeing and learning of everyone.

- Adults are consistent, not identical. Staff use shared expectations, routines and language while exercising professional judgement about the support that is right for the child and situation.
- Every child gets a fresh start. A behaviour incident does not define a child. Once an incident has been addressed, we support children to return positively to their relationships and learning.

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

Responsibilities

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
- 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
- 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.

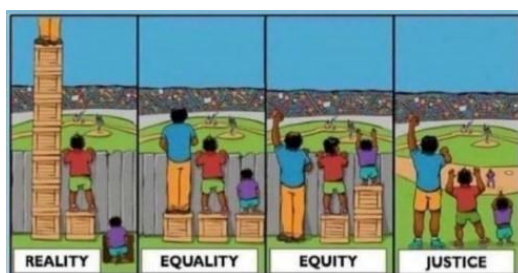
The Senior Leadership Team will:

- 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
- 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 responding to more complex behaviour or behaviour of concern.
- Share information regarding the specific context of behaviours arising from SEND 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 pattern of behaviour is causing concern or a pupil is considered at risk of suspension or permanent exclusion, parents/carers will be involved at an early stage so that school and family can work together to understand contributing factors and identify appropriate support.
- 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.



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 behaviour of concern may be adapted to cater to the needs of the child. The school's Special Educational Needs Co-ordinator (SENDCo) will evaluate a pupil who exhibits behaviour of concern 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 and teachers 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:

Where there are concerns about a pupil's behaviour, or a pupil is at risk of suspension or permanent exclusion, the school will seek to identify and address any underlying or unmet needs at the earliest opportunity. This will

include considering the pupil's SEND, disability, communication needs and other vulnerabilities; reviewing the support and reasonable adjustments already in place; and working with the pupil, family and relevant professionals to consider what additional support may be required. Where a pupil has an EHC plan, the school will involve the Local Authority at an early stage and consider whether an early annual review is appropriate.

- 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.
- Thought-Full – A Local Authority Service offering support for children experiencing mild to moderate mental health needs.
- Early Years Transition Team – A Local Authority Team which supports children and schools with the transition from Nursery to school.

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

Our approach reflects evidence-informed practice, including EEF guidance, which emphasises the importance of explicitly teaching learning behaviours, establishing clear routines and expectations, and using consistent approaches across the school.

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 school's 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. Children are also taught that behaviour has consequences and are supported to understand how their choices can affect themselves, others and learning.

Examples of Behaviours:

- Prosocial behaviour supports the wellbeing, learning or safety of others, such as kindness, cooperation, helping and taking turns.
- Unsocial behaviour may not be deliberately harmful but can affect others or make successful participation more difficult.
- Antisocial behaviour causes, or is likely to cause, harm, distress, disruption or damage.

Awareness of inclusion

Neurodivergent children may display unsocial or antisocial behaviours as a result of a sensory, learning or other difference (such as humming as a result of a sensory need, or shouting as a result of extreme anxiety). We will seek to understand the function, trigger or need underlying the behaviour and support the pupil to develop safe and appropriate strategies for communicating or meeting that need.

Our Behaviour Approach

Our Behaviour Approach (Appendix 2) aims to support children and staff when a behaviour incident occurs by giving consequences, opportunities to reset ready for learning again and to have restorative conversations. There are 3 versions, one for Reception, one for Key Stage 1 and one for Key Stage 2. They are adapted for each stage to make them more accessible for the children.

Our behaviour approach and behaviour posters are not intended to be followed in a set order or as a step-by-step process. Staff should use their professional judgement to select the most appropriate support or strategy from the poster, depending on the behaviour displayed, the needs of the individual pupil and the situation at the time. This flexible approach allows staff to respond consistently while recognising that different behaviours and pupils may require different levels or types of support. Fair does not always mean the same. Some children may need reasonable adjustments, personalised support or a different response because of their individual needs. Staff should always consider the context and aim to use the most appropriate strategy to support the pupil to regulate and make positive choices.



Consequences

Consequences help children understand the impact of their behaviour, take responsibility where appropriate and reduce the likelihood of the behaviour recurring. Consequences should have a clear purpose: to protect, restore, teach, support or enable learning to continue. They should be reasonable, proportionate and appropriate to the child's age, developmental stage and individual needs. At The Laurels, we distinguish between natural, protective and academic consequences.

