



## **Behaviour & Relationships Policy**

<b>Last reviewed</b>	<b>September 2024</b>
<b>Review Cycle</b>	<b>Annually</b>

The policy is based on the research recommendations reported by the EEF in the Improving Behaviour in Schools Guidance (2019), 'Restorative Practice', Mark Finnis, 'Behaviour in Schools: Advice for headteachers and school staff' DfE, (2022) and the work of Paul Dix as published in the book "When the adults change, everything changes" (2017).

The EEF recommends that schools ensure their approach to promoting positive behaviour follow the following:

- Recommendation 1: Know and understand your children and their influences.
- Recommendation 2: Teach learning behaviours alongside managing misbehaviour.
- Recommendation 3: Use classroom management strategies to support good classroom behaviour.
- Recommendation 4: Use simple approaches as part of your regular routine.
- Recommendation 5: Use targeted approaches to meet the needs of individuals in your school.
- Recommendation 6: Consistency is key.

## School Ethos

At The Lanes Primary School, we provide a stimulating, fun, caring and secure environment in which the lives of the children are enriched to enable them to achieve their physical, emotional, academic and social potential. The school behaviour and relationships policy is designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy safe and secure. Ultimately, we aim to foster a joy for life-long learning enabling the children to make a positive contribution to society.

### Aims and expectations:

- It is the primary aim at The Lanes Primary School that every member of the school community feels **valued** and **respected**, and that each person is treated fairly according to the values of the school.
- We promote children' self-esteem by **praising effort in both work and behaviour**.
- Our three rules are simply: **be PROUD, be SAFE, be RESPECTFUL**.
- The school behaviour policy and blueprint are therefore designed to support the way in which all members of the school community can live and work together in a supportive way and demonstrate these three rules at all times. *Our behaviour blueprint is the key document for this.* (See appendix 1.1)
- The school expects EVERY member of the school community to behave in a considerate way towards others. This includes every member of staff, parents, governors, visitors and children.

Our behaviour policy is based on a positive approach of praise, encouragement and positive reinforcements. We believe this will develop an ethos of kindness and co-operation, promoting good behaviour rather than merely deterring behaviour that is not acceptable. We emphasise that when handling unacceptable behaviour, that it is the behaviour and not the child, which is unacceptable. We will ensure that rewards and consequences are applied consistently throughout the school. We will modify our approach according to an individual pupil's needs or the stage of development/age of the children. We aim to help children grow in a safe and secure environment, to become positive, responsible and increasingly independent members of the school community.

## Whole School Rules

Our rules are displayed prominently around the school and in classrooms. Adults are expected to explicitly teach them at the start of each term and reinforce them regularly in assemblies, circle times/RSHE lessons and use these as the guide to restorative conversations.

- Be **PROUD**
- Be **SAFE**
- Be **RESPECTFUL**

**Behaviour principles every child should know:**

Proud	Respectful	Safe
<p>Proud is looking after our classroom and environment.</p> <p>Proud is showing the best version of yourself.</p> <p>Proud is giving 100% of your attention to learning and working hard on learning activities provided.</p> <p>Proud is displaying pride in your own and others achievements.</p> <p>Proud is correct school uniform</p>	<p>Respectful is saying please and thank you.</p> <p>Respectful is hold doors open for adults and classes, saying thank you and you are welcome.</p> <p>Respectful is following instructions first time.</p> <p>Respectful is talking kindly to all and using kind actions.</p> <p>Respectful is tidying up your own workspace and the classroom.</p> <p>Respectful is accepting responsibility if you make a mistake and saying sorry.</p> <p>Respectful is zero noises in corridors because other children are learning.</p> <p>Respectful is for self, others, and the environment.</p>	<p>Being safe is being in the right place at the right time, doing the right thing!</p> <p>Being safe is lining up and walking quietly, calmy and orderly.</p> <p>Being safe is following adult’s instructions the first time.</p> <p>Being safe is taking responsibility for own belongings.</p> <p>Being safe is making the right choices and when you don’t, learning how to make them better next time.</p> <p>Being safe is knowing what to do when you feel, or it is unsafe.</p> <p>Being safe is having kind hands and kind feet.</p>

**Our Values Message**



**Our School Motto: Dream it, believe it, achieve it through excellence.**

At the Lanes Primary School, we expect EVERYBODY to model our core values of: Democracy; Honesty; Friendship; Resilience; Positivity; Pride; Kindness; Determination; Responsibility; Happiness; Respect; Teamwork. Our values can be seen and felt throughout school and are highlighted in termly themes. The values are woven into our RSHE policy and curriculum, our assemblies and guide how we reward. In school, we teach the children about behaviour in lots of ways.

