

Laburnum Primary School

Behaviour Principles and Behaviour & Relationships Policy



Updated by:	Deputy Head Teacher	Approved Date: December 2023
Last reviewed:	November 2023	
Next review due by:	November 2024	

Behaviour Principles

Behaviour Principles, set by the Governing Body of Laburnum Primary School and Nursery:

- It is the right of all our pupils to be educated in an environment free from disruption by others.
- Individuals should take responsibility for their own behaviour.
- Every member of our school community should have an equal opportunity to achieve his or her full potential regardless of race, colour, gender, disability, special educational needs or socio economic background.
- A restorative approach will assist the development and repair of relationships, where every member of our school community feels listened to, valued and respected.
- A clear set of behaviour expectations and a consequence pathway will set out example behaviours and the consequences of this, so it is understood by all members of the school community.

Behaviour & Relationships Policy

This policy sets out the framework for the behaviour, responsibilities, values and attitudes expected of our community members.

Values Based Education and Relationship Building

As a 'values' school, we actively promote positive values as part of being a member of the Laburnum Community and draw attention to the achievement of these values. At Laburnum, we actively seek to teach children about friendship, relationships, potentially challenging situations and conflict resolution through our Relationship and Health Education curriculum. In addition, classes frequently 'check in' (aiming for the start of the morning and afternoon sessions each day) and hold longer circle times at least twice a week. This gives the class the opportunity to come together and for individual pupils to 'check in' at the beginning of the session in a calm and positive manner and assists the adults and other children in better understanding each other.

School Mission & Core Expectations

At Laburnum, we have agreed 5 core values which form our school mission (CARES) and behavioural expectations: **Challenge Achieve Respect Effort Safe.**

Mission Statement: At Laburnum, we challenge all learners to work hard and achieve as individuals across a broad and engaging curriculum, where learning is at the heart of all we do. Our children are nurtured to show respect for themselves, others and the wider community by developing positive relationships built on our school values.

Supporting pupils to meet expectations

At Laburnum, pupils are supported to meet the behaviour expectations through:

- Modelling of routines
- Regular circle times to discuss our core expectations around the school
- Identifying and celebrating positive behaviours
- Half termly revisits of the policy in classes
- Sharing the policy and expectations with new children
- The triangle of support

The following table sets out our Core Expectations and how these might be seen in expected behaviours.

Expected behaviours			
Core Expectations	In the classroom and corridors:	In the playground:	In the dining hall:
Challenge	<ul style="list-style-type: none"> We challenge ourselves with our learning choices and show resilience when learning is difficult. 	<ul style="list-style-type: none"> We listen and compromise when there are challenges during play. 	<ul style="list-style-type: none"> We show patience when waiting for our meals or waiting for adult support.
Achieve	<ul style="list-style-type: none"> We achieve the learning set to the expected standard. We celebrate our own and others' achievements. 	<ul style="list-style-type: none"> We tidy all litter and outside areas are left as we found them. 	<ul style="list-style-type: none"> We leave our places clean, tidy and litter free.
Respect	<ul style="list-style-type: none"> We are respectful to adults and our peers by listening and engaging appropriately with them. 		
	<ul style="list-style-type: none"> We respect our own and our peers' learning without causing distraction. 	<ul style="list-style-type: none"> We respect our school environment and equipment. 	<ul style="list-style-type: none"> We enjoy conversations with our friends using calm, indoor voices.
Effort	<ul style="list-style-type: none"> We try our best in all of our learning and make the effort to make the right choices. 	<ul style="list-style-type: none"> We actively make the right choices in order to ensure that the playground is a pleasant place to be. 	<ul style="list-style-type: none"> We actively make the right choices in response to others.
Safe	<ul style="list-style-type: none"> We keep ourselves and others safe by using our hands, feet and voices calmly and kindly. 		
	<ul style="list-style-type: none"> We walk throughout the school and show an awareness of others. 	<ul style="list-style-type: none"> We play games which are fun and safe. 	<ul style="list-style-type: none"> We make sure spillages are cleared and walk throughout the space.

