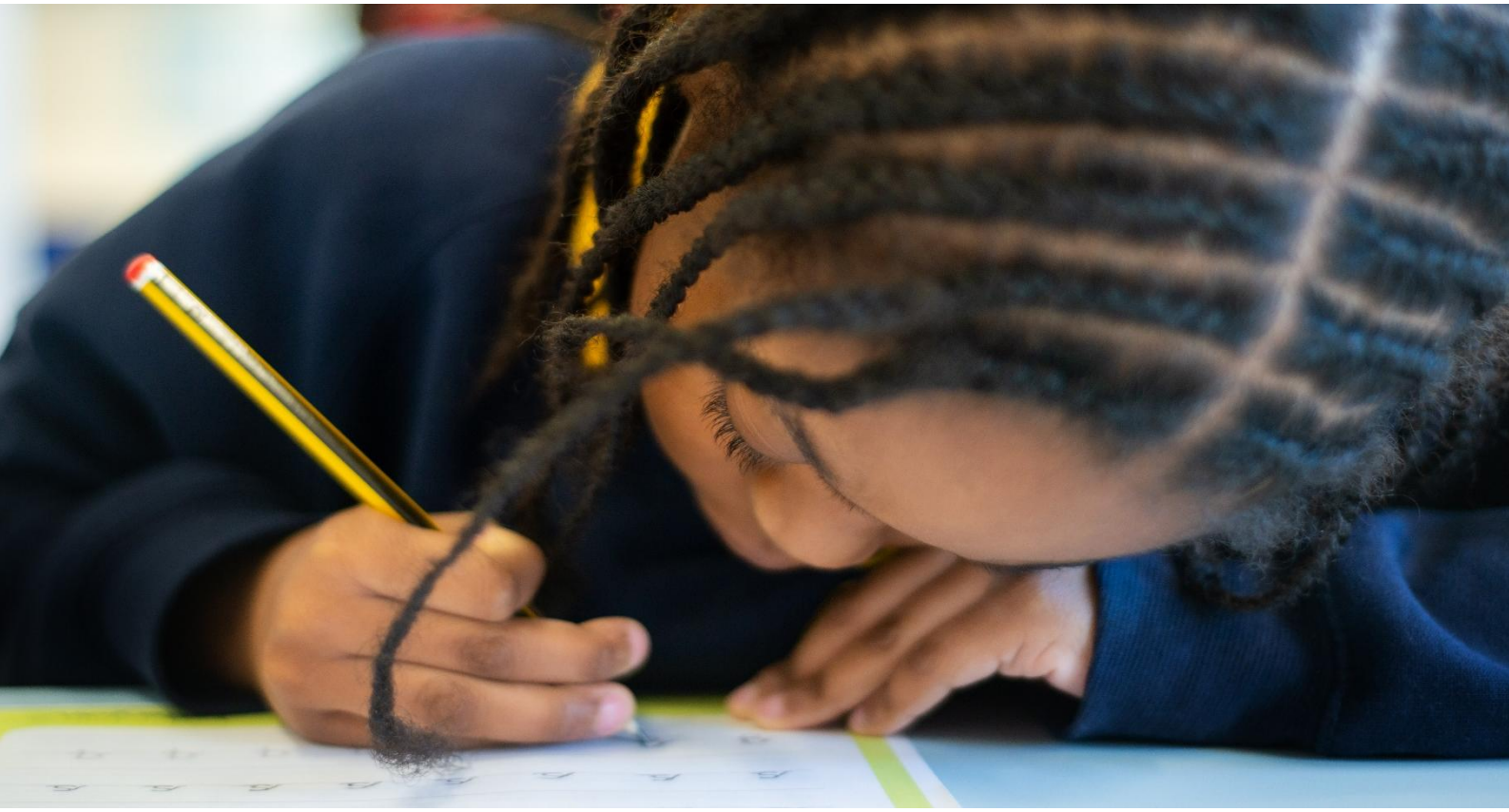
Laycock Primary School



Behaviour Policy

Approved by IEB:	Prudence Barnes-Kemp
Ratified and reviewed on:	February 2026
Next review due by:	February 2027

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1. Our School Vision

We are a friendly and welcoming school with a strong community spirit, which reflects our inclusive ethos and belief that every child can thrive and achieve their goals in life.