## Adult Behaviour

At the Lanes, we understand that behaviour needs to be taught. We are 'deliberately bothered' as we recognise that helps to build positive relationships. We regularly refer to our school expectations for all adults and children:

1. Consistent, calm adult behaviours
2. First attention for best conduct – reward those doing it right!
3. Relentless routines - High expectations at all times for all children.
4. Use 30 second micro-scripts delivered quietly and maintaining pupil dignity - We praise in public; we reprimand in private.
5. Restorative conversations to repair relationships.



### 1. Consistent, calm adult behaviours – Be clear, calm and firm.

Strong relationships between staff and children are vital. Staff must be consistent with children and set firm boundaries and expectations at all times enabling children to feel safe. Staff must be approachable and there to help, not merely discipline. If a member of staff is having difficulties with an individual or group of children, they are expected to seek support in order to make a positive change. Being 'fair' is not about each student getting the same (equality) but about everyone getting what they need (equity).

We ask for adults (staff, governors and visitors) to amplify the following behaviours:

- Calmness
- Humour
- Empathy
- Consistency
- Reflective practice
- Catching students being positive
- Recognising and praising good conduct publicly
- Confident with a smile
- Aiming for 'win/win' situations
- De-escalation

Planning	Doing	Responding
<ul style="list-style-type: none"> <li>- Get to know your students and their needs.</li> <li>- Devise well thought out. seating plans and lining up orders considering student need.</li> <li>- Consider cognitive overload, accessibility (support individual needs) when planning engaging lessons.</li> <li>- Ensure you are well organised, consider first activities for the day etc.</li> <li>- Be reflective and supportive, use your marking/active feedback to consider children's next steps.</li> <li>- Research and consider effective ways to support students.</li> </ul>	<ul style="list-style-type: none"> <li>- On entry into school/classroom, ensure positive relationships are made and clear expectations established.</li> <li>- Be calm and give take up time.</li> <li>- Teach, build and embed relentless routines.</li> <li>- Model positive behaviours and relationships.</li> <li>- Create high expectations and predictable routines.</li> <li>- Provide additional support as necessary.</li> <li>- Follow up every time using reflective micro scripting.</li> <li>- Never walk past ignoring it. Stop &gt; Notice &gt; Remind &gt; Move on.</li> <li>- Consider when/how to support when a child becomes dysregulated.</li> <li>- Engage with parents and carers when a dip in behaviour is noticed.</li> <li>- Use positive language, praise and visible recognition.</li> </ul>	<ul style="list-style-type: none"> <li>- Know how and when to respond, consider the primary behaviour not the secondary.</li> <li>- Use appropriate language (micro scripts) and body language.</li> <li>- Consider the context (the iceberg)</li> <li>- Encourage reflective dialogue and self-reflection.</li> </ul>

**2. First attention for best conduct – reward those doing it right! First time, every time.**

- IDENTIFY the behaviour we expect.
- Explicitly TEACH behaviour.
- MODEL the behaviour we are expecting.
- PRACTISE behaviour
- NOTICE excellent behaviour.
- CREATE conditions for excellent behaviour.

The language around behaviour should remain positive at all times. We firmly believe in the power of meaningful, specific, personal direct praise. Notice excellent behaviour; tell children what you are praising and why. We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave.