When pupils are making the right choices and go above and beyond.

The rewards for positive behaviour are intrinsic and we recognise that feeling good about something you have done is a very significant reward.

We also reinforce positive behaviour and achievements extrinsically with descriptive praise and formal recognition in the following ways:

Recognition	House Points	Certificates
<ul style="list-style-type: none"> Providing opportunities to contributing positively to and share achievements with our school community 	<ul style="list-style-type: none"> Awarding one or more House Points for demonstrating a specific school value Awarding a House Point for 100% attendance each week 	<ul style="list-style-type: none"> 97%+ and 100% Termly Attendance. Weekly individual certificates per class: <ul style="list-style-type: none"> Challenge, Achieve, Respect, Effort, Safe

- Recognising pupils and peers as a good role model for others
- Weekly Class award for Attendance and the Golden Mile
- Bronze, Silver, Gold, Platinum and Diamond Awards to recognise each 50 House Points achieved.
- CARES (all 5 values)
- Weekly Class CARES certificate awarded by the Head Teacher.

Specific additional recognition, awards or certificates from the Head Teacher or Deputy Head Teacher.

When pupils are not making the right choices

When a pupil does not make the right choice, school core expectations are reinforced through the use of our consequence pathway.

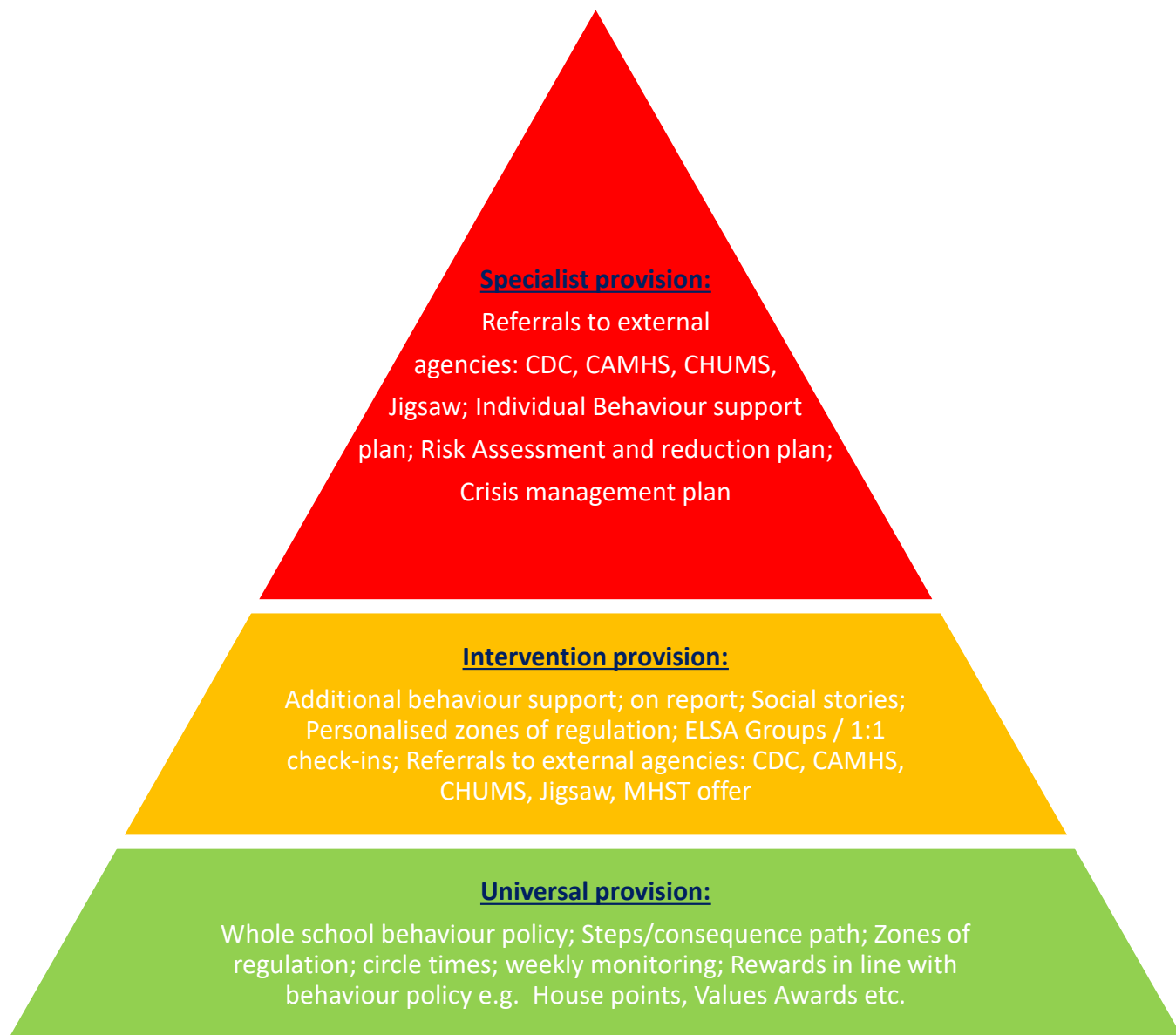
Laburnum Primary School Consequence path