Natural consequences

What they are: A consequence that is directly and logically connected to what has happened. It gives the pupil an opportunity to repair, restore or put right the impact of their actions.

Why we use them: They help pupils understand the impact of their actions, take responsibility where appropriate and put things right.

Examples might include:

- clearing up a mess they have created, e.g. water in the bathroom
- putting resources or an area back in order
- helping to repair or replace something they have damaged, where appropriate
- putting right something they have disrupted, e.g. reorganising an area

Protective consequences

What they are: Protective consequences are used when action is needed to protect the safety, wellbeing or learning of the pupil or others.

Why we use them: They reduce risk, maintain safety and allow appropriate support to be put in place.

Examples might include:

- increased adult supervision
- changing seating or grouping arrangements
- temporarily changing how or where a pupil accesses an activity, space or situation while appropriate support is put in place
- a short, purposeful removal from an activity or unstructured time where this is necessary to maintain safety, protect others or protect learning

Academic consequences

What they are: Academic consequences are directly related to learning that has been missed, disrupted or not completed because of behaviour.

Why we use them: They ensure pupils do not miss important learning and support them to return successfully to learning. Academic consequences will relate directly to the learning affected and will not involve additional work being given simply as a punishment.

Examples might include:

- completing learning that was not completed because of behaviour
- revisiting learning that was rushed or deliberately completed without appropriate effort
- completing missed learning at another appropriate time
- receiving additional adult support to successfully complete or understand the learning at another appropriate time where lesson time has been lost

Proactive strategies to support good behaviour

Regulation

We help children identify and name their feelings and help them re-regulate safely.

All classrooms encourage children to reflect on their emotional and physiological wellbeing 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 some time and space 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.

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 Launch Pad 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.

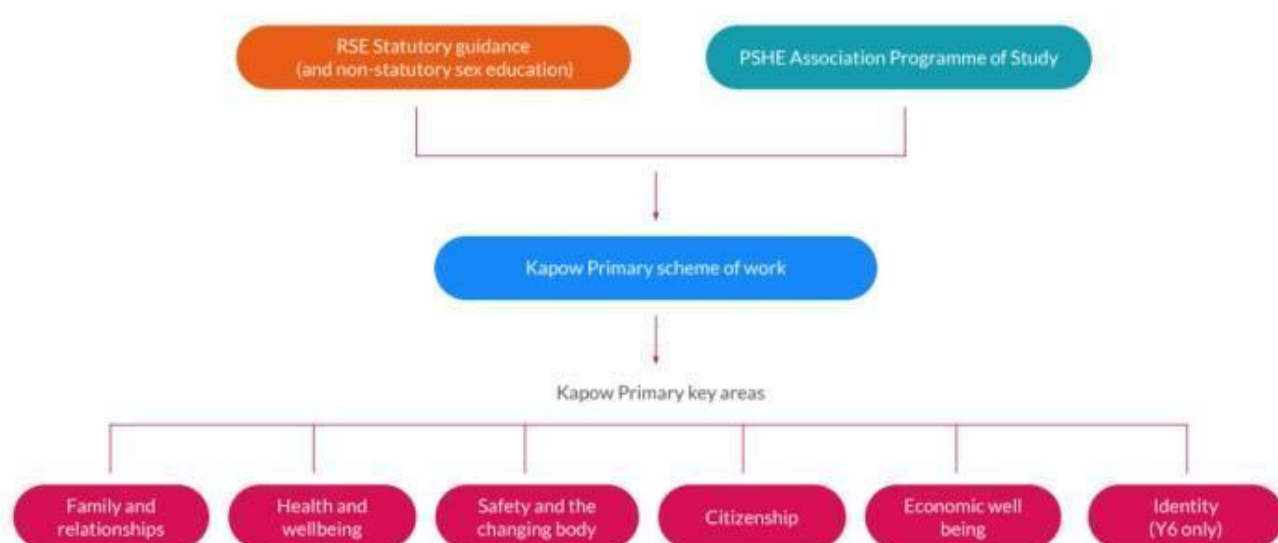
Nurture Group (Toast Club)

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 the pupil to offload their worry so that they can focus on learning.

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 Elsdon.

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.

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?

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 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.