## Acceptable behaviours

Moving around school	Playtime behaviour	Lunchtimes	Classroom routines
<ul style="list-style-type: none"> <li>• Know that we line up in agreed line order, forwards, and quiet.</li> <li>• Know that we walk around school facing forward, hands by our sides.</li> <li>• Know that we walk around school, quietly, calmly and orderly because it is respectful.</li> <li>• Know we do not run in corridors because it is unsafe.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that they must walk from the hall/ classroom to the playground in a calm and orderly way.</li> <li>• Know that you must play safely without hurting anyone.</li> <li>• Know that we do not 'play fight' because we may hurt someone by accident.</li> <li>• Know that you must be kind, by including people in your games and sharing equipment.</li> <li>• Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people.</li> <li>• Know that you should not scream when playing together at playtime.</li> <li>• Know that, when called, you must line up in your lining up order quickly.</li> <li>• Know that all equipment must be put away.</li> <li>• 'please' when you ask for something and 'thank you' when you receive it.</li> </ul>	<ul style="list-style-type: none"> <li>• Know where you sit in the dinner hall during lunchtime and that you stay there until the next instruction.</li> <li>• Know that you should use a quiet voice in the dinner hall.</li> <li>• Know that you should always try to use a knife and fork correctly (this will be explicitly taught in EYFS and KS1)</li> <li>• Know that you should finish what you are eating before leaving your seat.</li> <li>• Know how to use good manners during lunchtime, particularly when receiving food from the school kitchen and talking to adults.</li> <li>• Know that 'good manners' means saying please and thank you.</li> </ul>	<ul style="list-style-type: none"> <li>• Know what teachers expect from tidying up, putting resources away etc.</li> <li>• Know the daily expectations and timetable.</li> <li>• Know that when a adult/ child holds a door open that this demonstrates respect.</li> <li>• Knows that there will be a meet and greet from the adult for transitions into and out of the class.</li> <li>• Know that when we are asked a question, it is good manners to respond and ask for a response back.</li> </ul>

## Rewards

We congratulate and reward children for good behaviour developing the intrinsic feeling of achievement through the making of good choices. We do note that we are sensitive to children who may find praise or compliments difficult to deal with and we take proactive measures to enable them to feel appreciated and for others to understand this. It is important to be consistent and fair across school, therefore we have a number of whole school arrangements for rewards that are followed by all adults who work in school.

*Praise* is important. At The Lanes, we have a variety of praise systems to build self-esteem and to recognise children demonstrating the correct behaviours:

### Our whole school rewards are:

- Value Stickers - Children are rewarded value stickers. This is their own reward but these are also collected towards a whole class reward. This encourages other children to recognise that those doing the right things will be rewarded.
- Whole class Reward - Each class (Y1 to Y6) has a 100 star, star chart displayed in their classroom. EYFS have a 20 star, star chart. The rewards for completing the class star chart are decided by the children and are activities or experiences that focus on the theme of 'togetherness'. For example: a class game of capture the flag, bring a board game in or class party. All staff can reward stars to children for displaying positive behaviours linked to our school values and rules. Children, who read four times a week and record this in their diary, receive a star stamp for their reading diary and if more than half the class have read 4 times or more that week then 5 stars are added to the class 100.
- Star of the Week - All adults in school can make nominations. Certificates are given during star assembly each Friday and those involved in their nomination are asked to comment as to why the certificate has been rewarded.
- All children have the opportunity to share achievements during whole school or class reflections; they are encouraged to celebrate each other's successes.

### Other examples used by staff in school:

- Staff are encouraged to provide specific verbal and written praise for good learning, effort, or behaviour.
- Always Friday – Each Friday, the class teacher nominates somebody for 'Always Friday'. This is for children displaying 'always' behaviours and those who consistently display our school values in all that they do.
- Choose a story for story time.
- Praise from other children.
- Children who have done great learning will be asked to share their learning with SLT, other teachers and classes.
- Class 'applause' or 'thumbs up/pat on back'
- A role of responsibility
- A Head Teacher Award
- Texts or postcards may be sent home for those who have gone above and beyond 'The Lanes Way'. We encourage staff to call parents to celebrate positive behaviour choices also.

### 3. Relentless routines - High expectations at all times for all children

We are committed to making our school a safe environment for children and adults. We want to give children the tools they need in order to build happy, fulfilled lives. Having clearly defined rules, routines and rituals will help us to remain consistent on difficult days. This provides security, children feel safe and secure in classrooms that are predictable.

- Do not assume that children know how to behave; regardless of age teach them the rules that operate in the classroom and precise routines for individual activities.
- Use positive language when drafting rules and routines; identify the behaviours that you want to see rather than those which you don't want.

- Teach the children routines for formal learning activities (independent work, group discussion, think/pair/share etc.)
- Teach the children routines for classroom organisation and informal activities (entering the classroom, tidying, answering questions).
- Use acknowledgement and positive reinforcement to embed rules and routines.