Step	Examples of behaviours	Consequences
Expectation Reminder	<ul style="list-style-type: none"> ▪ Not showing appropriate learning behaviours 	<ul style="list-style-type: none"> ▪ Non-verbal cues such as eye contact, change of position, strategies to engage. ▪ General verbal cues e.g. maybe you have not understood...
Warning	<ul style="list-style-type: none"> ▪ Not showing appropriate learning behaviours ▪ Not looking, drawing on boards, whispering to others, low level disturbance 	<ul style="list-style-type: none"> ▪ If a child does not respond to non-verbal cues, a verbal reminder is given. This gives the child the signal that the expected behaviour is not being shown.
Step 1	<ul style="list-style-type: none"> ▪ Not responding to warning ▪ Interrupting teaching ▪ Unnecessary noises ▪ Out of seat without appropriate reason ▪ Repeated calling out ▪ Deliberate distraction ▪ Interrupting learning ▪ Running in the corridors 	<ul style="list-style-type: none"> ▪ A clear verbal warning given. <p>If behaviour continues, then the following consequences will be applied in order:</p> <ul style="list-style-type: none"> ▪ 3-minute time out in another classroom ▪ 5-minute time out in another classroom ▪ 5 minutes break time missed and a conversation about the impact of behaviour and choices being made
Step 2	<ul style="list-style-type: none"> ▪ Repeated step 1 behaviours ▪ Ignoring adult instruction ▪ Swearing / rude language ▪ Leaving class without permission ▪ Refusal of learning or instruction ▪ One off physical incident 	<ul style="list-style-type: none"> ▪ 15 minutes of lunchtime spent completing a reflection log (Appendix 2) and a conversation about support and choices to meet the expectations. ▪ Parent informed by Class Teacher and Step 2 letter (Appendix 3) issued. ▪ Repeated Step 2 behaviours will escalate to Step 3
Step 3	<ul style="list-style-type: none"> ▪ Repeated step 1 and 2 behaviours ▪ Deliberate damage to school property ▪ Offensive personal remarks ▪ Intentional targeting/bullying of a child/children 	<ul style="list-style-type: none"> ▪ Withdrawal from class ▪ Loss of break times ▪ Internal or external lunchtime exclusion/suspension

