



Lauriston School

Federation Behaviour Policy

Review Date	Changes made/Details of action plan	Due Date	By Whom
September 2019	Statement of Behaviour Principles added; expectations for clothing added	September 2021	Jenni Bird
8 th Sept 2020	Covid-19 Appendix added	N/A	Terry Corpe

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Behaviour Statement & Policy Ratified:

Date: September 2019

Executive Head
Mrs Janice Thomas

Chair of Governors

Our Positive Behaviour for Learning Policy

Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

Policy Aims & Expectations

Daubeney, Lauriston and Sebright Schools provide a safe and secure environment whereby children can learn, grow, make mistakes and take risks. They develop their emotional intelligence and self-regulating behaviour with the assistance of fair, kind and loving staff.

We recognise that children learn by example. We aim to provide children with a positive image of harmonious relations and courtesy between all the adults and children who work in and for our school. In our school, we believe in setting good examples and in having high expectations. Our high expectations of behaviour apply to all children when they are in school, on educational visits or visiting places as ambassadors of the school.

All adults working with our children have a responsibility for promoting positive behaviour. Children also have a responsibility to behave well and the right to expect others to behave respectfully towards them.

Children are expected to positively respond to whoever is responsible for them. This includes teaching and support staff, volunteers and parent helpers. It is our belief that positive behaviour comes from a strong school culture and a shared vision and ethos with the children at the heart of it.

We will support and guide children to make the right choices. We are committed to developing respectful and responsible members of the

community and to build a low-stress, high-challenge environment for learning. Children will develop positive learning behaviours as we know this leads to great learning.

Our Standards and Expectations are central to our behavioural values. It is essential that they are consistently used at all times by the whole school community.

Daubeney Golden Expectations

Be kind, helpful and gentle.
Listen carefully.
Learn brilliantly.
Be honest and responsible.
Be safe and care for people and property.
Always be in control of your own behaviour.

Sebright Standards

Treat yourselves and others with respect.
Treat all property with respect.
Behave sensibly and safely around the school.
Achieve your best at all times.
Be kind and help others.
Listen without interrupting.
Respond to an instruction straight away.
Always be in control of your own behaviour.

Lauriston Golden Standards

Be kind, caring and helpful.
Respect each other.
Listen to each other.
Work hard and stay focused.
Follow instructions straight away.
Look after our environment.

The Traffic Light System

Our school 'traffic light system' ensures all children and staff have clear guidance on the school's response to all levels of positive and negative behaviour. This consistency is crucial in ensuring children feel secure in their learning environment are being treated fairly and have very clear expectations.

Dealing with issues in behaviour – The Classroom

The first question you need to ask yourself is:

“Why is a child behaving in this way?”

Is it you? The Lesson / pace / challenge / attention

Is it the child? What has happened that day to the child? Why do they need attention?

Is it the environment? Classroom layout? Sound? Peers?

The Traffic Light System

At the beginning of each half term each class is given the traffic light recording sheets. These will be used to keep a record of low-level behaviour. *We **do not** have the traffic lights displayed in the classrooms.*

By the Monday morning briefing, teachers are required to drop off these sheets in a tray in the staff room unless a member of the Learning Mentor team has already collected them.

