



Lawford C of E Primary School

## Behaviour Policy

Revised November 2022<sup>1</sup>

Circulated to staff 2 November 22

Approved by governors 10<sup>th</sup> November 22

Reviewed: December 2025

Next review: December 2026

---

<sup>1</sup> In line with DfE Guidance on Behaviour in Schools September 22

## **Introduction**

Lawford C of E Primary School is committed to positive behaviour management as part of a whole school policy. We believe that being aware of each child's needs and their individual circumstances helps us to act in the fairest way. All children deserve the right to feel safe and secure in school. This policy should be read in conjunction with our exclusions, search, online safety and anti-bullying policies.

The school has received training in Trauma Perceptive Practice. This gives staff an understanding of how attachment and trauma may impact on a child's development which in turn will affect how they behave and respond to a given situation.

### **The aims of this policy**

- To create an environment which encourages and reinforces good behaviour
- To define acceptable standards of behaviour
- To promote self-esteem, self-discipline and positive relationships
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

### **We consider that:**

- Children have the right to learn and play in a friendly, helpful and safe environment.
- Parents have a right to feel welcome and that their children are safe and well cared for.
- Staff have the right to feel safe and to be treated with courtesy and respect.
- Proactive strategies will build a school ethos where children feel positive about their behaviour.

### **We believe:**

- Working in active partnership with parents is the most effective way of helping children to learn and to behave positively.
- Any behaviour that supports learning such as paying attention and persevering with a difficult task is known as a learning behaviour. A learning behaviour can be thought of as a behaviour that is necessary in order for a person to learn effectively in the group setting of the classroom.
- Learning to behave appropriately and to gain social skills is a very important part of children's social, personal and emotional development.
- Learning in this area supports all other forms of learning and builds sociability, confidence and independence.
- That all behaviour is communication and adults need to respond with this in mind.

### **Children are encouraged to:**

Respect the school equipment, staff and their peers and work hard and do their best.

These statements are summed up in our 3 rules:

- 1. Be kind**
- 2. Be safe**
- 3. Be responsible**

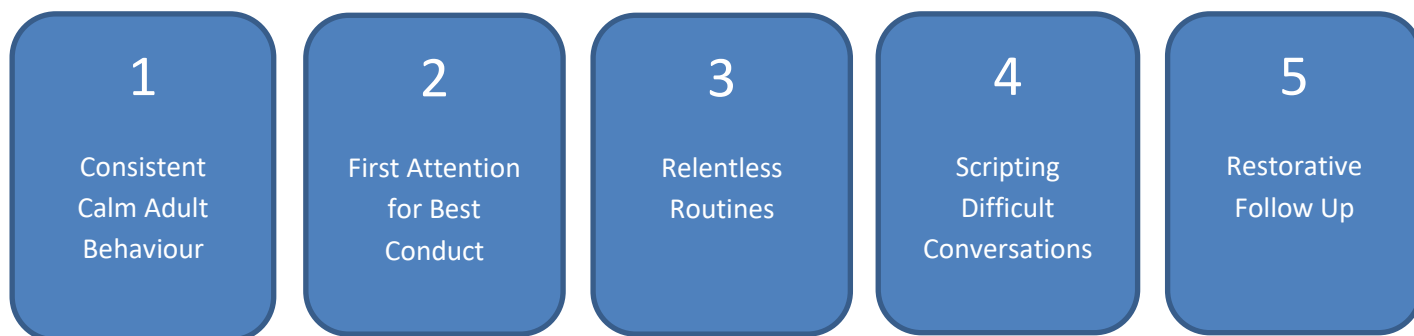
As a consequence, of these three rules the school does not accept sexualised/sexist banter or any other 'banter' that is at odds with its duty under the Equalities Act 2010 relating to protected characteristics, nor any form of child-on-child abuse. Children are taught good learning behaviours that do not disrupt the learning of others, to respect the school and its property and each other and their rights. This is underpinned by our vision:

Our children know they are blessed and a blessing. We strive to be ambitious for ourselves and each other, have integrity and nurture all.