#### Our Routines

- **Legendary lining up and Wonderful walking** – one behind the other, facing the front, no talking. Classes will not be walked anywhere until they are ready. All children line up in line order. Staff must accompany them around the school, especially to and from break/lunch times, and insist on calm walking. Staff should pause at corners and doors to monitor their class and praise or remind individuals.
- **Perfect playtimes** – Following the rules of be respectful, be safe, be proud.
- **First time, every time** – Attention given straight away.

#### At unstructured times (playtimes/ lunchtimes)

- Be aware of where children are and what they are doing – RELENTLESSLY BOTHERED!
- Be aware of those children who are not in a positive frame of mind that day – all staff on duty will be made aware who they are.
- Apply positive praise for best conduct – catch them doing it right.
- Be visible as the adult on duty.
- Be punctual to collect classes – staff to be out 2 minutes before lesson start to collect children.

#### 4. Scripting difficult conversations

At The Lanes, we look to resist endless discussions around behaviour and spend our energy returning learners to their learning. The majority of behaviours are dealt with in class using quick interventions and a range of de-escalation strategies.

Our agreed approach is absolutely not about turning a blind eye, or a soft approach to poor behaviour, our approach is about consistency and proactively developing a sense of community and responsibility. We do these through scripting difficult conversations, because when children are displaying poor behaviour it is difficult, and adults need clear guidance and support for when poor behaviour is being displayed.

Adults follow the script, follow up and agree consequences.

The stepped approach allows children to reflect and improve their behaviour, the specific reference to the relationships that are in place to help the child restore and turn their behaviour around and learn from this for the future.

**30 second intervention** - We aim to use a '30 second intervention' and use the agreed scripts with the children. We move to the child, give the instruction, and then move away. *Stepped sanctions* – calm approach, use the child's name, child level (if possible), eye contact, deliver message. By making positive choices, children can earn back their missed play although a scripted conversation will still take place.

<p>Behaviour requiring non-verbal or verbal reminder.</p> <p><b>Stage ONE</b></p>	<ul style="list-style-type: none"> <li>• Out of seat</li> <li>• Calling out/interrupting the teacher</li> <li>• Answering back</li> <li>• Disturbing others from learning</li> <li>• Inappropriate language</li> <li>• Refusal to complete learning</li> <li>• Poor attitude</li> <li>• Unkind words</li> <li>• Improper use of equipment</li> <li>• Refusal to follow instructions.</li> <li>• Low level disruption</li> <li>• Unsafe play</li> <li>• Swinging on chair</li> <li>• Improper use of equipment</li> <li>• Messing around in the line</li> </ul>	<p>Remind about school values and rules.</p> <p>Praise those children displaying the correct behaviours and aiming high.</p> <p>Re-direction strategies - You (adult) may need to... Sit and support the child/provide further challenge/swap seats/give them a job to complete.</p> <p>Give a non-verbal cue.</p> <p>Pose questions/statements to remind children of the expected behaviours How can I help you?</p> <p>I have noticed that...</p> <p>At the Lanes, we... this is a reminder that I should be seeing...</p> <p>Thank you for...</p> <p>Use 'thank you' before the child has complied. This shows you expect they will comply.</p> <p>Allow take-up time.</p> <p>Remove any audience. If possible, speak to the child in private.</p>
<p>Behaviour requiring warning</p> <p><b>Stage TWO</b></p>	<ul style="list-style-type: none"> <li>• Repeating the above behaviours</li> <li>• Hurting another child (unintentionally)</li> <li>• Serious incidents before escalation to missed play</li> </ul>	<p>Speak to child on their own and inform them that they are now receiving a warning and why.</p> <p>Repeat all of the above strategies. Refer back to a positive time.</p> <p>Do you remember when ... (model of previous good behaviour)? That is what I need to see today.</p>
<p>Behaviour requiring reflection time.</p> <p><b>Stage THREE</b></p>	<ul style="list-style-type: none"> <li>• Persistent repetition of previous behaviours</li> <li>• Serious incidents</li> </ul>	<p>Adult to inform child their unwanted behaviour has continued, and they need some space and reflection time. This will be in the classroom/ bench during playtime (if on duty).</p> <p>After 5 minutes, a short discussion will take place with the child about behaviours and rules using a scripted response.</p>