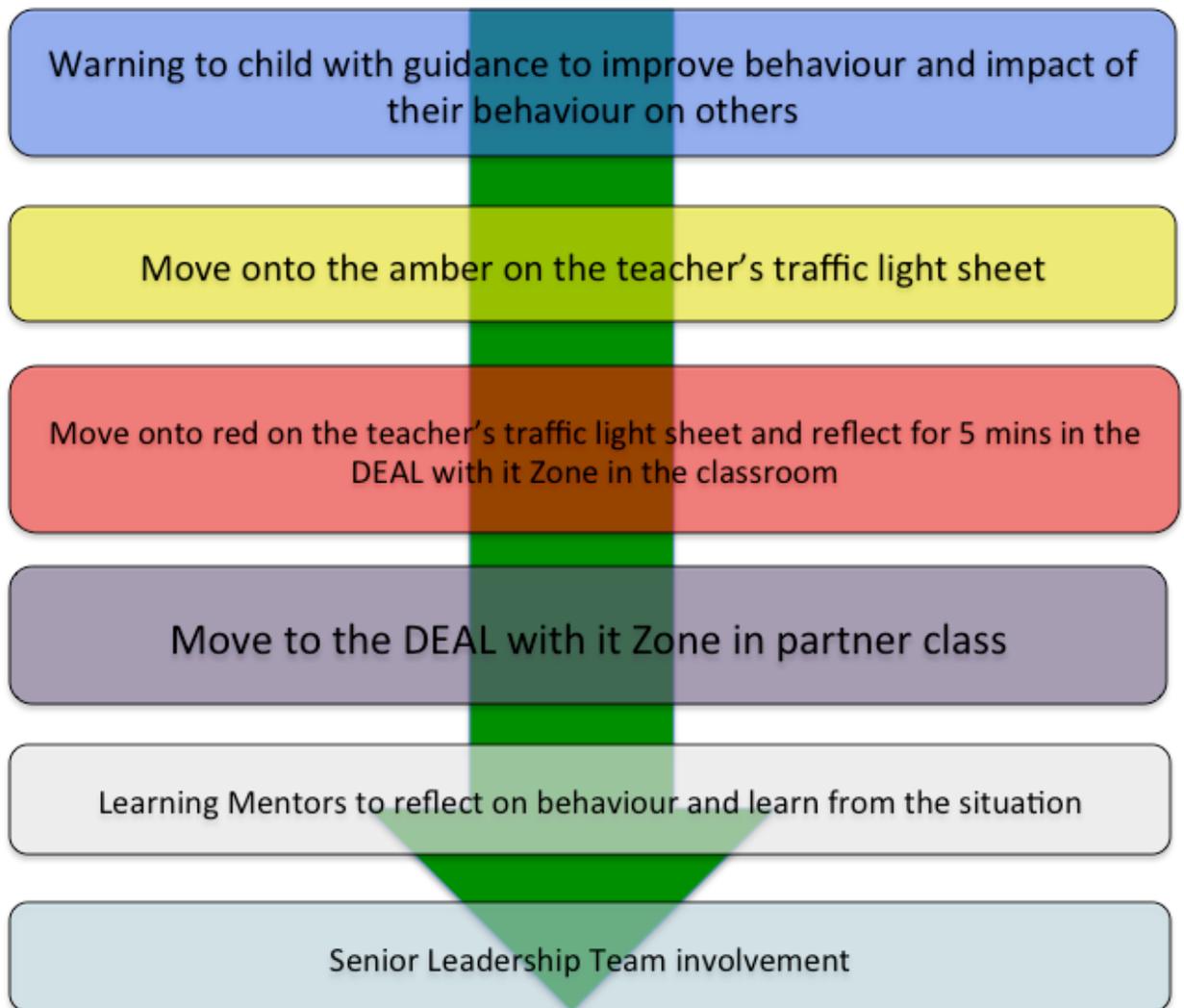
The learning mentors will then collect these sheets and record the names of the children who have been on the traffic lights: Three times or more on amber or two times or more on the red.

The learning mentors' feedback this information to SLT once a week. They present a list of children that have appeared on the traffic lights that week. The SLT member leading that phase will meet with those children in the week to discuss ways to improve their behaviour and how to support them.

The class teacher will feedback to the parents about the child's behaviour by either a phone call or conversation in the playground.

If a child has been on the traffic lights for a second week, they will be referred to the learning mentor team to formally involve parents and discuss the behaviour and strategies to improve. This may be in the form of a catch me being good card, SEAL groups or regular learning mentors drop in sessions.

Traffic lights are not on display in classrooms but a record is kept by the teacher and collected by the Learning Mentors to record on SIMS.



Teachers or children fill out a *Deal with it* form to communicate to the learning mentors what had happened and the progress of the child in regards to getting back on track. The information from the DEAL forms can be added to the child's behaviour record on SIMS if necessary.

Sanctions

Repeated low-level disruption has a detrimental effect on the learning of the whole class. The second break on a Monday is reserved for a mediation session with children who have been on the traffic lights the previous week.

If a child has had three yellows or two reds in a week, a learning mentor will hold a mediation session in the hall. It is the responsibility of the class teacher to send those children to the session after noting down which children have been on the traffic lights that week. Children can also be sent to the mediation session if they are having a particular problem or issue at school regarding theirs or others behaviour.

DEAL with it Zone

Each class is required to have a zone set aside for children to reflect on their behaviour and develop strategies to solve issues themselves.

They will work through the steps of the DEAL poster and be able to talk about ways to improve their behaviour.

D – Describe the problem

E – Explain how it makes you and others feel

A – Ask yourself how to change your behaviour

L – Learn from the experience

Partner classes are designated at the beginning of each academic year.

Classroom Displays

A standardised display will be provided by the learning mentors at the beginning of each academic year.