'I tell you the truth. Anything you did for any of my people here, you also did for me.'

**Matthew 25. 40**

We will set out our expectations based on the 5 pillars of 'Pivotal Practice'<sup>2</sup>



### Expectations of adults

Consistent adult behaviour will lead to most pupils consistently conforming to our expectations. We recognise that some children will need a more individualised approach to support them with their behaviour. This includes children with SEND.

We expect adults to:

Meet and greet every student

Use positive language consistently

Maintain a calm and respectful approach with pupils.

Consistently remind children of the rules and expectations while around the school.

Have a TPP ethos when talking to a child.

### Senior Leaders:

- Will be on the gate every morning to meet and greet
- Will be visible at breaks and lunchtimes
- Will carry out regular learning walks to support, coach and model expectations.
- Will support restorative conversations using the three 'r's – **Regulate, relate, reason**. Is the child regulated? What is the relationship like between adult and child? Only if these two are effective will the child be able to reason.

### Consistency.

At Lawford, we will use consistency to ensure all children know how they should behave. This will be through the language we use, modelled behaviour from adults, consistent routines and consistently enforced routines.

The environment around school will also be consistent. All adults will meet and greet students and praise positive behaviour. Quiet consistent reminders will be given to children who may need re-direction or support with their behaviour.

Learning behaviours will be consistently taught and referred to so children understand how their behaviour and those of others impacts on their learning.

We use zones of regulation and colour monsters to help children understand and recognise their emotions.

Breaches of this policy will be recorded on CPOMS and where records of restorative conversations are made, they must be attached to the incident. Recording of conversations with parents should also form part of the incident either in the text of the CPOMS report or as an attached document.

### Recognition

---

<sup>2</sup> When Adults Change, Everything Changes' by Paul Dix - Pivotal Education.

Recognition for following the rules is essential. We must recognise best behaviour first. Recognition may be given in the following ways:

- Praise (verbal and non-verbal)
- Dojo points
- Rainbow rewards/Proud cloud
- Recognition Board – for behaviour beyond normal expectations.<sup>3</sup>
- Stickers for excellent choices (not just meeting our expectations)
- Positive phone calls and Dojo messages
- 'Above and Beyond' postcards (termly) for consistently exceptional behaviour.
- Golden book strategy – excellent work is recorded in SLT's golden book and names will be read out in the weekly achievement assembly.

### **Reinforcement**

We teach positive behaviour by all staff all the time:

- Referencing and praising choices that represent school values.
- Referencing and praising use of our three rules throughout the school day.
- Displaying the values and rules.
- Following set routines
- Using scripted conversations
- Using restorative conversations
- Modelling positive behaviour every day
- Always following up on poor behaviour. Never 'letting it go'.
- Being assertive but calm.

### **De-escalation**

The de-escalation of inappropriate student behaviour by adults avoids low level behaviour escalating. If the range of strategies above has not yet worked then staff should deliver the 30 second intervention script (at their level but side on – so non-threatening):

- a. Quietly 'stop... thank you'. That behaviour is not following our rule about... because.....
- b. Remind them of previous positive choices ... (remember yesterday how you listened when... produced amazing...)
- c. That's the behaviour I want to see. I know you can do it.
- d. Walk away and praise others for behaviour you want to see.
- e. If they stop make sure you go back and recognise this positive choice later on.

This must be no longer than 30s. The shorter the intervention the less improvisation and the more assertive the staff member will appear. Do not react to secondary behaviours at this stage. Note them and then deal with them during a restorative conversation later.

### **Consequences**

If the behaviour continues and escalates, it is never ignored. Consequences do not need to be severe. Instead, it is the certainty of facing the impact of behaviour that is important. Consequences could be the removal of a privilege, or it could simply be reflection time discussing the incident with an adult. Consequences must be appropriate and link to the breach of the policy. Measures can be protective (to prevent harm to self or others) or restorative.