Step	Examples of behaviours	Consequences
	<ul style="list-style-type: none"> ▪ Physical harm ▪ Throwing items purposefully ▪ Attempting to leave the school grounds ▪ Threatening behaviour 	<ul style="list-style-type: none"> ▪ Parent informed by Senior Leader, Step 3 letter (Appendix 4) issued and parent meeting organised. ▪ Behaviour support cycle triggered – child put on report (Appendix 5) for one/two weeks as appropriate (only the HT & DHT can instigate this). Parent communication daily during this time period ▪ Behaviour interventions explored (see triangle of support) ▪ Individual Risk assessment drawn up
Step 4	<ul style="list-style-type: none"> ▪ Causing deliberate harm to another child or adult ▪ Fighting ▪ Extreme violence/danger ▪ Discriminatory language (e.g. racist, sexist or homophobic) ▪ Absconding from school grounds ▪ Persistent Bullying ▪ Theft ▪ Deliberate intimidation ▪ Sexualised behaviour (age inappropriate) 	<ul style="list-style-type: none"> ▪ Withdrawal from class ▪ Internal exclusion/suspension ▪ Lunchtime exclusion/suspension ▪ Suspension ▪ Permanent Exclusion ▪ Communication to parents in line with the suspension and exclusion policy.

Appendix 6 is a child focused poster that is displayed in all classrooms and aims to summarise expectations, rewards and consequences in a way that all children can understand.

Laburnum Primary School Triangle of Support



Behaviour Policy adaptations in the Early Years Foundation Stage

When a child demonstrates an inappropriate behaviour, they are given a non-verbal prompt, where possible to indicate that the shown behaviours are not what we would like to see. If a child does not respond, then a simple verbal reminder is given and positive behaviour reminders are shared and modelled.

If the behaviour persists, the child will be given a warning and reminded that a warning is the last opportunity to correct the behaviour. The next step is that the child will be asked to leave the learning environment for 2 minutes and will have a brief conversation with an adult about their behaviour.

During their time in the Early years setting, children can play in a more physical way and are more likely to be physical when playing outdoors. Consideration should always be taken as to the circumstances surrounding a physical incident, when deciding if such action warrants a step 2 consequence.

Equity

We understand and respect that all of our pupils are different and provide a school experience that is accessible and appropriate for all our pupils. As part of our Behaviour intervention provision, we will seek the support and guidance of other professionals such as;

- Jigsaw (Behaviour/SEMH support specialists outreach)
- LA Specialist Provisions / Schools (SEND outreach)
- LA SEND Officer
- Educational Psychologist
- Educational Welfare Officer / Attendance Officer / Inclusion Team
- Children's Social Care (including Early Help)

SEND

If needed, appropriate adaptations to the Behaviour Policy are made and incorporated into the child's support plan, risk assessment or EHCP.

Staff induction

As part of new staff induction, the behaviour policy is reviewed. In addition, all staff receive regular updates and training in the form of CPD meetings, bulletins and targeted CPD as required.

Parents

It is essential that children and their parents work proactively in partnership with the school so that all pupils work to meet our shared expectations of behaviour and take responsibility for their own actions and are rewarded for these where it is appropriate. This partnership is especially important when behaviour is challenging and when expectations are not being met. As a member of the Laburnum school community, parents are expected to support this policy and to raise any concerns in line with the school communication policy. To promote a positive relationship between children and adults in school, initial conversations between parents and staff should take place separately, with pupils joining a subsequent conversation if this is required.

Parents will be informed of behaviour and consequences, in line with the behaviour policy consequence path. Parents will always be informed if a child has physically harmed or been harmed.

Suspension & Exclusion

Episodes of very serious behaviour or severely and persistently disruptive behaviour (Steps 3 and 4) may either be dealt with by an internal exclusion, suspension from the school premises for a fixed period of time or result in a permanent exclusion. The school will follow exclusion procedures in line with the Local Authority guidance and DfE statutory guidance. Following an internal or external exclusion, there is a reintegration meeting with a Senior Leader where the policy, expectations and consequences are revisited. Please refer to our consequence path and Suspension & Exclusion Policy for full information.