Children with Behavioural, Emotional or Social Difficulties

We are aware of the complex needs of children who experience emotional and behavioural difficulties. Our schools use specific strategies to ensure that these children are supported with their behaviour throughout the school day. The Inclusion leads and Pastoral Care Lead are responsible for ensuring that these support plans are adhered to.

Partnerships with other agencies such as Educational Welfare, Educational

Psychologists, Children's Adolescent and Mental Health Services (CAMHS) and Physical Education specialists will be used to help identify the underlying causes of behaviour difficulties and meet the needs of these children.

Individual roles to support Positive Behaviour for Learning

Role of Class Teacher

Having a respectful, honest, kind and working relationship with your children will have a profound effect on their learning, progress and personal development.

All adults are responsible for the behaviour of all children in school and across the wider school community.

For the first 15 minutes, every Monday morning, the Standard Expectation of the week must be discussed in class. This is then reinforced in the assembly on Monday.

If there are behaviour issues in the classroom, the classroom teacher should honestly reflect on the relationship they have with the child and ask themselves the following questions:

- How do you feel your relationship is with the child?
- How many times have you had lunch with them?
- What do you know about that child?
- Have you spoken to parents about the great things they have done at school?
- What do they enjoy doing outside of school?
- How do you react to certain behaviour?

Role of Senior Teachers

Members of the Senior Leadership Team, Senior Management Team, Lead teachers and Upper Pay Scale teachers will support staff across the school where necessary to deliver the behaviour policy consistently. They will be required to assist teachers with parents meetings and mediation amongst children. They will be expected to model the policy consistently.

Role of Support Staff

In addition to modelling the behaviour that promotes our learning culture, all staff are responsible for personally coaching children to support their

development. This includes support staff who often have contact with children during informal times of the school day such as during break times. For this reason, all support staff are responsible for encouraging and praising children as well as responding to inappropriate behaviour according to the traffic light record sheet. Support staff must inform the class teacher when there has been an incident with any child requiring action (positive or negative).

Role of Parents and Carers

Parents need to ensure that we are working together with school staff for the best interests of their child and any issues should be first discussed with the class teacher. It is important that parents support the adults in the school and discuss any concerns in a calm and respectful way.

Role of Learning Mentor Team and Pastoral Care Lead

In addition to modelling the behaviour that promotes our learning culture, the Pastoral Care Teams will work with parents and carers to ensure all children arrive at school on time ready to learn. The Learning Mentor teams and Pastoral Care Lead will provide specific support with personalised strategies for teachers and support staff planned with children and their parents and carers. These strategies may include a behaviour plan for children to be encouraged and praised for exhibiting targeted behaviour for learning. For some children with intensive behavioural needs, the team will liaise with external agencies including Hackney Re-Engagement Unit (REU), Children & Adolescents Mental Health Services (CAMHS), Educational Psychologists (EP) and Educational Welfare Services. Teachers always have a central role in this process and are expected to attend these meetings when possible.

Links with Home

It is the responsibility of staff to ensure that parents/carers are kept informed about their child – especially when it comes to positive news and communicating any outstanding achievements:

- Talking to parents at the start and the end of each school day
- Phone call home
- Achievement certificates
- SEN review meetings

Rewards and Sanctions

Achievers' Assembly

Staff selects pupils for achiever awards. Pupils can be chosen for their academic, social, or behavioral efforts. Achievement and effort is celebrated verbally and personally during achievers' assemblies on a Friday. The teacher's comments are also recorded on an achiever certificate that the children take home. Parents and carers are invited to attend the achievers' assembly.

Team Reward System

Golden tickets can be given out at staff's discretion for noticeable effort and progress the children have made towards meeting the expectations or standards: either academically, socially, personally or emotionally.

SLT Lunch Party

Once every half term the SLT will organise a special lunch with children who have consistently demonstrated a positive attitude to learning and school life. Staff nominate pupils for the award and the pupil's good conduct is celebrated along with a member of SLT. Parents and carers are informed by letter that their child has been chosen and the reasons why.

Nursery

Incidents in the Early Years setting will always be seen as a learning opportunity to develop personal, social and emotional development. Children will always be given guidance and behaviour should be modeled by the adult or abler children using verbal and non-verbal strategies. For example, if a child is having trouble sharing, the adult can quickly role-play the situation using phrases. "Can I have a turn please?" "When I have finished." "Thank you."

Promoting Self-Discipline

Different strategies can be used to develop self-regulating behaviour, furthering emotional intelligence and creating positive working environment.