### **Stepped Sanctions:**

**Quiet word/drive by strategies** - may require a restorative chat. This is where the child is reminded of the rules

**Chance** to make the correct behaviour choice.

**Relocation table – directed by an adult – children may choose to relocate themselves to help their regulation.**

---

<sup>3</sup> This may be re-set by session or day/week - depending on the class. Not everyone will get there - it is unlikely that all children will display better than normal behaviour– those that do should be celebrated.

**Next steps** – always requiring restorative conversation.

- a. Minutes of break time / lunchtime lost
- b. Teacher to ring parents to discuss behaviour if child has not improved after three incidents.
- c. Support from SLT. If SLT are called then lunch will be lost (irrespective of outcome: a minimum 10 mins) - allowing them to reflect on why they have not been kind/safe/responsible<sup>4</sup>. This will also be used for children who consistently breach rules. Parents are to be called in all cases of SLT involvement. If SLT are called to an incident, a review of whether the pupil should be allowed to represent the school at sport/choir/other off site activity will need to take place.
- d. **Removal from lesson.** This may result in an internal exclusion (working in another classroom/in the Head Teacher's office for the following day/session – depending on the age of the child). Parents will be invited to meet with the class teacher and member of SLT.
- e. **All incidents that require time missed from break or lunch or time out of class will be recorded (on CPOMS).** This will be shared with SLT.

## **Suspension and Exclusion**

When there is serious/persistent low-level disruption, repeated verbally offensive language (including that linked to protected characteristics)<sup>5</sup>, physically violent/sexualised behaviour to other people (staff or children) and damage to property then the Head teacher/Deputy Head teacher will consider suspension (or an exclusion). This will be based on a stepped approach and in consideration of a child's risk assessment/consistent management plan. Repeated breaches of the rules will also result in a review of classroom provision/management and the involvement (with parental consent) of support services, including the paediatrician, school nursing team, health visitors and the educational psychologist.

In the persistent cases, or where there is an extreme one-off event, the school may exclude a child. The process for exclusions and suspensions follows the latest DfE guidance<sup>6</sup> and is set out in our exclusions policy.

## **Search**

The school's 'Search and Screening' policy sets out the procedures for searching children. The key items for which a search may be conducted are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers, materials associated with vaping
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage the property of, any person (including the pupil).
- The school also prohibits phones in bags ( they should be handed in to the school office daily)
- The school also may search for items stolen by a child.

## **Restorative Conversations**

These are to take place **as minimum** when a child has relocated outside the classroom, or as a restorative consequence. This can be supported by another colleague or SLT. It should be a coaching conversation for the pupil. The structure for the conversations is:

- a. Ask what happened and why they chose to behave the way they did.
- b. Ask the pupil who they think was affected by their behaviour
- c. Ask them what they could have done differently and what they would do to avoid the situation happening again.
- d. Ask what the adult/other child could have done differently
- e. Agree consequences/strategies/goals/targets for the future

---

<sup>4</sup> Linked to Nurture Club – but focus is restorative and is not part of nurture activities.

<sup>5</sup> As defined by the equalities Act 2010 s.4

<sup>6</sup> At time of writing - 01 Sep 22 2022 <https://www.gov.uk/government/publications/school-exclusion>

Give the student a chance to add anything else they wish. Do not force an apology – it will not improve the situation, however acknowledge those freely given appropriately. A record of the conversation may be made depending on the severity of the incident. Reflection on the incident will be used as a teaching point – child will learn how they could react differently in the future – some children will find this harder than others. Reflection will be adapted to the child ad linked to zones of regulation/colour monster.

### **Mental Health and Behaviour.**

It is important to promote good mental wellbeing for all pupils and staff in school. A whole school approach is vital. Curriculum lessons will help children understand what mental health is and how they can protect theirs.