We aim to educate the next generation of independent thinkers through an engaging and creative curriculum, which embeds key skills in English, Mathematics, Science and PSHE through experiential enquiry-based learning.

2. Aims and Expectations

- Behaviour at Laycock is everyone's responsibility.
- Every member of the school community is responsible for maintaining our high expectations of positive behaviour.
- We are proud to be an inclusive school where we nurture children to grow as individuals.
- It is our philosophy that the behaviour policy is there to help all children learn and develop an understanding of what are acceptable behaviours in the school community and wider world. Essentially, we also know these skills help children thrive academically.
- Laycock School is committed to making a positive difference to the wellbeing of our children and school community. We seek to create a school culture that celebrates similarity, difference and diversity and one in which all children and young people can see themselves represented and valued.
- We expect every member of staff at Laycock School to prevent, challenge and record all forms of bullying and behaviour incidents that contravene the promotion of protected characteristics of the Equalities Act.
- We recognise that some of the most challenging behaviour patterns that children display are often a communication of the difficulties a child is experiencing. We also recognise that adversity and trauma are sadly common in the lives of children from all walks of life and can impact on what support children may need to learn to manage their emotions and behaviours in the moment. In addition, significant life events/challenges, physical/social/ learning/emotional/mental health needs can lead to an inability to access learning and result in challenging behaviour. We aim to acknowledge and take into account these underlying factors when applying our behaviour policy responses and adapt our response accordingly.

3. Our Laycock Values

Our values: Aspiration, Creativity, Curiosity, Resilience, Friendliness and Respect are at the core of everything we do.



These values guide our children to develop a deeper understanding of the importance of positive behaviour, and how this impacts on the learning experience for everyone.

<table>
<tr>
<td>We always aspire to do our best

</td>
<td>We are respectful to each other.

</td>
<td>We are friendly to each other.

</td>
</tr>
<tr>
<td>We display creativity in our learning.

</td>
<td>We are curious learners.

</td>
<td>We are resilient when faced with challenges.

</td>
</tr>
</table>

4. Our School Rules (The 7 Laycock Values)

- **speak politely:** use kind words and speak respectfully
- **listen carefully:** follow instructions and pay attention
- **work hard:** try your best and be resilient
- **be responsible:** take care of your belongings and each other
- **be honest:** tell the truth and ask for help
- **help others:** be supportive and lend a hand
- **stay safe:** follow the rules and keep hands and feet to yourself

5. School Behaviour Procedures

5.1 Behaviour Expectations in Class

The foundation for outstanding teaching and learning is outstanding behaviour for learning. In recognition of the fact that behaviour will be positive when lessons are engaging, teachers are expected to provide appropriately planned, pitched and paced lessons. The expectations from our children are as follows:

speak politely: use kind words and speak respectfully
listen carefully: follow instructions and pay attention
work hard: try your best and be resilient
be responsible: take care of your belongings and each other
be honest: tell the truth and ask for help
help others: be supportive and lend a hand
stay safe: follow the rules and keep hands and feet to yourself

Routines:

Beginning/End of Lessons

At the beginning of lessons, teachers should use the hand signal (right hand raised) to indicate that lessons are ready to begin and signal when children should stop.

When children have completed their work, they should: complete an extension activity, respond to marking or read a book. Children should always be on task.

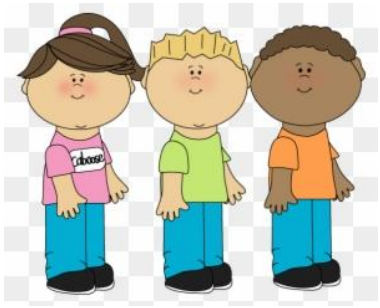
Moving Around

Having a routine for moving around the classroom and school ensures learning time is maximised. Teachers use praise to encourage and then expect this routine. **Teachers use the following strategy for transition: 1, 2 and 3.**

1. Show that you are ready

2. Stand up

3. Move to where you need to be, e.g. table, carpet, line.

1.Show that you are ready	2.Stand up	3.Move to where you need to be
		

See Appendix A for some strategies that staff should use to promote and support positive behaviour in school.