Internal removal, suspension and permanent exclusion

Internal removal

This will be at the discretion of a member of the Senior Leadership Team where there has been

- Repeated behaviour that does not meet the school's expectations
- An escalation in behaviour of concern
- A one-off serious incident
- Unsafe behaviour

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. The pupil will be supported to regulate, continue their learning where appropriate and reflect on what has happened when they are ready. Where appropriate, this may include a restorative conversation or an opportunity to repair harm. Where concerns continue, further support and appropriate consequences will be considered in line with this policy

Suspension and permanent exclusion

The school is committed to using suspension and permanent exclusion only where necessary and in accordance with current statutory guidance and the DMAT Suspension and Permanent Exclusion Policy 2026-2027. Permanent exclusion will only be used as a last resort.

Only the Headteacher, or acting Headteacher, can suspend or permanently exclude a pupil on disciplinary grounds. A suspension will be considered in accordance with this Behaviour Policy and the DMAT Suspension and Permanent Exclusion Policy. Permanent exclusion will only be considered in response to a serious or persistent breach of the school's Behaviour Policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

Before deciding whether to suspend or permanently exclude a pupil, the Headteacher will consider all relevant facts and evidence on the balance of probabilities; the pupil's views, taking account of their age and understanding; whether the incident may have been provoked; any SEND, disability or vulnerability; the support and reasonable adjustments in place; and whether appropriate alternative responses or additional support should be considered.

Where there are concerns about the behaviour, or risk of suspension or permanent exclusion, of a pupil with SEND, a disability or an EHC plan, the school will consider what additional support or alternative provision may be required and whether the behaviour may be linked to unmet SEN, disability-related needs, communication needs, mental health needs or other vulnerabilities. Where a pupil has an EHC plan, the school will contact the Local Authority at an early stage and consider whether an early annual review is appropriate.

Following a suspension, the school will put in place an appropriate reintegration strategy to support the pupil's successful return to school and learning. This will be discussed with the pupil and, where appropriate, their parents/carers and other relevant professionals. Support will be proportionate to need and may include pastoral support, a trusted adult, additional reasonable adjustments or a review of existing provision. On return, the pupil will be supported to make a fresh start and reminded that they remain a valued member of The Laurels community.

All suspensions and permanent exclusions will be undertaken in accordance with current Department for Education statutory guidance and the DMAT Suspension and Permanent Exclusion Policy 2026-2027, which sets out the detailed requirements relating to notification, education during suspension, governance oversight, reinstatement and review.

Searching, screening and confiscation

The Headteacher and members of staff authorised by the Headteacher may search a pupil or their possessions where this is permitted by law and in accordance with current Department for Education guidance.

Where appropriate, staff will first seek the pupil's cooperation with a search. Where there are reasonable grounds to suspect that a pupil is in possession of a prohibited item, or an item identified in the school rules as an item that may be searched for, an authorised member of staff may carry out a search without the pupil's agreement in accordance with statutory powers and guidance.

When conducting a search, staff will consider the age and individual needs of the pupil, including any SEND, disability or other vulnerability, and make reasonable adjustments where appropriate. Any search will be conducted with due regard to the pupil's dignity, privacy and safeguarding needs and in accordance with the statutory requirements relating to the member of staff conducting the search, witnesses and informing parents/carers.

DfE Prohibited items which may be searched for under statutory powers include:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, cigarette papers and smoking-related products
- fireworks
- pornographic images
- any article that has been, or is likely to be, used to commit an offence, cause personal injury or damage property.

In addition, The Laurels prohibits the following items, and these may also be searched for where appropriate:

- vapes and vaping products
- lighters and matches
- aerosols
- laser pens/pointers
- energy drinks
- Mobile phones and other personal smart/communication devices where these have been brought into school or retained contrary to the school's rules. Mobile phones and similar devices are identified as items which may be searched for in accordance with the school's searching powers and current DfE guidance.

- any material considered inappropriate or likely to cause harm or offence
- any other item which the Headteacher reasonably considers detrimental to maintaining a safe, orderly environment.

Items found as a result of a search may be confiscated, retained, returned to parents/carers, disposed of or passed to the police as appropriate and in accordance with current guidance.

Searching, screening and confiscation will be undertaken in accordance with the Department for Education's current *Searching, Screening and Confiscation* guidance.