		<p>I noticed you chose to ..... (noticed behaviour)</p> <p>You are not following the school rule of ...</p> <p>You need to.....(Go to quiet area / miss your play/ sit on the bench etc)</p> <p>I expect... (how to change behaviour ready for fresh start) be positive.</p> <p><i>At times, this may follow a restorative conversation approach if needed.</i></p>
<p>Behaviours requiring whole missed play with restorative conversation (Potential involvement from SLT)</p> <p><b>Stage FOUR</b></p>	<ul style="list-style-type: none"> <li>• If the behaviours above persist after speaking to the child and other strategies employed have not worked.</li> <li>• High level of disruption to the rest of the class</li> <li>• Continued refusal to complete tasks</li> <li>• Causing physical, deliberate harm to others</li> <li>• Major incidents</li> </ul>	<p>Restorative conversation to take place with child and class teacher (with other children involved if needed) at the during/end of missed play.</p> <ol style="list-style-type: none"> <li>1. What happened?</li> <li>2. What were/are you thinking?</li> <li>3. How did this make you/people feel?</li> <li>4. Who has been affected and how?</li> <li>5. What should we do to put things right and how can we do things differently in the future?</li> </ol>
<p>Behaviours requiring further action from Headteacher/SLT</p> <p><b>Stage FIVE</b></p>	<ul style="list-style-type: none"> <li>• Physical harm to others/fighting</li> <li>• Threatening language</li> <li>• Refusal to cooperate to keep others safe.</li> <li>• Racist, religious, homophobic language.</li> <li>• Major incidents – at the discretion of the teacher/SLT</li> </ul>	<ul style="list-style-type: none"> <li>• SLT/Class teacher to contact parents and arrange a meeting.</li> <li>• SLT to speak to the child about behaviours and arrangements put in place to complete restorative activities in their own time.</li> <li>• Actions to be logged on CPOMS.</li> </ul>
<p>Behaviours requiring possible exclusion.</p> <p><b>Stage SIX</b></p>	<ul style="list-style-type: none"> <li>• Serious physical harm to another child or adult</li> <li>• Extensive damage to school property</li> <li>• Being unsafe and causing others to be unsafe</li> <li>• Major incidents at the discretion of the headteacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Headteacher to contact parents and arrange a meeting</li> </ul>

## 5. Restorative Follow Up (See Stage 4/5 of the micro-scripted responses)

The focus of our behaviour intervention is to allow the children to be emotionally ready to return to their learning. A restorative conversation needs to take place between the child and their teacher or peer at the earliest opportunity. Once the child is calm and focused, they will work through the restorative script with the adult. If a child's behaviour has fallen short of expectations, adults will always endeavour to find out what has happened, so that they can support all involved. This may involve adults speaking to children individually or in small groups.

Restorative approaches are based on four key features:

- **RESPECT** – for everyone by listening to other opinions and learning to value them.
- **RESPONSIBILITY** - taking responsibility for your own actions.
- **REPAIR** – developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated.
- **RE-INTEGRATION** - working through a structured, supportive process that aims to solve the problem.

Incidents are not always witnessed by an adult and children will often change versions of events as it normal for children to want to minimise their actions if they have a strong moral code and regret what has happened or want to support a peer. Our school staff are experienced in gathering information and will seek information from the children involved in order to make a decision about what happened on the balance of probability. This can be difficult for parents when children are unwilling to admit their part in an incident but staff in at The Lanes will act in the best interest of every single child, and sometimes children need to understand clearly that they got something wrong to prevent them making the same mistake again.