These are some of the initiatives we use to support children:

- SEAL curriculum; JIGSAW to be followed in all classes
- School start at 8:45am for study start.
- At the beginning of every week, the first 15 minutes are set aside to discuss the standard / expectation.
- Continual discussion and setting of class expectations
- Regular school council meetings
- Prefects and school councillors visit other classes during SEAL sessions and feedback in their weekly meetings
- Rights Respecting Schools - relating situations to the Rights of a Child
- Playground friends
- Peer support and buddy system
- Peer mediation
- Achievers' Assembly
- Team points and Golden Tickets
- Sharing rules and responsibilities

Playtime Expectations

The learning mentor team, support staff, City Year Volunteers and teachers on duty will provide opportunities for children to respond positively to each other in a safe and friendly environment. A playground rota of games, equipment and activities will be provided by the learning mentor team at the beginning of each academic year.

It is important that the expectation of the behaviour policy is reinforced at lunchtime. There are a number of specific lunchtime clubs, organised sports and other activities available to children, which help to promote positive behaviour.

If children are consistently finding playtimes difficult, parents are consulted and children are put on catch me being good cards.

Children can be removed from the playground if they fail to keep themselves or other children safe. Where a child is unsafe in the playground, a member of SLT will supervise them in the learning mentors' room.

High profile and complex needs children will be assigned an adult to observe and intervene during playtimes. This information will be added to the playground rota at the beginning of term.

Teachers need to be responsible for the behaviour of the children in their class during all playtimes. They need to be proactive in developing strategies to make sure children have enjoyable playtimes. This can be done during SEAL sessions or first thing on a Monday morning when discussing the expectations and standards.

To communicate any incidents that have occurred during playtimes, those on duty will fill out a small form highlighting what has happened. They will be kept in a prominent place near the playground and handed to the class teacher when the children are lined up.

Behaviour incidents during music and PE sessions

PE and music teachers will follow the behaviour policy steps as previously outlined. Before the class has started, it is the responsibility of the class teacher to communicate any behaviour issues that have occurred that day. The PE and music teachers will have a sheet of the partner classes for each year group, which they will keep for the year.

They will also have a pack of forms that are used for the playground to communicate any behaviour issues with the teacher.

Offsite visits

The expectations of this behaviour policy should be adhered to when all staff and children are off site during school times. As children travel to and from school, they are expected to reflect the positive reputation of the school. If a child's behaviour is deemed unsafe in the lead up to a trip or on a previous trip they can be left out of a trip. The parents should be notified in good time and arrangements should be made for the child to stay with the partner class.

Learning Mentor Team

Children can be referred to Learning Mentors or sent as part of the stages of the Traffic Lights System. The lead learning mentors will report to their school's SLT on a weekly basis covering any high profile cases and persistent and challenging behaviour.

If children are having ongoing issues that may need regular monitoring, they can be moved onto a catch me being good card. They visit the Learning Mentors regularly throughout the day to discuss success and development points. The Learning Mentors and teacher initially speak with the parents/carers to discuss ongoing concerns.

The learning mentors are responsible for keeping the traffic light record sheet up to date and logging behaviour incidents onto SIMS. Regular updates are reported to parents and they are encouraged to praise any improvements in their child's behaviour. The learning mentors are responsible for selecting and training playground friends and monitor the day-to-day running of this scheme. At lunch time there is always one learning mentor on duty to support and oversee a positive playtime.

Pupil roles

Prefects

A prefect is appointed by the Executive Head on the recommendation of the senior management team and other staff. It is expected that prefects will follow and demonstrate the expectations and standards in every aspect of their school life. They are ambassadors and role models of the school ethos and as such have responsibilities. For example, showing around visitors, potential parents, monitoring the late children, interviewing new staff members and reporting to governors.

Peer Mediators

Mediation is a process where two or more pupils can resolve an issue with the guidance of a peer mediator. They can resolve low-level conflict between children, mostly during playtimes. They help to encourage the children to be as independent as possible to resolve and learn from any issues that arise.

When appropriate, all staff members can encourage peer mediators to resolve issues. This supportive discussion helps pupils to take ownership of the problem and teaches them the important social skills of compromise, humility, forgiveness and empathy. Each half term peer mediators are given the opportunity to reflect on their role and receive training from the lead mentor.

Nurture

We recognise that positive relationships are central to learning and wellbeing. As a result, we follow the Six Principles of Nurture. For those children who need additional nurturing support we assess using the Boxall Profile.