5.2 End of Break/ Lunchtime Routine

Teachers and TAs arrive in the playground at their line up position before the first bell goes. The first bell goes two minutes before end of break/lunch. On occasions, SLT members and or the pastoral manager will be present. When the first bell goes, the adult in charge says the following:

1- which indicates *Freeze*

2- which indicates to *Walk quietly to your line.*

3- which indicates to *Line up in line order*.

Second bell – This signals that classes are ready to go into the building. SLT and or Pastoral manager award house coins and or dojos to the class with the best line.

SLT on duty or the pastoral manager sends classes into the building when ready.

5.3 Transitions around school

- Entering and moving around the building in an appropriate manner is essential to ensure everyone is ready to learn when they enter the classroom. Teachers should use the following script to remind children how to move around the school.
- *Be calm and quiet.*
- *Walk on the left side of the stairs (one step at a time).*
- *Walk in line order at all times.*
- Adults model this behaviour by being quiet and calm, using low voices and visual cues. This is to ensure children become accustomed to calm and quiet movement around the building.
- All staff monitor transitions and reward with house coins and or Dojos.
- Upon reaching their classroom, children remain lined up quietly outside the door .
- Teachers transition children in to start an activity prepared beforehand .

5.4 Expectations during Assemblies

To ensure behaviours are managed and positive routines are upheld, the following are expected:

- Teachers lead their classes in and out of the assembly hall sensibly and quietly.
- Children sit quietly, whilst waiting for the assembly to start.
- The person leading the assembly may have quiet music on as the children walk in.
- The person leading the assembly uses a raised hand to signal silence. Everyone follows.
- Teachers are present in each assembly with their tablets (in order to reward House coins/Dojo points).
- Adults actively monitor and manage the behaviour of classes.
- Adults model active participation.

5.5 Expectations on Trips/ Learning outside of school

When off the school premises on an educational visit and under the responsibility of a school member of staff, children are expected to behave in the same manner as they would in school. The same school rewards and consequences apply.

6. Rewards

All staff are expected to provide regular in the moment praise. Our rewards are designed, in collaboration with the children, to embed a sense of achievement, recognition and appreciation. We celebrate all of the achievements in Friday's Celebration Assembly

6.1 Receiving Rewards

- **Dojo points:** Dojo points can be awarded at any time to an individual/class, for displaying the school rules, also known as the 7 Laycock Ways. 2 Dojo points are assigned to each rule. The child in each class with the highest number of points will receive a postcard home each week. Dojos are also rewarded for attendance and punctuality daily.
- **House Coins:** Coins linked to the house colours (red-Dina-Asher house, green-Mo Farah house, yellow-Ayling-Ellis house and blue-Raymond Antrobus house) can be given at any time to an individual or class for displaying the 7 Laycock Ways. Each house coin is worth one point. SLT can also award orange coins to pupils/classes worth 5 points. Gold coins given out by the executive headteacher/ head of school are worth ten points. Coins are tallied on a Thursday and the winning house is announced each week in Monday's whole school assembly. At the end of each term, pupils from the winning house are awarded prizes such as medals.
- **Celebration Assembly:** A celebration assembly is held each week on a Friday by a member of SLT. During assembly, certificates are awarded to children who have made an effort to demonstrate Laycock Values through action or attitude. Pupils also receive prizes such as special pencils to recognise their achievement.

- **Book Vending machine**: During celebration assemblies, the certificate winners get a chance to win a free book from the book vending machine in reception. The person leading the assembly shuffles the certificates and asks a child in the audience to randomly choose a certificate. The winner gets the token for a free book.
- **Laycock Legends Medals:** Laycock Legend award ceremonies are held termly throughout the year. The teacher chooses a child from their class who is a role model for the Laycock Values and these children are given a medal with their name inscribed on the back. Parents are secretly invited to come into the assembly to help celebrate children's accomplishments.
- **Sharing Good Work:** Children who have achieved something worthy of special commendation may be sent to the HT/SLT team or share their achievement with the class (e.g. visualiser).
- **Communication home:** We know parents can help amplify the power of praise and help it be an even more effective tool for supporting children's behavioural and emotional development. A class teacher or member of the SLT team may send a text or Dojo message home informing parents about good behaviour or about a child's achievement in a particular area.
- **Stickers:** Stickers can be awarded at any time during the school day to individual children or a whole class doing the right thing i.e. listening attentively, lining up well and transitioning quietly and sensibly.