Confiscation

The school has the statutory power to confiscate, retain or dispose of a pupil's property in certain circumstances. The school may also search electronic devices where there are reasonable grounds to do so and may examine data or files on a device, and delete these where appropriate, in accordance with current statutory guidance.

Any searching, screening or confiscation will be carried out in accordance with the Department for Education's current statutory guidance, *Searching, Screening and Confiscation: Advice for schools*.

Mobile phones and smart devices

The Laurels operates a mobile phone-free school day. Pupils must not use or have access to mobile phones or other personal smart/communication devices during the school day.

Pupils in Years 5 and 6, who walk to or from school independently, may bring a mobile phone to school for safety when travelling. The phone must be switched off before entering the school site and handed in for secure storage at the beginning of the school day. It will be returned at the end of the school day.

Other smart or communication devices capable of sending or receiving messages or notifications, or recording audio or video, must not be brought into school unless specifically authorised.

Exceptions and reasonable adjustments may be made where necessary to meet a pupil's individual needs, including SEND, disability or medical needs.

Where a pupil does not follow these expectations, the school will respond in accordance with this Behaviour Policy. Mobile phones and similar devices may be searched for and confiscated in accordance with the school's statutory powers and current DfE guidance.

Restrictive interventions and reasonable force

Staff may use reasonable force where this is necessary, reasonable, proportionate and lawful, including to prevent a pupil from harming themselves or others, damaging property or causing disorder. Any restrictive intervention will be undertaken in accordance with current DfE guidance and the DMAT Restrictive Interventions Policy. Staff will always seek to use the least restrictive response appropriate to the circumstances.

Any use of reasonable force or other restrictive intervention will be recorded and reported in accordance with statutory requirements and the DMAT Restrictive Interventions Policy.

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.

Where pupils do not follow these expectations, whether in school, using trust-provided ICT or in relevant circumstances outside school, the school may respond in accordance with this Behaviour Policy and the school's online safety procedures. Where appropriate, concerns may also be referred to an external agency such as the police.

Social media

Parents and carers have primary responsibility for supervising children's use of technology and social media outside school. Parents/carers are encouraged to ensure that children only access age-appropriate platforms and content.

Where online behaviour outside school affects pupils' safety or wellbeing, disrupts the orderly running of the school, affects members of the school community, or involves safeguarding concerns, the school may respond in accordance with this Behaviour Policy, the Child Protection and Safeguarding Policy and current statutory guidance.

The school will continue to teach safe and responsible online behaviour through the curriculum, including Online Safety learning and Project Evolve. Parents/carers are encouraged to share concerns with the school where online behaviour between pupils may affect children in school.

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 responses set out in the behaviour policy may 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 on 01403 229900 (office hours) or 0330 222 6664 or cp@westsussex.gov.uk
- In the case of self-harm/risk of injury/harm by visiting A&E or using the 999 service.

Record Keeping

- 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 appropriate support and consequences are considered over time. These records also contribute to information collated 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 recorded against the pupil(s) whose behaviour is being recorded, with all other pupils involved appropriately linked/tagged.
- 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
- Where appropriate, children will be supported to reflect following incidents of antisocial behaviour. This may include completing a developmentally appropriate Reflect and Reset sheet, a restorative conversation, drawing, comic-strip conversation or another approach appropriate to the child's communication and developmental needs

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

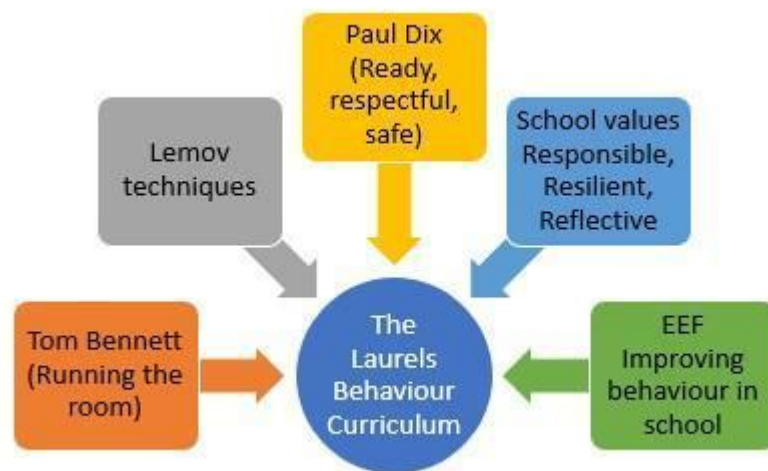
All staff will be provided with a thorough induction with regard to the behaviour policy and the expectations of their role in relation to this. The Senior Leadership Team will monitor and evaluate the implementation of the policy by observing behaviour and routines on the playground as well as in class, 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.