Six Principles of Nurture

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. Nurture is important for the development of wellbeing
4. Language is understood as a vital means of communication
5. All behaviour is communication
6. Transitions are significant in the lives of children

Nurture groups are a short-term, focused intervention for children with particular social, emotional and behavioural difficulties which are creating a barrier to learning in mainstream class.

Health and Safety

Health and Safety rules must be known by all staff and pupils and understood. It is essential that all staff maintain a high regard of health and safety. Rules need to be taught for specific subject areas e.g. PE, games, art and D&T.

Uniform

Sebright and Daubeney are uniform schools. Wearing a school uniform promotes a feeling of belonging and community. All of our children are proud to represent their school and are encouraged to learn, play and work together.

School Uniform:

- Wears well
- Contributes to a sense of belonging and community
- Gives a common purpose
- Makes children feel equal to their peers in terms of appearance
- Fosters a feeling of pride
- Is designed with health and safety in mind.
- We ask that all children wear the uniform and encourage them to maintain a good standard of clean and tidy dress in school.
- Jewellery should not be worn as it could present a safety hazard with the exception of small stud earrings and a small watch;
- Headwear must not be worn inside the school - with the exception of religious headwear.

At Lauriston we've had a no-uniform policy for many years and this is an integral part of our identity.

Parents can help children in making sensible clothing choices by guiding them to choose clothes which are practical and do not detract from learning or restrict movement or the playing of sports or other school activities.

They should ensure that:

- Tops should cover shoulders, midriff and back of neck to avoid sunburn;
- Shorts should cover the tops of the leg, about mid-thigh length;
- Jewellery should not be worn as it could present a safety hazard with the exception of small stud earrings and a small watch;
- Headwear must not be worn inside the school - with the exception of religious headwear;
- Shoes should be flat and sandals should have a back/heel strap;
- Make up or nail varnish is not worn to school.

The Use of Reasonable Force [Physical Intervention Policy](#)

In some extreme cases of inappropriate behaviour, any member of staff may need to physically restrain a pupil for their own or others' safety. On these occasions staff will follow The Use of Reasonable Force Guidance of 2013. If a member of staff does restrain a child, they will need to fill out a restraint form which is kept in the Learning Mentors office. Parents will be informed as soon as possible.

Bullying and Intolerance

A member of SLT deals with all incidents of an intolerant nature. Racial, homophobic, transphobic, religious or other slurs are all recorded onto SIMs. We do not tolerate bullying or intolerance of any kind in our schools and these incidents are all logged and analysed separately. Support will be given to both the victim and the perpetrator to ensure that the victim feels safe and the perpetrator understands why the behaviour demonstrated is unacceptable.

Exclusion [Exclusion Policy](#)

We do not wish to exclude any child from school but sometimes this may be necessary. Therefore, when all reasonable strategies have been attempted and have failed, including internal sanctions and the application of any available support, exclusion may be the final option for the school. In some cases of inappropriate behavior, we may decide to sanction an internal exclusion. This internal exclusion could take place in any of our schools for a period of time. The Executive Head teacher will make the decision where an internal exclusion takes place. We have the option of facilitating this in our other schools.

We have the option to use an alternative provision for a child, which may be more suitable for their needs. If a child fails to attend the placement, a referral will be made to the Education Welfare Officer.

In the unlikely event of our school having no choice but to permanently exclude a pupil after all interventions have failed, we will first attempt to work with that child's family on a managed move. In cases where this is not possible, we may permanently exclude.

Links to UNICEF Rights of the Child

Article 3: Adults should do what's best for you. When adults make decisions they should think how their decisions will affect children.

Article 12: You have the right to an opinion and for adults to listen and take it seriously.

Article 19: You have the right to be protected from being hurt and mistreated in body and mind.

Article 28: You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29: Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Article 31: You have the right to play and rest.

Article 37: No one is allowed to punish you in a cruel or harmful way.

Please read this alongside the amended Staff Handbook for each school.

Covid 19
Behaviour Statement & Policy Appendix

There have been significant changes within our setting in response to the outbreak. From Monday 7th September 2020 all pupils will be returning or joining the Federation's Schools.

We will endeavour to create COVID-19 safe schools and our school's Behaviour Statement remains the same. However, it is more important than ever that children listen to and follow adults' instructions immediately.

All adults working with our children have a responsibility for promoting safe and positive behaviour. Children also have a responsibility to behave well and have the right to expect others to behave respectfully towards them. Where a child is unable to follow instructions and behaves in any way that puts either themselves or others at risk, in respect to Coronavirus spread then that child will be subject to an individual behaviour plan. If the child continues to be unable to keep themselves and others at risk, then we will follow our exclusion process.

