



Behaviour Policy

Date of creation/review	Reason for review	Date of next review	Reviewer/approval body
September 2025	Due for review	September 2026	Head Teacher LGB

We expect all children at our school to:

- **Be ready**
- **Be safe**
- **Be kind**

We expect all adults in our school to continually reiterate, model and celebrate the above rules as well as being:

- **Calm**
- **Rational**
- **Unshockable**

Aims of the policy

1. To support all children to follow the three rules:

Be ready.
Be safe.
Be kind

2. To create a safe, happy and productive environment for all.

3. To provide a common approach and language, understood by all staff, children and all others who may work within the school, that is:

- Systematic
- Predictable
- Habitual
- Consistent

4. To provide a framework on which to base discussions about behaviour with parents and carers.



Guidelines

Positive noticing

All adults in school are expected to engage in **positive noticing**.

We recognise that you get more of the behaviour you notice most. As a habit, adults must routinely notice and praise publicly the children who are making positive behaviour choices.

Praise should be immediate, sincere and emphasise process rather than ability.

Praise can be shared more widely through phone calls/messages home, celebration assemblies etc. All adults in school are expected to use these approaches for children who exceed our high expectations of behaviour.

Rights and responsibilities

At Lealholm, we are teaching the **Unicef Rights of a Child** and helping children understand that, with these rights, comes responsibilities.

As understanding of these rights become more embedded in school, we expect children to recognise their responsibilities in regard to the rights of other children and adults.

Adults will use the language of rights to support children to make good decisions. "We all have a right to safety; make sure you are sitting safely on your chair."

When things go wrong

We aim not to punish but to de-escalate and discuss, supporting pupils through a Nurturing approach in order to resolve disputes, reduce reoccurrence of incidents and help pupils to develop their own behaviour management and self-regulation strategies.

We achieve this by using the following step-by-step response to challenging behaviour:

1. Adult reminds child of the three rules
2. Adult reiterates the rules and spends a minute to check in: Does the child understand the task? Have they got everything they need?
3. The adult uses the following script:



- I've noticed you're having a problem _____
 - You know our rule about _____ and you haven't done that so we are going to talk for two minutes at the end of the lesson.
 - Remember earlier today when _____ (specific positive noticing). That is the behaviour I need to see.
 - Thank you for listening.
4. Should the child not regulate after this conversation, a new adult will take the child somewhere else in school to regulate. They will **not** discuss the behaviour with the child.
 5. When the child is regulated, they will be welcomed back into the classroom by the initial member of staff.
 6. The initial member of staff **must** have a restorative conversation with the child at the end of the lesson (see script below).

Where more than one child has been involved in an incident, ensure that all parties are aware that the situation has been dealt with. Some children experience a sense of injustice if they do not see that the other child(ren) have been spoken to.

Serious incidents

1. Details of any serious behaviour incidents should be recorded on *cpoms* and referred to the Teacher in Charge or Headteacher. Parents may then be invited to school to discuss the behaviour.
2. If physical intervention is required, this should be carried out by a trained staff member (where possible) and should only be used where other de-escalation strategies have not worked or where failure to intervene is likely to result in harm. Physical intervention must be recorded and reported to the Headteacher as soon as possible after the incident.
3. In exceptional cases, a child may be excluded after consultation with the parents, governors and the YEAT SLT.

Bullying

If a member of staff observes any behaviour which could be recognised as bullying*, this issue should be raised with the child, the class teacher and also be brought to the attention of the Head teacher. The issue should then be closely monitored and action taken to ensure that the child has



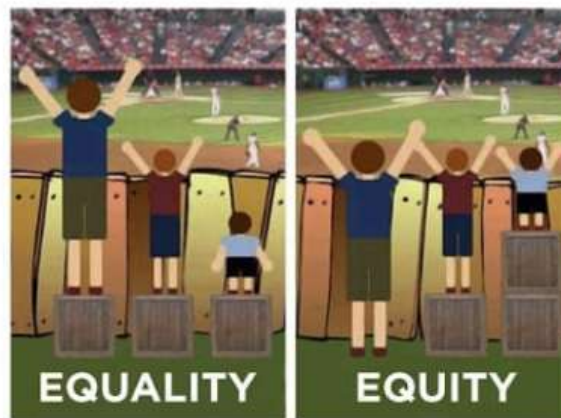
no opportunity for this behaviour to continue. The teacher and Head teacher should liaise to establish good behaviour from the child, referring to the three rules. *See also the anti-bullying policy.*

The issue may need to be brought to the attention of the child's parents by the Head teacher where the three rules would be used as a basis for working towards good behaviour.

** Bullying involves a persistent form of inappropriate behaviour by one or more children towards a child or group of children. The bullying behaviour can be physical, verbal or emotional.*
Children and parents need to understand a clear definition of the term.

Inclusion

We pride ourselves on being an inclusive Trust, welcoming pupils with a wide range of strengths and needs. As a result, it is likely that some children within our schools may sometimes experience difficulty in managing their own behaviour, just as other children may struggle with reading, addition, etc.



In the same way that we provide personalised approaches for individual pupils in subjects such as maths and English, we also provide personalised approaches to behaviour management, where needed, including individualised behaviour plans with individualised help scripts.

We ask all members of our school community, including pupils, staff, parents, governors and visitors, to respect this approach.

Nurture Principles

Our behaviour policy is informed by the Nurture Principles:



Scripts

Restorative Questions (must be held with the member of staff who initially began dealing with the behaviour)

- *Thank you for being here.*
- *What happened?*
- *How did you feel at the time?*
- *Who was hurt?*
- *How do you think they felt?*
- *How can we put it right?*

Help Script for Children in Crisis

- *I can see that you are (angry/sad...) I would feel (angry/sad...) too if
(E.g., someone had called me a name ...) or I can see something has happened*
- *I want to help you.*
- *When you are ready to talk, I will listen.*
- *Come to (my office/ our classroom ...) and you can talk to me.*
- [Children can also be reminded to, 'Take the help.']



Just keep repeating the 'I want to help' onwards part if the child does not respond. Do not get into a discussion until child is where you want them to be.

Reminders

Your body language, tone and demeanour all support de-escalation.

Stay calm and use a calm/passive tone when speaking remaining conscious of your facial expression.

Bring yourself down to the child's level.

Seek support from other staff members if needed.

If you feel unable to deal with the situation, seek immediate support from another staff member.

Most importantly: **Praise in public, remind in private.**