



Behaviour Policy

Approved by: S.Owen
Last reviewed on: May 2025
Next review due by: May 2026

Date: 01.05.2025

Signed by: Roy Fisher (Chair of Governors) Signed by: Jonathan Clucas (Head Teacher)

This policy covers:

Page 3. Aims and Objectives

Rewards and feedback

Page 4. Effective feedback

Sanctions

Role of Headteacher/Senior Leadership Team (HT/SLT)

Role of parents/carers

Page 5. Keeping Parents/Carers Informed

Out of School Activities

Exceptional Circumstances

Aims and Objectives

The school has five core values and our behaviour policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to work together to create a safe learning environment.

We aim to promote positive behaviour at all times. We expect all staff and children to greet children and staff on corridors, hold doors open and contribute to a warm and welcoming environment in school where all members of the school community feel safe and valued.

Layton Primary School aims to follow the 5 Rs:

- To encourage and praise positive **relationships** with peers. Self-respect and mutual respect for others: own and others' beliefs, premises, contents and our environment.
- To develop every child's self-discipline, full potential, and independent learning through promoting **resilience** and an 'I can do' attitude.
- To provide all stakeholders with opportunities to become **risk-takers**, aiming to build a whole-school belief system where all can 'have a go' and mistakes are seen as a learning resource.
- To build **reflective** learners; pupils and adults that are able to revise and review their behaviour and work. To develop politeness and good manners and promote kindness and helpful behaviours.
- To develop **resourcefulness** in all our children. Develop the ability for children to cope in any situation they are faced with in school and in the wider community.

Rewards

The school has a growth mindset philosophy, the focus is on task focus feedback not ego focussed feedback. Research suggests that task focussed feedback has far more impact on the development of emotional regulation leading to improved behaviour.

We have high expectations of all children at Layton Primary. The reward system reflects those high expectations. We praise and reward children for good behaviour in accordance with the 5Rs:

- The Traffic light system is in place - the basic expectation for all pupils is to stay on Green or progress up to;
- Blue Star – Extra Dojo
- Gold Star – Positive phone call home
- Individual dojo points are rewarded based on feedback, consistently across the year group and the school, based on the 5Rs. Maximum 50 dojos per term.
- Visits to share work that embodies the 5Rs to classes throughout school, Team Leaders and SLT.
- Texts and good news postcards home.
- Telephone calls home.
- Awards in assemblies; Teddy Award, Bookworm, Learner of the Week.

Throughout the whole school, children will be rewarded with Dojo points. These points will be tracked and rewards given accordingly; rewards will be given in assembly to showcase those children that have worked hard to demonstrate excellent behaviour:

- 50 points Bronze Award
- 100 Points Silver Award

- 150 Points Gold Award

Class expectations/Non-negotiables

- Entering the classroom calm and quietly
- Moving around the classroom sensibly, under the direction of adults
- 'Apples up' = Ipads facing down
- Track the speaker
- Be respectful when listening to others
- Turning chairs, when required
- 4 on the floor
- 'Show me' all children stop what they are doing and listening
- Assembly and all transitions- walking calmly and quietly in single file.
- Left hand on the stairs holding hand rail
- Manners – meeting and greeting peers, staff and visitors

Behaviour for Learning

Staff will use a number of strategies when dealing with disruptive or challenging behaviour:

- Less language, more body language, non verbal cues
- Eye contact, visual cue
- Don't use the work choice unless your boundaries are completely firm & consistent
- See the wrong behaviour and not act to correct it quickly
- 5:1 ratio of praise to criticism
- Identify children doing well from anywhere at anytime – use as an example to correct anothers behaviour
- Don't have an emotional response – keep your cool
- Don't use the word Please – use Thank you
- PRAISE!!
- Criticise the behaviour and not the child
- Know your child – support them with strategies to self-regulate
- Know their needs, especially for SEMH pupils, adapt strategies to meet their needs
- Lower the tone of voice –its what you say not how you say it – No shouting!
- Easy techniques:
- Partial agreement (All teachers are *****, well sometimes but they don't mean to be)
- Distraction – know their interests/likes
- When and then
- Non verbal – early intervention
- Praise nearby children
- Clear language: Where should you be? What should you be doing?

Self Regulation

To facilitate children with independent self-regulation techniques:

A Predictable Environment:

- A visual timetables in all classrooms throughout school.
- Warnings are given before transitions; 1:1 where required.

- Routine, routine, routine to create a sense of security and predictability.
- Core texts studied in the Autumn term - The colour monster and The colour monster goes to school

Explicit instruction of Emotional Vocabulary

- Explicit instruction of a range of feelings such that children can name their feelings: through stories, books and songs - supported by visuals, non-verbal cues and Makaton.
- Verbalise emotional vocabulary in everyday interactions: For example, "I understand that you're feeling frustrated. Could you (verbalise a diversion)".