The Laurels Behaviour curriculum and staff guidance

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 Bennett, 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
- 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:

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 line leader a landmark to walk to eg '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.'
Attracting attention before a transition	• 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 Rhymes/clapping are only used in EYFS and KS1 (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 ..., On two ... On three 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."
Sitting as a group to moving around classroom 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. <i>Children to stand but continue to track the teacher.</i> - Teacher to show 'two' by holding 2 fingers up. <i>Children to move in a calm manner, facing the direction of the table they are on.</i> - Teacher to show 'three', holding 3 fingers up. <i>Children sit down and track teacher for next instruction.</i>
Sitting at tables and moving to another place 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. <i>Children stand after tucking chairs in but continue to track the teacher.</i> - Teacher to show 'two' by holding 2 fingers up. <i>Children move in a calm, silent manner.</i> - Teacher to show 'three' by holding 3 fingers up. <i>Children to track teacher for next instruction</i>
Coming in from playground 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. <i>All children stop.</i> - Teacher blows the whistle twice in quick succession and show 2 fingers. <i>Children collect equipment.</i> - Teacher blows the whistle 3 times in quick succession and show 3 fingers. <i>Children move to the line/put equipment away.</i> Note: - 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. - In KS2, the children will wait at their respective doors before entering the cloakroom and teachers will send them in 6 at a time. - Where possible, 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.
Assembly	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 quietly. 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. • Leave the hall in one line without making any sound. Standing in assembly • Teacher to show 'one' by holding 1 finger up. <i>Children get ready to stand but continue to track the teacher.</i> • Teacher to show 'two' by holding 2 fingers up. <i>Children to stand, silently, face the front and track the teacher.</i> • Teacher to show 'three' by holding 3 fingers up. <i>Children to track teacher for next instruction.</i>
Lunch time organisation	Note: As children enter the hall, they are to sit at tables for packed lunch, and to line up 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 dessert. • 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 • Prosocial eating behaviours • Support children to use the correct cutlery in the right way • Encourage children to close their mouths when eating • Model the scripts to solve problems such as 'please can you pass...' Before children leave, they should check their place is clear and clean.

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.

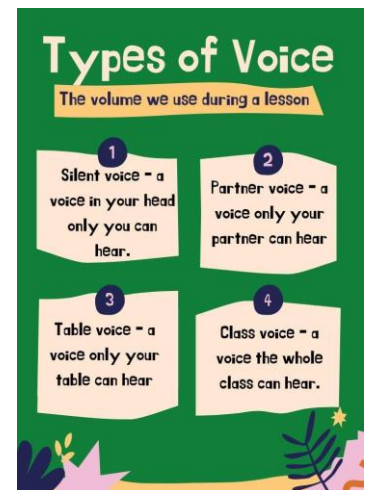
Voices

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

Types 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. 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.

Raffle Tickets

Raffle tickets are awarded to individual pupils in recognition of positive behaviour and choices. Tickets are drawn weekly in class and children can select a privilege reward from those offered across the key stage (appendix 3).

Celebration Assembly

Each week, the Headteacher recognises pupils who have demonstrated excellent behaviour, positive choices and acted as role models for our school rules: Ready, Respectful, Safe.

Postcards

Excellent behaviour is celebrated every week during celebration assembly where pupils receive behaviour postcards in recognition of their achievements.

Golden Tie/Golden Medal

During celebration assembly, a child for each class will also receive a golden tie or a golden medal. Golden ties will be for KS2 children and golden medals will be for KS1 children. This is for the child to wear the following week so that it is visible for all staff, visitors and children to see who has been displaying exceptional behaviour.

Children who have been celebrated in celebration assembly will have their names shared in the weekly Friday Flyer.