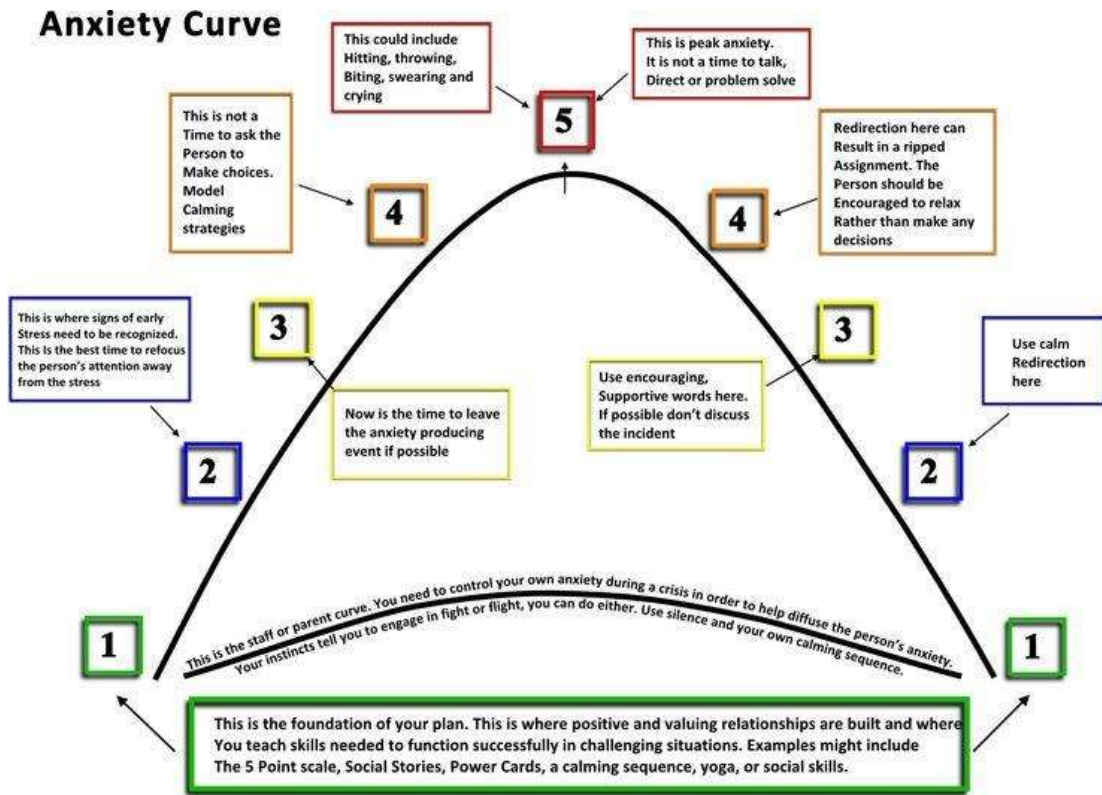
Where it is felt that a conversation between two or more children is needed to restore a friendship, to redress a power imbalance or to give children a voice, two or more children may be brought together for restorative work. Staff will do this with the utmost care for both parties and will speak to both children prior to the work, about how the idea of this makes them feel. The restorative conversation will only happen when both children demonstrate a readiness; staff will use their professional judgement to gauge this through monitoring pupil wellbeing and watching the pupil's interactions both in and out of the classroom.

### **Managing our most dysregulated students - *Connection before Correction***

If students are becoming dysregulated, we use a range of strategies to re-engage them. These can include:

- Non-verbal signs (eye contact, use of thumbs up when you spot them making the right choices etc)
- Tactically ignoring certain behaviours (if they are not disrupting others learning) but then addressing it at the end of the lesson.
- Talking/sitting next to the student in private to discuss. Resetting the expectations and ensuring they have a good understanding of the task in hand.
- Using language of choice – 'If you choose not to... then...' followed by 'I know you will make the right choice'.
- Using a range of positive behaviour strategies to refocus behaviour.
- Say what you see and what you need to see happen. 'I have noticed you... I need you to... Thank you for...' (high expectations)
- Repeating instructions and allowing processing time.
- Stop and re-direct.
- Moving their seat.

We recognise that students in a heightened state of stress and /or anxiety are unable to learn as effectively as those who are in a state of regulation. Often, those who have experienced trauma in the past will have specific triggers that will make them behave in a way that is dysregulated; when they are in this state, they may be unable to make a rational choice. It is important that when this happens, we provide the student with the appropriate support to calm down and become regulated. This will be different for each student.



### Unacceptable Behaviour

Although our school aims to focus on positives at all times, there are unfortunately occasions when some children may display unacceptable or inappropriate behaviour. We want children to take responsibility for their behaviour and will encourage children to do this through restorative justice approaches which enable children to reflect upon their behaviour and to make amends. This process does not, however, replace consequences.

In our school, we know that consistent management of behaviour is essential for children to understand what is expected of them and to avoid mixed messages. It is vital that children learn early on in life that there are always consequences for poor and unacceptable behaviour which undermine the positive atmosphere of our school community. The consequences of not keeping to the expectations are clearly taught to the children. The consequences are short, clear and progressive. Our school's expectations about behaviour also apply to all off-site activities and educational visits. Staff will use their professional judgement when issuing consequences, considering whether they believe the student's behaviour was intentional, especially if it is the first time the student has displayed this behaviour.