- The class with the highest attendance each week will receive an additional reward each week to be announced on Fridays by the Pastoral Manager.

7. Sanctions

Everyone that is part of the Laycock community is expected to uphold the Laycock values. Our behaviour flowchart is designed to support children to take responsibility for their actions and make positive changes to their behaviour. Staff should adhere to the following procedure if a child is not displaying appropriate behaviour.

(See flowchart below)

SANCTIONS FLOWCHART

Low Level behaviour:

Children will be given a ***verbal warning*** linked to a Laycock Way.

If behaviour continues a ***final warning*** linked to a Laycock Way is given.

(Talking, refusal to follow instructions, off task, calling out, interrupting learning)

TIER 1

Continued Low level behaviour

(Talking, refusal to follow instructions, off task, calling out, interrupting learning)

TIER 1- Child's name moved to Tier 1 on class chart:

Step 1 – 5-10 minutes time out in class with lesson work

TIER 2

(Inappropriate language, name calling, defiance, work refusal/refusal to engage, damage of school property and repeat of behaviours from Tier 1)

TIER 2- Child's name moved to Tier 2 on class chart:

Children miss their break time in designated area in the playground

Step 1 – 5 minutes missed play behind fence at pitch

Step 2 - 10 minutes missed play behind fence at pitch

Teacher to record and inform parents of three or more timeouts in a week.

TIER 3

(Serious incidents which extend beyond the above levels include: oppositional behaviour (refusing to follow instructions and stay safe), significant damage to school building and/or equipment, stealing, fighting, deliberately hurting other children or adults, leaving class without permission, swearing)

TIER 3- Lunch time detention with SLT

Group 1 – Children who have persisted with negative behaviour following Tier 1 and 2 sanctions.
Group 2 – Grey SLT triangle if there is a safety threat to the pupil, their peers or staff.

Group 3 – Children who display the behaviours listed above go straight to Tier 3.
(Serious incidents which extend beyond the above levels include: oppositional behaviour (refusing to do follow instructions and stay safe), significant damage to school building and/or equipment, stealing, fighting, deliberately hurting other children or adults, leaving class without permission, swearing)

Children will need to eat their lunch with SLT. Children will miss 30 minutes of lunch time play.

SLT involvement- grey triangle sent to SLT: Time out with SLT or PM (30 mins-KS1, 1 hour-KS2);
Incident recorded on CPOMs by teacher

Three or more incidents at this tier in a term will result in a meeting with HT, Exec Head, PM and CT to discuss plan and strategies for child.

TIER 4

Extreme behaviour requiring immediate action. More serious incidents including racist or discriminatory language or behaviour, bullying or intimidating behaviour. Extreme behaviours that endanger others.
Internal or external suspension sanctioned by HT/Exec HT may apply.

See Appendix B for the Reflection Sheet that pupils complete during lunchtime detention with a member of the Senior Leadership Team (SLT).

See Appendix C for the Sanctions display that is present in classrooms.

See Appendix D for the Behaviour Chart that is displayed in classrooms and general areas.

7.1 Sanctions at Play and Lunchtime

Behaviour at playtimes and lunchtime is kept separate from class time so that learning is not interrupted. Playtime incidents are immediately dealt with by staff on duty to minimise any impact on learning. There are four steps to address poor behaviour in the playground:

- Step 1: Verbal Reminder
- Step 2: Time out in the playground for 10 minutes. Timeout areas: benches and seating areas in each zone.
- Step 3: Time out with pastoral leader, if behaviour persists. SLT to feedback to teacher and parents.
- Step 4: Extreme incident results in time out with a member of the Senior Leadership Team to reflect for the rest of playtime and also possibly some time for the afternoon session depending on the behaviours displayed.