Class Star Jar

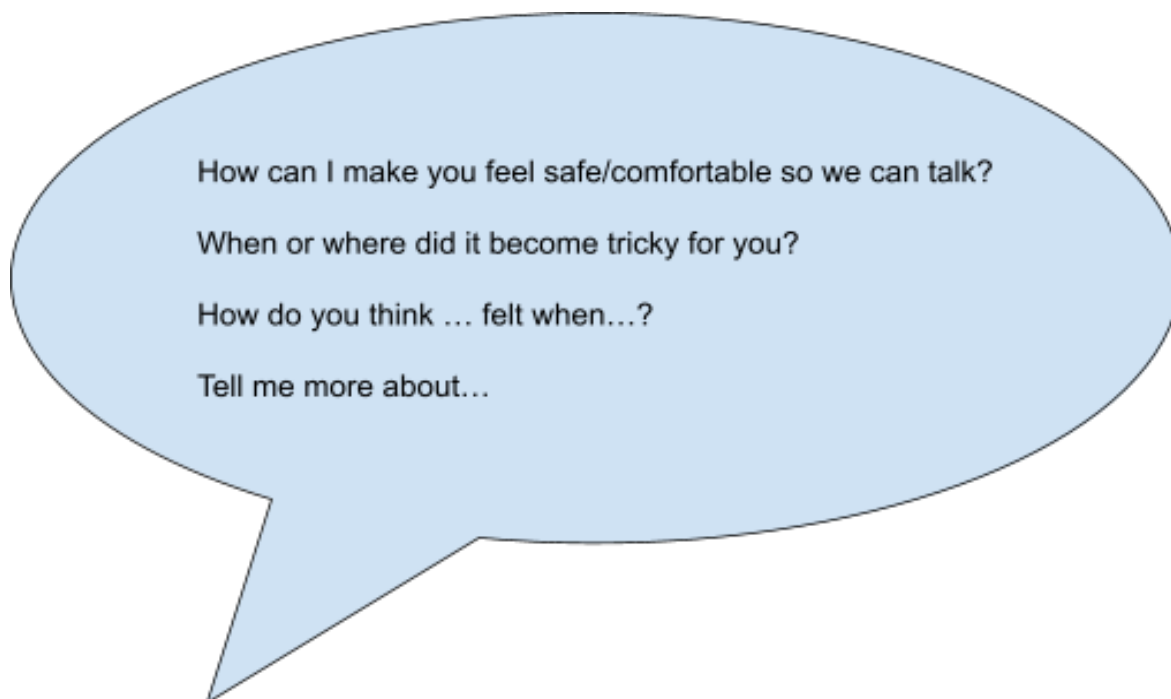
Each class has a star jar. Stars will be rewarded to a class as a whole class reward when they have been seen to be following the school rules Ready, Respectful, Safe. This is to encourage team work and to promote a sense of belonging. When the class has reached 20 stars, they will be rewarded with a whole class team building activity.

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.
- Issues will be explored in a fair, non-judgemental and solution-focused way, using language that is calm, consistent and respectful.
- Discussions are held in a calm, quiet, private place.

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



Where appropriate, children may record their reflections on a Reflect and Reset sheet. Alternative approaches may be used according to the child's age, developmental stage, communication needs and individual circumstances.

Reflect and Reset

What happened?

How were you feeling?

Angry
 Confused
 Scared
 Annoyed

What was the impact of your choice?

I messed up/let him/her down
 I caused others to feel bad
 I let out
 I have made others feel bad

What can you do to make it right?

Say sorry
 Write a sorry letter
 Complete my work
 Think on it

Reflect and Reset

Name: _____ Date: _____

What happened?

How were you feeling?

happy
 sad
 worried
 fear
 angry

What was the impact of your actions?

Who was impacted?

How can you repair the situation?

Severity of behaviour

The following table supports decision making around the severity level of an incident. The frequency of behaviours at any level may suggest that the pupil is finding it difficult to address the behaviour and that further support, intervention or an appropriate consequence may be required, even where individual incidents are considered low level.

The examples below are intended to support professional judgement rather than provide a fixed hierarchy of sanctions. The context, intent, frequency, impact, age and developmental stage of the pupil, SEND and other

individual circumstances must always be considered when determining the seriousness of an incident and the appropriate response.