Having high expectations for all and a clear consistent approach will allow children to have a sense of belonging. Having successes celebrated regularly can build a child's self-esteem. Schools have a responsibility to teach protective factors such as resilience and growth mind-set to children.

Staff are trained (there are 4 mental health first aiders in school) in recognising any signs of poor mental health so that early help can be put in place. A lunchtime group will be available and run every lunchtime. Any child who is feeling overwhelmed can go to the group and receive support from an adult.

The whole school staff have received training in TPP (Trauma Perceptive Practice). All staff have gained a greater awareness of a child's brain development and how trauma will affect this. They understand how important a secure attachment to a care giver is and how a child will be affected by an insecure attachment. This knowledge is used to support children who may be distressed and struggling to regulate their emotions.

### **Parents Involved**

Parents will be encouraged to help by exploring possible reasons for their child's behaviour and ways to support staff in dealing with it.

Children are more secure and confident when there is consistency between the child's care setting and their home. Parents will have opportunities to share and discuss behaviour strategies so that some commonality of approach can be discussed. Notes may be taken for future reference and review of actions (use a record of a meeting with a parent).

Parents who agree that additional support will be beneficial may also be offered advice on and sign posting to outside services.

### **Restrictive Physical Intervention**

Lawford C of E Primary School is committed to ensuring that all staff and adults with responsibility for children's safety and welfare will deal professionally with all incidents and only use positive handling as a last resort in line with DFE guidelines. See our 'Restrictive Physical Intervention' Policy for details. All staff are trained in non-restrictive techniques e.g. open and closed mitten.

### References:

1. When Adults Change, Everything Changes' by Paul Dix
2. Taking Care of Behaviour – Paul Dix - Pearson/Longman
3. The Caerphilly Behaviour Project - Pivotal Education
4. Trauma Perceptive Practice
5. Exclusions' Policy
6. Search and Screening Policy
7. Restrictive Physical Intervention Policy

### Appendices:

- A. Behaviour Blueprint
- B. Non-verbal attitudes and skills<sup>7</sup>
- C. How to land a difficult message softly and refocussing the conversation<sup>8</sup>
- D. Record of a restorative chat.
- E. Record of a Behaviour incident.

---

<sup>7</sup> Caerphilly Behaviour Project – p11

<sup>8</sup> Ibid p 13- 14

# Lawford CE Primary School

## Brilliant Behaviour Blueprint

### Our Rules

1. Be Kind
2. Be Safe
3. Be Responsible

### Adult Consistencies

1. Being Welcoming
2. Being Positive
3. Being Calm

### Above and Beyond Recognition

1. Rising to the challenge
2. Putting others first
3. Learning from our mistakes

### Relentless Routines

1. Immaculate Uniform

2. Wonderful Walking

3. Marvellous Manners

#### 30 Second Intervention Script

1. Quietly 'stop... thank you'
2. Remind them of previous positive choices... (remember how yesterday you listened when). That's the behaviour I want to see. I know you can do it.
3. Walk away and praise others for ...
4. If they stop make sure you go back and recognise this positive choice.

#### Stepped Sanctions:

1. 30 s intervention
2. Second reminder
3. Cool off (relocation table/ relocate to other class) and warm welcome back
4. SLT called (parents told). Reflection Club.
5. Removal – internal exclusion/fixed term exclusion

Restorative 5 to be used as a follow up

#### Re – routing

Some learner may need re-routing some suggestions are:

- a. I understand... (that you are angry/cross)
- b. I need you to... (come with me so that we can ...)
- c. Maybe you are right (maybe I need to speak to them too)
- d. Be that as it may... (I need you to... join in with the group).
- e. I've often thought the same... (but we need to focus on...)
- f. I hear you (it's not easy I know but you can do it brilliantly)

#### Restorative 5

- a. What happened and why did you choose to ...?
- b. What were you thinking?
- c. Who they think was affected by their behaviour? How did it make them feel?
- d. What could you have done differently?
- e. How can we put this right now and in the future?