7.2 Suspension and Exclusion

In rare occasions of extreme behaviours, the school may have to consider internal or external suspension. For serious or accumulative events, please see our suspension and exclusion policy.

7.3 Our Restorative Behaviour Policy

The school takes a restorative approach to promote and maintain a safe environment.

Restorative practice supports children to reflect on the impact of their behaviour.

All our staff members are expected to apply the following standardised and consistent steps:

- Children cannot listen and think when they are in a state of high emotion or fight, flight or freeze. Staff will therefore help children to calm down before having restorative conversations, see regulation/emotion dial used by all members of staff for all children;
- Staff will stay calm and model calm responses;
- Staff will use non-judgemental and age/developmental stage appropriate language with children, that seeks to improve situations and promotes problem-solving solutions towards positive outcomes;
- All staff will promote best practice and a consistent approach in a difficult situation with a child;
- Staff will consider whether the behaviours shown are 'low level' or 'high level' to ensure consequences are fair and in line with our policy;
- Any discussions with a child should make reference to our 7 Laycock Ways

8. Early Years

We seek consistency across the school when we manage children's behaviour; however, children's age and understanding must be taken into consideration. The ability to control emotional and physical impulses and self–regulation should be developed in the early years to help ensure children embrace learning and grow into self-regulating adults. Nursery and Reception teachers take into account that children arrive at very different stages of behavioural and emotional regulation.

9. PSHE and Pastoral Support

Laycock Values are reinforced through a number of pastoral and PSHE initiatives. See our PSHE policy, intent, implementation and impact for more information.

At the start of the year, children are given the opportunity to explore our school's behaviour system as a way to take positive ownership of the Laycock rules and values.

We celebrate and remind children and staff of our rules and values in our weekly assemblies.

10. Bullying

Bullying of any kind is unacceptable and will not be tolerated at Laycock School. At our school, the safety, welfare and well-being of all pupils, staff and members of the school community is a key priority. See our Anti-bullying policy for further information.

11. Working in Partnership with Parents/Carers

The school believes that it is vital to work in partnership with parents/carers to ensure the best outcomes for children. We value the important contribution that parents make in supporting their child to understand and follow school expectations.

When a child requires support for their behaviour, it is the responsibility of staff, parents and, where possible, the young person to work together as partners to problem-solve and find shared understandings and solutions.

The school will ensure that parents are kept informed about decisions made in response to a behavioural incident so we can work together in the best interests of the pupil. Sometimes, we will offer a home/school communication book if required.

We expect all members of the school community to abide by the school's policy in regards to their conduct on site and in meetings.

Associated policies

- SEND
- Safeguarding and Child protection
- Anti-bullying policy
- Suspension and Exclusion Policy

Appendix A – Strategies to promote Positive Behaviour

Teaching Style:

The key style to aim for is assertive, rather than indecisive or autocratic teaching.

Indecisive behaviour management involves hoping for compliance, rather than insisting on it; being timid in the face of challenge and pleading with or placating children, rather than directing them. It is likely to lead to a lot of low-level disruption and off-task behaviour, reducing learning time for the majority of children who are trying to behave well.

An autocratic style is about using power to demand compliance, without offering choice or enabling pupils to learn to manage their own behaviour. It is bullying, often confrontational and raises tension rather than leading to relaxed attentiveness. Children will often behave badly once an autocratic teacher leaves the room.

Assertive teaching expects compliance, but does not rely on power or the role of being a teacher to gain respect. The teacher plans for discipline, uses clear, firm direction and correction, but acts respectfully, keeping the aims of discipline clearly in mind. Sanctions and rewards are used in clear, specific, fair ways, to help pupils behave well for learning.

Praise in Public and reprimand/resolve in private

Public acknowledgement of good behaviour can be very powerful in a positive way. Usually, criticism should be as private as possible; lowering a child's self-esteem is likely to increase misbehaviour, if not now, later. Avoid standing on one side of the classroom and telling someone off on the other side. The audience provided by the rest of the class can prove rewarding for the child as well as making the rest of the class feel 'told off' too.