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 (eg 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 ●	● Dangerous use of equipment 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 – significant damage to persons or property ● Racist or discriminatory comments relating to any protected characteristic ● Peer-on-peer abuse ● Sexual misconduct

Escalating Behaviour

Staff do not delegate responsibility for the behaviour of their children however there are times when they may *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.

Some behaviours are serious and may be escalated directly to senior staff. These include, for example:

- deliberately hurting someone
- bullying, including online bullying
- unsafe behaviour
- discrimination, including racist, sexist or other discriminatory language or behaviour
- harmful sexual behaviour

The response will depend on the nature and seriousness of the behaviour, the circumstances of the incident, the needs of the pupils involved and any risk to the safety or wellbeing of others. Staff will use professional judgement to determine the appropriate response and level of senior leadership involvement.

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 their 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 positive choices and demonstrating the school rules.
- 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.
- Creation of behaviour improvement plan and regular review meetings.
- Liaison with SENDCO to discuss possible SEND.
- Liaison with external agencies for support.
- Consideration of suspension or permanent exclusion where appropriate, in accordance with the relevant section of this policy, the DMAT Suspension and Permanent Exclusion Policy and current statutory guidance.

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 green zone!'. "I feel like I'm tired and in the blue zone after all that writing - shall we go for a break."
- Break-out spaces or calm corners where 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.

The Behaviour Lead will monitor the implementation and impact of this policy through behaviour and safeguarding records, patterns of internal removal, suspension and permanent exclusion, repeat incidents, pupil and staff voice, parent feedback and observations of behaviour across the school. Leaders will consider patterns for different pupil groups, with particular attention to SEND, disadvantage and protected characteristics. Where patterns or disparities are identified, leaders will consider possible contributing factors and review the effectiveness of provision, reasonable adjustments, intervention and implementation of this policy. Findings will inform staff development, individual support and future policy review.



The Laurels
PRIMARY SCHOOL

Our Behaviour Approach

Make good choices. Be the best you can be.

Getting better never stops

Reception

Ready to learn

I am Ready, Respectful and Safe. Grown-ups notice my good choices.



Our school rules

Ready

Respectful

Safe

We follow our school rules every day.

Reminder

A grown-up reminds me what to do.



Our school values

Resilient

Responsible

Reflective

Our values help us to make good choices.

Time to regulate

I can have help to feel calm and ready again.



Some behaviours are serious

A grown-up will help straight away if someone is:

- Hurting someone
- Being unsafe
- Being unkind again and again (bullying)
- Treating someone unfairly because of who they are (discrimination)

Reflect and reset

We talk about what happened. We put things right and make a better choice next time.



Back to learning

I am ready for a fresh start.



We all get the help we need

Sometimes we need different help to be Ready, Respectful and Safe. That's OK!

Getting better never stops



We show kindness and respect



We take responsibility for our actions



We learn from mistakes and try again



We make our school a safe and positive place for everyone

Ready to learn

I am following our school rules, showing our values and making good choices. I am prepared and ready to learn.



This might look like:

- listening carefully
- being kind and helpful
- having the right equipment
- trying my best

Our school rules



Ready



Respectful



Safe

We follow our school rules in all parts of the school day.

Reminder

A quiet, non-verbal or verbal reminder to help me make a better choice.



Think about your choices.

This might look like:

- not listening
- being distracted
- not following an instruction first time
- not showing respect

Clear instruction

An adult will tell me clearly what I need to do. I am reminded of what to do, not just what not to do.



Make the right choice.

This might look like:

- not following instructions
- not listening
- using unkind words
- not making a good choice

Our school values



Resilient



Responsible



Reflective

Our values help guide everything we do.

Time to regulate

I may need time and support to feel calm and ready.



Take a breath. Be calm. Be ready.

This might look like:

- feeling upset or worried
- feeling angry
- needing a calm space
- needing a movement break

In-class reset

You move to a different space in the classroom. You continue your learning with support.



This might look like:

- finding it hard to focus
- making unkind choices
- needing a short break from the task
- needing support to refocus

Short reset outside the classroom

You will have a short, supported break (5-10 minutes) in a calm space to reset. You will then return to class and be ready to learn.