The school does not take serious unacceptable behaviour lightly. We will not hesitate to act in the best interest of the students within the school. Everyone within our school has the right to feel safe and secure, and all incidents of violence will be dealt with bearing this in mind. Physical and verbal aggression, and bullying is unacceptable and will be challenged and managed. All reported incidents of bullying whether they are observed by staff or reported by a pupil or parent will be dealt with rapidly and from the premise that bullying is unacceptable.

To aid in the understanding of unacceptable behaviour, below are examples of behaviours, which are discouraged (see appendix 1.2):

#### **Classroom /General**

- Disturbing other children and teacher when at work
- Interfering physically (poking etc.)
- Talking back
- Not sharing and taking turns
- Not sitting appropriately
- Not conforming to classroom rules / routines
- Hurting animals/living things
- Bullying
- Interrupting
- Lack of respect/defiance
- Not following instructions

#### **Playground**

- Reckless play
- Hurting others
- Vandalism
- Teasing
- Swearing
- Name calling
- Hurting animals/living creatures
- Throwing stones
- Going behind the hedges/bins/over the 'magic lines'
- Bullying
- Spoiling other children's games
- Littering
- Continuing to play after the whistle has gone

#### **How we escalate consequences (See appendix 1.3):**

- Quiet reminder
- Missing five minutes of playtime in the classroom and discussing behaviour
- Resetting at the beginning of each lesson or session *A Fresh Start* – dependent of age and need
- Addressing issues with adaptations in class
- Missing of whole playtime
- Communication with families
- Removing to another class
- Individual behaviour plan – monitoring and adapting the classroom or teaching, an individual reward and sanction system.

The safety of all the children is paramount in all situations. If a child's behaviour endangers others, the class teacher stops the activity and prevents the child from taking part or they may remove the rest of the class from the room if that is more appropriate.

### **Supporting children with specific behavioural needs**

As a school, we recognise that certain behaviours are often a way a child is communicating an unmet need. This should always be further investigated. This is crucial as part of our safeguarding role.

#### **Staff should consider:**

- What behaviours is the child demonstrating?
- Are they an indicator of a greater need or worry?
- Can parents shed any light on the behaviour? Is it happening at home too?
- Does the child need someone to talk to?
- Could there be a specific need that hasn't been addressed?
- Raise concerns with a senior member of staff and using our recording system CPOMS to identify patterns and underlying behaviour incidents.

It is our responsibility to support children wherever we can, particularly if they are experiencing turmoil or worry and their behaviour is a call for help. This is why relationships with our children and families are so crucial to everything we do at The Lanes Primary School.

#### **The Lanes Primary School can offer support in various ways:**

- Children identified with behavioural need will access appropriate behaviour intervention, these can include and not limited to the ELSA sessions, social skills groups and nurture sessions..
- Access to our pastoral team who are trained in mental health first aid, trauma training and play therapy.
- Specific support and advice from outside agencies through the school SENCo (e.g. behaviour support/EHA/CAMHS/ Broxtowe MHST)
- Advice for parents and families with help from the Notts Early Help Team.

It can be the case that a child has a particular need, which can influence their behaviour. In such cases, we are sensitive to their needs and an individual plan may be needed to support them. This may mean that the whole school system does not apply to them, and they need something different. If children have this explained they are able to see the fairness and will support their peers with this. Children may need their sanction later, after the incident and when they are able to discuss their choices, they may also need more frequent rewards in order to reinforce good choices and it is important that such plans are kept consistently and all who are involved with the child understand the arrangements. We are an inclusive school, and every child deserves the best we can give them.

### **Parental Involvement**

The school strives to build positive and lasting partnerships with families, from the initial visit, through the induction process and as the child progresses through the school. We acknowledge the part families play with instilling positive values and attitudes at home and in supporting the school's efforts to maintain high standards of behaviour.

This policy and information about a child's behaviour is shared with parents in a number of ways:

- The Policy is summarised in the prospectus. It is available on the website.
- Our values and behaviour expectations are shared with new families through our School Prospectus.
- Informal discussions between staff and parents may include reference to behavioural issues.
- Meetings with parents are arranged, if required, with the class teacher or the Head Teacher, and may be requested by parents at any stage.
- Behaviour is reported at Parents' Evenings and on Annual School Report.