Some children find direct praise hard to handle, so praise should be as descriptive as possible and you should be sensitive to the impact. Perhaps allow the child to hear you telling someone else how well he or she has done. Praise can also be non-verbal: a smile, a thumbs-up or a sticker. Expand your vocabulary for praise.

Use the School Rules: The school has a clear set of rules. It is important that we refer to these regularly and use them to depersonalise things when we address negative behaviours. A good phrase to use is, "One of our school rules is ..", emphasising 'Our' rather than 'My'. School rules should also be used regularly to reinforce positive behaviour. For example, "You have demonstrated our rule to respect property, well done Anna. Fantastic behaviour!"

Partial Agreement: This is a way of de-escalating potential conflict, especially when pupils answer back and disagree with you. For example, you say to Maria, "Maria [pause for attention], please work quietly." She answers, "But I was being quiet. I didn't say anything [pout!]." At this point we could become confrontational and respond by saying that we saw and heard her talking and that she is lying. This is going to escalate the situation. Partial agreement involves accepting what the pupil said without changing your message or expectation. For example, "Okay, maybe you were, but now I want you to really focus on your learning, as quietly as you can".

Give Directed Choices: This is a means of diffusing potential confrontation by giving pupils a choice of two actions, rather than telling them to do one thing. By giving them choice, you enable them to retain a sense of power over the situation. You also distract them by giving them a choice to think about. For example, "Michael, you can either work quietly by yourself, or you can come and sit with me. Please

choose one." "Ellie, please put the loom band in your tray, or you can leave it on my desk."
Of course, this strategy only works where a choice is possible.

Take Up Time: In potentially confrontational situations, when we ask pupils to do something, we should give them time to do it. The best tactic is to give the instruction, then look away and talk to someone else. If we continue to give our attention to a pupil we give them the opportunity to become confrontational and say, 'No'. We also potentially raise the stakes, necessitating a rapid escalation of consequences. For example, "George [pause to gain attention], please work quietly or come and sit with me", then look away and give George time to respond. If he does not, introduce the choice of doing the right thing or getting a consequence.

Be consistent

Children have a need for the world to be as reliable as possible. When staff act consistently and reliably, they make the child feel safer and therefore less anxious. This in turn will make it less likely that events will trigger bad behaviour.

Model desired behaviour

It is important for adults within the school to model the kinds of behaviour that they expect from children in terms of respect, concern, fairness, how to apologise, how to resolve difficulties fairly and amicably. Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair. It is better to avoid communicating these feelings. Responses should be low key and matter of fact.

Recognise the Need for Challenge: Negative behaviour can also stem from boredom if pupils do not find work challenging. If you suspect this, ask the pupil how they are finding the work. Set them a deeper challenge to focus on and see if this changes their behaviour.

Address Primary Behaviours and Tactically Ignore Secondary Ones: It is important to focus on the primary negative behaviour you are addressing. When we give pupils instructions, they can respond with secondary negative behaviours, such as eye-rolling, sighing, negative tone of voice etc. It is often best to tactically ignore these behaviours, and focus on the primary issue you are addressing. This keeps things clear, simple and in proportion. Imagine a scenario in which a teacher asks a pupil to put a pencil down. They fail to do this. The teacher asks again and the pupil does it, but with secondary, flouncy behaviour, such as eye-rolling. The teacher immediately addresses this, telling the pupil they are being rude. This causes an escalation of flouncing from the pupil. Teaching has now stopped for everyone else in the class. The pupil ends up being sent to a member of SLT. The pupil is furious, claiming that they did put the pencil down and that they are being treated unfairly. A huge amount of negative emotion has been spent and time wasted, all because of a pencil. In terms of the primary behaviour, the pencil had been put down.

Secondary, flouncy behaviours do need addressing, but it is often best to do this at a later, less emotional moment. You might take the pupil aside and have a positive conversation with them about how they responded to being asked to put their pencil down. You might tell them what it looked like, how it made you feel and what you expect next time. You might demonstrate a more positive way of responding. Alternatively, you might address the issue with the whole class, through a circle time or PSHE session.