#### The 'Out – Line'

"I am stopping this conversation now. I'm going to walk away and give you a chance to think about your conduct. I know that when I come back we can have a polite, productive conversation."

## **Appendix B**

### **Non-verbal skills/ attitudes that work with more challenging behaviour**

- Showing humility
- Changing anger to shades of disappointment
- Being cold rather than confrontational
- Give clear cues when switching from the formal to the informal, from relaxed to business-like
- Work to create a certainty that poor behaviour will be addressed and relentlessly followed up
- Patiently giving without ever expecting to receive
- Showing empathy balanced with a determination to help the learner succeed
- Earning respect not expecting it
- Never laying your relationship on the line on a behaviour issue
- Keeping your agreements
- At times ignoring defensive behaviours in the moment but not forgetting them
- Commitment to building an appropriate relationship
- Refusing to listen to the doubters and moaners; refusing to give up on any learner

### **Assertive structures**

- Choice (closed choices)
- Using the assumed close: 'When you meet me at [3pm] make sure you bring...' rather than 'I want to see you at 3pm'.
- Prefacing requests with 'Thank you' so that the listener hears the acknowledgement before the instruction: 'Thank you for picking the paper up'.
- Absolute belief, even in the face of overwhelming odds! 'I can feel that this is going to be an excellent session/lesson', 'I have been looking forward to this session all week...'
- Encouraging the learner's responsibility to react appropriately, 'We need to have an adult conversation to resolve this'

## **Appendix C**

### **How to land a difficult message, softly**

Remind the learner of their previous good behaviour

Challenge their negative internal monologue. 'You can do this, you are intelligent and able'.

Thank the child for listening.

Position yourself lower than eye level or side on if you are standing; don't demand sustained eye contact.

Use a soft, disappointed tone.

Remind yourself that the sanction is a consequence not personal retribution.

Walk away as soon you have finished speaking.

### **Refocusing the conversation**

When learners try to argue, shift the blame, or divert the conversation you can either:

#### **Calmly and gently repeat the line you have been interrupted in**

This encourages the learner to realise that you will not be diverted from the conversation you are leading. The more calmly assertive you are in delivering this repeat the more effective it will be. Try slowing down the request the second time you repeat it and using gentle eye contact to reinforce.

Or

#### **Use an appropriate refocusing line to bring the conversation back to the script.**

This allows that student to feel as though they are being listened to and avoids conversational cul-de-sacs.

##### **Learner**

'It wasn't me'

'But they were doing the same thing'

'I was only...'

'You are not being fair'

'It's boring'

You are a ..... (name calling)

##### **Adult**

'I hear what you are saying...'

'I understand. Give me their names I'll speak to them too. This is about your choices.'

'Maybe you were....and yet...'

'Yes sometimes I may appear unfair...'

'Be that as it may...'

'I am sorry that you are having a bad day...'

#### **The 'Out-line'**

If the conversation is becoming unproductive use: "I am stopping this conversation now. I'm going to walk away and give you a chance to think about your conduct. I know that when I come back we can have a polite, productive conversation."

**Appendix D**

Record of a Restorative Chat:

What happened? Why did you choose to behave the way you did?
Who was affected by your behaviour?
What could you have done differently to avoid the situation happening again?
What could the adult /other child have done differently (what was the trigger)
Strategies/consequences/goals for the future ( must be manageable)

**Appendix E (for use if access to CPOMS is not available)**

**Record of a behaviour incident**

– **must** be completed where there is a restorative or protective consequence.

Where possible/appropriate this should be completed in writing by all witnesses (child or adult) and the perpetrator. Scribing is acceptable for younger children those who need support.

Date:	Time:	
Who was present?		
What happened (what did you see and hear) Before, during and after then main incident?		
Name		Signed:

Continue on the back if necessary