Links to other policies:

- Child on child abuse
- Suspensions and Exclusions
- Anti-bullying
- Positive handling
- Safeguarding and Child Protection

Appendix 1: Restorative questions card & Language used at Laburnum

Restorative Approaches Philosophy Statement

Restorative Approaches actively engage participants in a process which separates the deed from the doer and rejects the act not the actor, allowing participants to make amends for the harm caused. The Restorative framework is based upon 'knowing the effect that I have on others'. Making changes to the way we approach incidences and issues provides children, and others, the opportunity to think about how they relate to each other and how they can find positive ways of repairing harm caused, rather than focusing solely on punishing poor behaviour or individuals avoiding taking responsibility for their actions.

Restorative Approaches acknowledge the intrinsic worth of the person and their potential contribution to the school community. Restorative Approaches can assist the development and repair of relationships between students and adults. The approach is respectful of the dignity of all concerned. Children and adults are encouraged to put things right together. All members of staff are trained in the key principles of Restorative Approaches and we understand the importance of modelling positive language, behaviour and take time to develop positive and meaningful relationships with colleagues and pupils.

When positive relationships are developed and connections are made, individuals are less likely to cause harm to others or choose to damage relationships.

The main features of the approach:

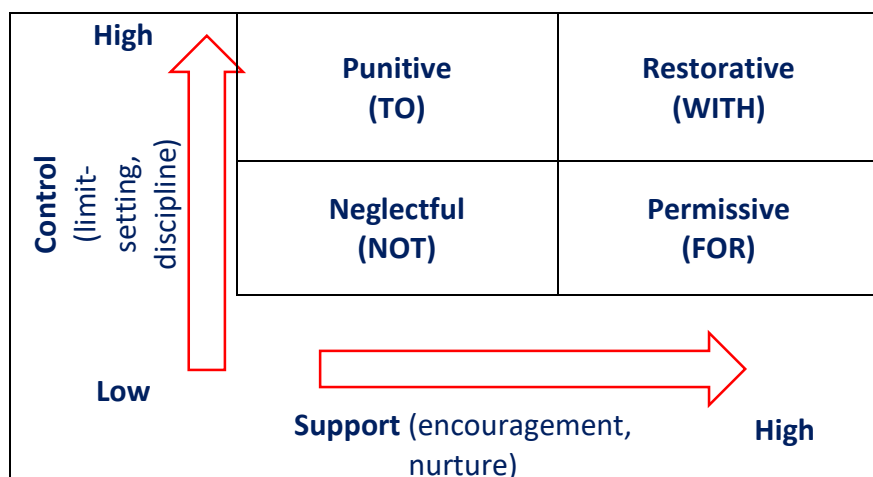
- Helps to create dialogue and communication.
- It is fair, open, and honest; treating all participants with respect.
- Improves relationships; establishes rights, accountabilities and responsibilities to the community.
- Within a safe environment allows all participants to engage, learn and gain a shared understanding.
- Provides explicit tools within a defined framework to challenge unacceptable behaviour, resolve conflict and actively seeking ways of repairing that harm.

This should lead to accepting responsibility and behavioural change.

The process always takes place in a safe environment that allows all taking part to engage with the process. Participants are given the opportunity to openly state their views, listen to others and acknowledge their views.

As part of staff induction, all staff are provided with training in the use of restorative approaches and all staff also have access to the 'Restorative Justice Pocketbook by Margaret Thorsborne & David Vinegrad to further their understanding of this approach.

The Social Discipline Window:



Wherever possible, we should try to work in the 'with box'.

We should offer high support, nurture and encouragement in conjunction with consistently setting firm boundaries and expectations of behaviour.

Staff should always be positive and respectful role models to their pupils.

Restorative questions

When our pupils find themselves in conflict or upset, we will ask a series of questions set out below. All member of staff have a copy of the restorative questions card on their lanyard to ensure consistency in restorative conversations.

Part of this conversation will be to acknowledge the step on the consequence path. This might result in this conversation being simple conflict resolution at the reminder/warning stage or could result in a specific consequence being applied at step 1-4.

What happened?

Drawing out each person's story, starting with the person who has cause the harm. The aim is not to come to a definitive conclusion but for all parties to be listened to.