Address the Behaviour not the Individual: Reprimands should be depersonalised. In all situations we should make it very clear that we are reprimanding a behaviour, not an individual. For example, we might say, 'That was a very rude thing to say Henry. It makes me feel upset.' We would not say, 'You are very rude Henry. You have upset me.'

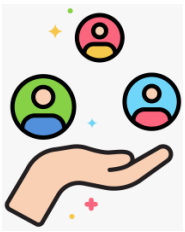
There are clear rules that are fair and reasonable, and consequences for breaking the rules. If we are all consistent, there can be no argument. It is about behaviour, it is not personal.

Appendix B – Reflection Sheet

<table>
<tr><td colspan="4">Laycock Primary School: Reflection Sheet</td></tr>
<tr><td>Name:</td><td>Staff:</td><td>Class:</td><td>Date:</td></tr>
<tr><td colspan="4">What happened?

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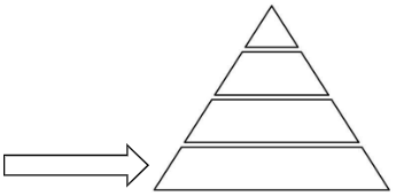
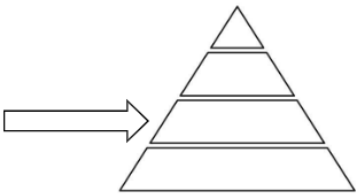
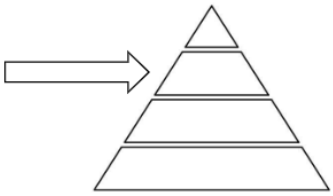
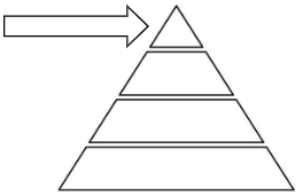
……</td></tr>
<tr><td colspan="4">Which of the 7 Laycock Ways did you not follow? (Tick)</td></tr>
<tr><td>□ Speak politely: use kind words and speak respectfully.
</td><td>□ Listen carefully: follow instructions and pay attention.
</td><td colspan="2">□ Work hard: try your best and be resilient.
</td></tr>
<tr><td>□ Be responsible: take care of your belongings and each other.
</td><td>□ Be honest: tell the truth and ask for help.
</td><td colspan="2">□ Help others: be supportive and lend a hand.
</td></tr>
<tr><td>□ Stay safe: follow the rules and keep hands and feet to yourself.
</td><td colspan="3">What could you do next time?

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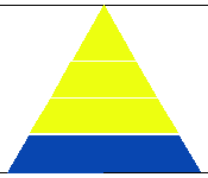
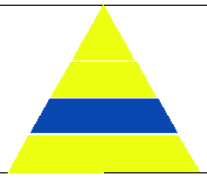
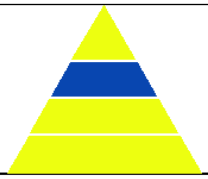
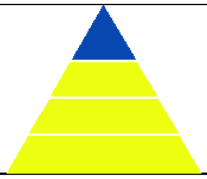
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Appendix C – The Sanctions Display

SANCTIONS	
Tier 1  Time Out in Class	**Tier 2**  Time Out in Playground
Tier 3  Time Out in Lunch-Time Detention	**Tier 4**  Time Out with SLT and meeting with parents

Appendix D – Behaviour Display for Classrooms and General Areas

The 7 Laycock Ways		Sanctions		
Speak politely: use kind words and speak respectfully.		WARNING	Tier 1	Tier 2
Listen carefully: follow instructions and pay attention.				
Work hard: try your best and be resilient.			Time Out in Class	Time Out in Playground
Be responsible: take care of your belongings and each other.			Tier 3	Tier 4
Be honest: tell the truth and ask for help.				
Help others: be supportive and lend a hand.			Time Out in Lunchtime Detention	Time Out with SLT and meeting with parents
Stay safe: follow the rules and keep hands and feet to yourself.				

FOLLOW THE LAYCOCK WAYS