School will have no more than 60 (Sebright & Lauriston) or 90 (Daubeney) children within a pod, as per government guidance, supported by the same group of adults and these pods will be distanced from other pods. However, adults may change due to absences and Specialist Teacher, PE, Music and Spanish teachers will cross the pods to deliver provision to all children. There will be no physical intervention unless unavoidable. Parents will be called if a situation arises in which their child is putting themselves and others at risk. Where School has concerns about behaviours that put others at risk, then an individual Safeguarding Behaviour Risk Assessment (see Safeguarding & Child Protection Policy) will be completed for any child who displays challenging behaviour and this will inform the schools position on whether the child will need a reduced timetable. If the behaviour continues then the school will use the Exclusion Policy. The school's decision will be final.

Arrival and Pickup

All children and adults will follow the 'drop off' and 'pick up' procedures for their pod (including any one-way systems in place). Children must be punctual. Parents must follow the social distancing guidelines on display. Only one parent/carer must bring and collect a child/ren to and from school.

Arrival and finish times will be staggered by year groups. These must be

adhered to for each child so if a parent has a child in separate groups they must drop and collect the individual child at their drop off and pick up time. If they need to wait for another child they must do so outside school grounds, whilst social distancing.

Health & Safety

All staff and pupils are aware of good hand washing practices. Handwashing facilities or hand sanitiser will be available in all classrooms. When re-entering the building, pods will enter one at a time to either wash their hands in the allocated sinks or use hand sanitiser, before entering their designated classroom. Hand washing/using hand sanitiser will be incorporated into the school day including upon arrival, before and after any transition, before and after eating, and after sneezing/coughing. Children need to use a combination of washing hands and sanitiser. If the water ever stops working during the day, SLT must be notified immediately.

Staff and students need to be encouraged not to touch their mouth, eyes or nose. Students also need to be reminded to use a tissue (or elbow) to cough/sneeze into and to immediately put the tissue in the bin ('catch it, bin it, kill it'). Use of games, songs, repetition to teach the children these habits and to practice them will be in place. Some students may have difficulties cleaning their hands independently so may need assistance. Parents should send their child into school with a packet of tissues each day.

If a child is not adhering to our hygiene standards, then SLT is to be informed. SLT will speak with the child and parents.

Signs will be displayed around the school to remind everyone of health and safety and hygiene rules, including the toilets.

Adults who are not staff will not have access to the building unless pre-arranged.

Pupils with Special Needs

Risk assessments will be completed by SLT and SENCo for identified children with EHC plans or SEND. This is to determine whether the child will need a reduced timetable and extra support to allow them to keep themselves and others safe.

Toilets

Children will only be allowed to go to the toilet one at a time. To prevent queues forming at break and lunch times, pupils will have access to toilets at

all times during the day, encouraging them to use it during class time as it will be less busy. Only one child will be able to leave the class at any time. Before leaving the classroom pupils will need to use hand sanitiser and be reminded to wash their hands before leaving the toilets. Hand sanitiser will be used when re-entering the classroom.

Movement around school

Staff in charge of individual pods will ensure all pupils are familiar with new procedures in school (hand washing and sanitising, fire evacuation, how to walk through the corridors, playground zones, how to enter/exit school at beginning and end of day). Children should not be moving around the building on their own, except for going to the toilet.

Inappropriate Behaviour

When DEAL-with-it-Zone is used, a pod adult must clean the area after use. If a child still has not changed their behaviour after being in the DEAL-with-it Zone once, the child will then need an extended 'time out' in that Zone. If this continues and the child needs to be removed from class, the adult will contact SLT and SLT will contact parents. Parents must be informed by phone at the end of the day if their child has been in the DEAL-with-it Zone.

Any child (without an EHCP) who has difficulties following the expected behaviour will have an individual safeguarding risk assessment completed. If the risk assessment shows that they are a risk to themselves and/or others, they will not be able to attend school and so will be excluded for a period of time. Social Stories will be shared with the parent/s to go through with their child before they return to school.

Break Times and Lunchtimes

Pupils are discouraged from playing contact games at break. Each pod will have their own equipment to play with at break times and lunch time. At lunchtimes, pupils will be placed at a table with other members of their pod. They are to remain seated at their table and must not walk around. They must use a hands-up system if they require assistance and must wait until all are ready to leave.