## **Keeping a Log**

It is vital that clear logs are kept to track any behaviour issues/concerns. Records keep note of the following information:

- Discussions with parents about a child/issues
- Any safeguarding concerns – marks, discussions (Child Protection procedures are followed)
- Persistent offenders
- Major incidents that have been dealt with by staff in class, around school or on the playground

We use CPOMS to record communication and log information and incidents regarding behaviour and associated work.

**The ultimate aim of our behaviour policy is to underpin our school ethos and values; encourage good behaviour.**



At The Lanes, we have high expectations of learning, behaviour and respect for each other. This underpins everything that we do. All members of our school community strive to be calm, considered and consistent. They are relentlessly positive and have high expectations for everyone. They aim to build nurturing and positive relationships and are committed to supporting regular opportunities to reflect on, repair and restore all relationships.

We want all our learners to be proud to belong to The Lanes.

**We are Proud, Safe and Respectful.**

**Our rules (The 3 B's)**



- Be **Proud** of yourself, others and our school.
- Be **Safe** - Kind hands and feet.
- Be **Respectful** to all.

**30 second script**

*Reprimand in private, praise in public*

1. I noticed that you are... (specify behaviour)
2. You are not following our rule about... (refer to one of the three rules)
3. I need to see/expect... otherwise... (consequence)
4. Do you remember when you... that is what is the behaviour I need to see now... (positive)
5. Thank you for... (provide take up time)

**Relentless Routines - High expectations for all**

1. Legendary lining up
2. Wonderful walking
3. Mealtime manners
4. Perfect playtimes
5. First time, every time - attention.

**Stepped Sanctions**

- **Reminder** of rule (verbal)
- **Formal warning** (verbal - private) allowing take up time.
- **Reflection** time (5 mins missed play) - micro script/restorative (based on need).
- **Missed whole play/SLT - Restorative** conversation.

**Above and beyond - behaviours**

- **Consistently** ready without reminders.
- **Respect** for all people, all the time.
- **Pride** and resilience even when things are tricky.
- **Considers** their own safety and others.

**Restorative Questions (5)**

1. **What happened?**
2. **What were/are you thinking at the time/how?**
3. **How did this make you/other people feel?**
4. **Who has been affected and how?**
5. **What can we do to put things right now and do differently in the future?**

## 1.2

### **Minor, intermediate and major incidents**

At school there is a hierarchy of sanctions for dealing with minor, intermediate or major incidents. Minor incidents become more serious through repetition. It is important there are small sanctions for minor incidents as this reinforces the certainty of consequences for behaving unacceptably. The following is a guide.

<b>Minor incidents</b>	<b>More serious incidents</b>	<b>Major incidents</b>
<ul style="list-style-type: none"><li>○ pushing in</li><li>○ interrupting the teacher</li><li>○ attention seeking</li><li>○ clowning around</li><li>○ spoiling games</li><li>○ avoiding work</li><li>○ time wasting</li><li>○ teasing</li><li>○ being noisy</li><li>○ running inside</li><li>○ arguing</li><li>○ swearing (accidentally)</li><li>○ cheekiness</li><li>○ wearing jewellery or inappropriate hairstyles</li><li>○ carrying unauthorised items such as toys, sweets or money</li><li>○ throwing small things in class or outside</li><li>○ Carrying other children or picking up younger children</li></ul>	<ul style="list-style-type: none"><li>○ repeated minor incidents</li><li>○ interfering with other pupils' work</li><li>○ arguing back</li><li>○ rudeness</li><li>○ name calling</li><li>○ telling lies</li><li>○ graffiti</li><li>○ spitting</li><li>○ refusal to follow instructions</li><li>○ swearing (with intent)</li><li>○ leaving the room without permission</li><li>○ Play fighting</li><li>○ Rough or aggressive play e.g. wrestling</li><li>○ deliberately upsetting others or excluding from games</li></ul>	<ul style="list-style-type: none"><li>○ fighting</li><li>○ vicious kicking</li><li>○ hitting back</li><li>○ throwing dangerous objects</li><li>○ persistent lying</li><li>○ vandalism</li><li>○ swearing at staff</li><li>○ verbal abuse of staff</li><li>○ physical abuse of staff</li><li>○ stealing</li><li>○ running out of school</li><li>○ bullying</li><li>○ racist incidents</li><li>○ bringing dangerous items onto school premises</li></ul>

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## The Lanes Consequences