What do you think and feel about that?

To ascertain what each person was thinking and feeling at the time, before and now.

Who has been affected and how?

Who has been harmed/affected? Older children are encouraged to think about the wider implications of who has been affected e.g. staff, families

What are the needs of those involved?

What those affected need to feel better, move on, repair harm and rebuild relationships.

What needs to happen next to make things right?

Agreeing and negotiating to meet the agreed needs above. What support will they need? Pupils to form their own agreement where possible with some staff guidance.

Language to use during a restorative conversation:

Encouraging: Tell me some more about that.

Clarifying: Can you help me to understand that more...

Checking: So did I hear you say.... Am I right in thinking...?

Reflecting: So you.... (repeat back)

Summarising: There seem to be a few things bothering you.... Earlier you said...


Empathising: I understand why you are worried/upset/angry about...

Affirming: Thanks for sharing that.... I appreciate you discussing this with me.

Appendix 2: Reflection Log

Name: _____

Date: _____

<p>What happened?</p>	
<p>Who was affected?</p>	
<p>How do you feel about it?</p>	
<p>What could you have done differently?</p>	
<p>What should happen now?</p>	

Signature Pupil: _____

Signature adult: _____

Appendix 3: Step 2 Letter from Head Teacher

<Address>

<Date>

Dear <Parent Name>

As you will have been informed by your child's class teacher, <name> demonstrated a behaviour in school today at Step 2 of our Behaviour Consequence Path. The behaviour demonstrated was <behaviour>.

We take breaches of our school expectations very seriously and in line with our school behaviour policy your child spent/will spend 15 minutes of their lunchtime completing a reflection log with their class teacher, where they considered the impact of their actions, what they could have done differently and what should happen next.

I very much hope that this is an isolated incident as further breaches of expectation can result in an escalation to Step 3, with associated consequences.

Thank you for your support in this matter.

Yours faithfully,

Mr Ben Bardell

Head Teacher

Appendix 4: Step 3 Letter from Head Teacher

<Address>

<Date>

Dear <Parent Name>

As you will have been informed by a member of the Senior Leadership Team, <name> demonstrated a behaviour in school today at Step 3 of our Behaviour Consequence Path. The behaviour demonstrated was <behaviour>.

We take breaches of our school expectations very seriously and in line with our school behaviour policy your child received the following consequence: <consequence>. In addition, they are now 'on report' for the next <week/2 weeks>.

To discuss this matter and agree further actions please can you attend a meeting with <named leader> on <date> at <time>. Please confirm your attendance with the school office.

Thank you for your support in this matter.

Yours faithfully,

Mr Ben Bardell

Head Teacher

Appendix 5: REPORT CARD

Name:

Class:

Date:



LABURNUM
PRIMARY SCHOOL & NURSERY
CHALLENGE • ACHIEVE • RESPECT • EFFORT

	Challenge	Achieve	Respect	Effort	Safe	Class teacher sign and comment	Senior Leader sign and comment
Lesson 1							
Lesson 2							
Break							
Lesson 3							

	Challenge	Achieve	Respect	Effort	Safe	Class teacher sign and comment	Senior Leader sign and comment
Lunch							
Lesson 4							
Lesson 5							
Assembly							

This card must be given to your teacher to be completed at the end of each lesson and taken to the designated senior leader at break, lunch and the end of the afternoon sessions.

Appendix 6: Behaviour Policy Summary Poster

Rewards

Recognition

House Points

Certificates

Specific additional recognition, awards or certificates from the Head Teacher or Deputy Head Teacher.

LABURNUM
PRIMARY SCHOOL & NURSERY
CHALLENGE • ACHIEVE • RESPECT • EFFORT • SAFE

Core Expectations

Challenge

Achieve

Respect

Effort

Safe

Consequences

Expectation Reminder

Step 1

Break time Conversation

Step 2

Lunchtime Conversation Reflection

Step 3

Break time ~~Conversation~~ LUNCH TIME

Step 4

Suspension and Exclusion