Self-regulation Strategies - co-dependent:

- Sensory input - hands on shoulders/deep pressure, comfort, holding hands, play dough, water
- Identify a safe space
- Think about noise level and environmental sounds/ lighting
- Allow time before expecting the child to speak
- Deep breathing exercises - figure of 8, blowing out the candles, rainbow
- Discuss emotions and learning to name the feelings- adults to model.
- I can see you are feeling..... (widgets of emotions)
- Can you tell me what has made you feel like this?
- Discuss the incident and how it could be dealt with differently eg, sharing of toys, hitting
- Model the correct language to use next time. Eg, when you have finished playing with that car please could I use it?
- If they can't ask for it, ask a teacher for help
- 10minute timer modelled

Self-regulation Strategies - independent:

- Sensory basket in reading corners
- Take them self to a safe place
- Concentrate on their breathing but using the visual images
- Identify when they are ready to speak
- Discuss which emotion they are feeling?
- Talk about the stages of the incident that has made them feel like this
- Discuss and reflect on how they could deal with the situation differently next time.
- Learn to analyse negative thoughts and reframe them to positive ones.
- Independently use the 10 minute timer

Sanctions

- Adults will use appropriate language or non-verbal cues to address behaviour, brief comments such as four on floor thank you, facing the front thank you, back to work thank you, should be used as general reminders before a warning.
- A traffic light system is in every class – red, amber and green/Blue Star/Gold Star. Children will be given warnings before moving to each stage.
- Amber – Pupils who continue to disrupt their own and others learning will move their name to amber. The class teacher may move a pupil to another seat in the class, or when required, a 'time out' through removal to a partner class may be used. Time can be lost at break time – 5 minutes only. Once sanction completed they move their name back to green.
- Red – Children who continue to be disruptive or who demonstrate more serious misconduct will move their name to red.

- If a pupil moves their name to red, they will stay on red all day, until parents have been informed. However, some pupils with SEND may need reasonable adjustments of moving their name back to green once sanction completed.
- Red behaviours will trigger removal to Team Leader, or SLT depending on the severity of the behaviour. Parents will always be informed if their child has moved their name to Red.
- Where the pupil has moved their name with a member of the PPA team then the PPA teacher will inform parents. Unless, they feel that the class teacher or team leader has a strong relationship with those parents.
- Where the pupil has moved their name with a supply/agency member of staff, then the Team Leader will inform parents.
- Red behaviours: Swearing, Physical contact, Constant refusal, throwing equipment, unkind behaviour towards peers, non compliance with adult expectations.
- At times school will devise an Individual Behaviour Plan for those pupils who continually struggle to manage their behaviour.

All pupils will always be given a Fresh start the next day.

Dealing with Serious Unacceptable Behaviour

Those children displaying violent or aggressive behaviour which constitutes a danger to themselves and/or others who fail to stop when asked to do so will be subject to the provisions in the Control and Restraint Policy and will be supervised in a way which means that they cannot be a danger to other children. Pupils who regularly require support to keep them safe, by Team teach trained staff, will have a personalised Positive Handling Plan.

The Headteacher, staff, Governors and wider school community consider the following to be unacceptable;

- Deliberate violent behaviour or physical aggression towards anybody within the school community, which intends to harm another person
- Verbal abuse including swearing at anybody within the school community
- Deliberate damage to personal or school property
- Stealing
- Racist or sexist behaviour
- Repeated refusal to follow instructions
- Possession of items such as knives, weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic articles.

Please see exclusions policy for serious or repeated refusal to comply with school norms and behaviour.

Role of Headteacher/Senior Leadership Team (HT/SLT)

It is the responsibility of the HT under the School Standards and Framework Act 1998 to implement the School behaviour policy consistently throughout the whole school, and to report to Governors when requested. It is also the responsibility of the HT to ensure health, safety and welfare of all children and staff in school.

Layton School is an inclusive school however, some behaviour may be deemed serious enough to warrant a fixed term or permanent exclusion. These are at the discretion of the Head Teacher and will follow the Government guidelines on school exclusions reflected in our Exclusions Policy.

If on any occasion, a child displays severe physical aggression of any sort, staff will call SLT. The safety and wellbeing of all pupils and staff at this point is paramount.

Role of Parents/Carers

Parents are expected to support implementation of our behaviour policy and sign the home school agreement when their child starts at Layton Primary School.

We expect all adults to behave in a reasonable and civilised manner towards ALL school staff. Incidents of verbal or physical aggression towards staff will be taken extremely seriously, and may be referred to the Police for further action in line with our Zero Tolerance Policy.

Keeping Parents/Carers Informed

- All parents to be informed when child moves to red on the day.
- If a child is placed on red three times, a meeting will be held with parents and their year group team leader.
- Should behaviour not improve, concerns will be escalated to SLT.
- Referrals may also be made to the School SENDCo to further investigate the underlying reason for the ongoing behavioural difficulties.

Out of School Activities

If a child displays behaviour which is deemed to be a health and safety risk or is not of a standard high enough to deserve a reward then the child will not be permitted to take part in the activity or trip. This would be clearly communicated with parents/carers, and alternative arrangements will be made to accommodate the learning needs and supervision of the child in school.

For those children who have identified complex Special Educational Needs (SEND) appropriate steps will be taken to ensure that they have full access to activities and trips, with additional adult support, or parental supervision. This will be decided on, by individual circumstances. This must be a joint agreement with staff, parents and SLT.

Policy written: May 2025

Authors: SLT

To be reviewed : May 2026