This might look like:

- needing time to calm down
- finding it hard to manage my emotions
- repeated low-level disruption
- needing adult support to be ready to learn again

Reflect and Reset

I will talk about what happened with an adult. We will think about my choice and how I can make a better choice next time. We will put things right where needed.



This might look like:

- hurting or upsetting someone
- repeatedly not following our school rules
- stopping others from learning
- making an unkind, unsafe or disrespectful choice

Back to learning

When I am ready, I return to learning. I can make a fresh start.



This might look like:

- re-joining my class
- trying my best
- being kind and respectful
- feeling positive and ready to learn

Some behaviours are serious

These behaviours may be dealt with separately from this approach and may involve senior staff, for example:



Hurting someone (on purpose)



Bullying (including online bullying)



Unsafe behaviour



Discrimination (including racist, sexist or other discriminatory language)

These behaviours are not part of the behaviour approach and will be dealt with by senior staff.



Everyone is supported to succeed

We understand that some children may need personalised support or different strategies to help them. Fair does not always mean the same. We will make reasonable adjustments where needed so that everyone can be the best they can be.



We show kindness and respect



We take responsibility for our actions



We learn from mistakes and try again



We make our school a safe and positive place for everyone

Ready to learn

I am following our school rules, showing our values and making positive choices. I am prepared and ready to learn.



This might look like:

- having the right equipment
- being on time and settled
- listening carefully
- being focused and giving my best effort

Reminder

A quiet, non-verbal or verbal reminder to make a positive choice.



Think about your choices.

This might look like:

- chatting when I should be listening
- being distracted or off task
- not following an instruction first time
- not showing respect

Clear instruction

An adult will clearly explain what I need to do. I am told what to do, not just what not to do.



Make the right choice so everyone can learn.

This might look like:

- continuing not to follow instructions
- refusing to complete work
- using unkind words or tone
- not making a good choice despite a reminder

Time to regulate

I may need time and support to feel calm and ready.



Take a breath. Reset. Be ready.

This might look like:

- feeling upset, angry or frustrated
- finding it hard to manage my emotions
- needing a calm space
- needing time away from the situation to calm down

In-class reset

You move to a different space in the classroom. You continue your learning with support.



This might look like:

- continuing low-level disruption
- not making positive choices
- needing a short break from the task
- needing support to refocus

Short reset outside the classroom

You will have a short, supported break (5-10 minutes) in a calm space to reset. You will then return to class and be ready to learn.



This might look like:

- needing time and space to calm down
- repeated low-level disruption
- struggling to keep my behaviour under control
- needing adult support to be ready to learn again

Reflect and Reset

You will have a restorative conversation with an adult. You will think about what happened, how you can make better choices and how to put things right.



This might look like:

- hurting or upsetting someone
- repeatedly not following our school rules
- stopping others from learning
- making an unkind, unsafe or disrespectful choice

Additional support

You may receive extra support, including a behaviour plan, check-ins or support from other adults to help you be successful.



This might look like:

- needing a personalised behaviour plan
- regular check-ins with an adult
- support from families and/or other professionals
- additional strategies to help me make positive choices

Our school rules



Ready



Respectful



Safe

We follow our school rules in all parts of the school day.

Our school values



Resilient



Responsible



Reflective

Our values help guide everything we do.



Some behaviours are serious

These behaviours may be dealt with separately from this approach and may involve senior staff, for example:



Hurting someone (on purpose)



Bullying (including online bullying)



Unsafe behaviour



Discrimination (including racist, sexist or other discriminatory language)

These behaviours are not part of the behaviour approach and will be dealt with by senior staff.



Everyone is supported to succeed

We understand that some children may need personalised support or different strategies to help them. Everyone gets what they need to do well and be the best they can be.

Our Behaviour Approach - accessible version

The Laurels uses developmentally appropriate versions of Our Behaviour Approach so that expectations and responses are accessible to pupils of different ages, developmental stages and communication needs. The same principles underpin each version. Adaptations to language, visuals and the level of explanation do not represent lower expectations; they help pupils understand what is expected, what support is available and how they can return successfully to learning. Staff may adapt how the approach is communicated for individual pupils, including pupils with SEND, while maintaining the shared expectations of Ready, Respectful and Safe.



More detailed age-appropriate versions are used across the school and form part of the school's Behaviour Curriculum.

Appendix 3

Privileges

