

Lanesfield Primary School



Behaviour Policy

Review Date December 2025

Lanesfield Vision:

To create a school with a unique atmosphere and endless opportunities. Where every child is known as an individual, and instilled with the belief that anything is possible, and succeeds beyond expectation.

Our Mission

To improve forever the lives and futures of every Lanesfield pupil regardless of background or circumstance, by providing an outstanding education.

Our Promise

To ensure our children come first in everything we do.

Our Values

- To have integrity
- To be aspirational, creative and curious
- To be resilient and to be happy

In order to support and uphold our vision and values our behaviour policy focuses on three clear rules:

1. Be Safe
2. Be Ready
3. Be Respectful

Additionally, we aim to embrace British Values

- 🇬🇧 Democracy
- 🇬🇧 The rule of law
- 🇬🇧 Individual liberty
- 🇬🇧 Mutual respect
- 🇬🇧 Tolerance of those with different faiths and beliefs and for those without faith.

This policy outlines the procedures each member of staff will follow. Being Safe, being ready and being respectful is an expectation for everyone at Lanesfield so these apply both to adults and children. We do not shout to reprimand a child, belittle them or talk over them. We always look for the positive and apply any consequences fairly and consistently.

Fundamentally, we seek to view behaviour through a trauma informed lens, understanding that a child’s behaviour is a communication of an unmet need or a difficulty in maintaining emotional regulation. We are non-confrontational and compassionate in our approaches, using behavioural analysis, restorative practices and emotion coaching approaches to respond to the needs communicated by our children through their behaviour and ensuring that we adapt our approaches and environment to feel safe and inclusive for all of our children.

Praise and Motivation

Praise should have value and be based on learning and effort. Praise is used in a targeted way to encourage and strengthen learning behaviours and to communicate and model teacher expectations to the wider class group. Where possible, our learners are driven towards intrinsic motivation. Intrinsic motivation is grounded in a child wanting to complete their learning due to internally motivating factors such as autonomy, self-determination, a sense of belonging, curiosity, determination, self-fulfilment and a love of learning. Staff provide opportunities for children to become self-determining and intrinsically motivated through:

High Quality Teaching	Thoughtful use of praise and reward	Adaptive practices
Developing strong relationships	Planning engaging and exciting learning activities	Introducing routines and structure to guide the learning
Helping learners to reflect on their successes and steps in learning	Giving learners a sense of autonomy and ownership of their learning	Develop curiosity

Talk about the feeling we experience through successful learning	Build a sense of team in our classrooms and leave no one behind	Develop resilience and foster determination
Give positive directions, saying what we'd like to see, not what we don't.	Praise as a positive reinforcer of required behaviours, focused on those that are displaying desired behaviours	Focusing praise on effort, rather than on outcome.

Extrinsic praise and reward can be used to reinforce these behaviours in a learner, thus increasing the positive feedback and sense of achievement they receive for successful learning behaviours.

Our house point system

At Lanesfield we have a house point system. Our house point system is used to emphasise our school rules and to reinforce expected behaviours. Every classroom has a house team jar displayed in a prominent position, preferably at the front of the room. When classroom staff wish to award a house point, they share with the child the precise behaviour they have seen and how this links with the school rules.

Rule	Colour	Examples
We are safe	Silver	<ul style="list-style-type: none"> Telling a class teacher if any water on floor Reporting people who are bullying others Seeking an adults help if others do not follow the rules.
We are ready	Gold	<ul style="list-style-type: none"> All required resources for learning Being engaged Using the learning partner rules to work Sharing work that is incorrect to model learning
We are respectful	Purple	<ul style="list-style-type: none"> Challenging prejudice Courtesy to people

Once a house point is awarded, a token is given. The child places this token into the house team jars. These are collated on a weekly basis and celebrated in merit assembly on a Friday.

There is a termly award where house cups are assigned to the winning teams.

Star of day

This is an additional system by which we recognize the daily achievements of learners in EYFS and Key Stage 1. This is an extrinsic reward. This is used to develop intrinsic motivation so that pupils understand the value of learning and effort.

Gold Card for pupil voice

Two gold cards are awarded at the end of each week. These are chosen by the class teacher and the class and a message is sent home via showbie or tapestry. During assemblies held in the hall, these children sit at the front and the class give feedback as to why they have been chosen. Children are encouraged to use the school values. Additionally the children write down in their health and wellbeing books the reason they have been chosen for gold cards. These are also added to children's behaviour chart on Arbor.

Lunch Time and Offsite visits

The school has the same expectations for the pupils during lunchtime and the same school rules are used. Lunchtime supervisors use a card reporting system. Green cards are used to communicate positive behaviours back to class staff. These also report that the child has been 'Ready, Respectful or Safe' and contribute to the house point system. When a child returns to class with a green card, the teacher records their individual house points and adds a token to the house team jar.

Where a child's behaviour has not met expectations, a white card is returned to class staff. This card also links back to the school rules and enables class staff to evaluate the incident and respond restoratively (as outlined below).

The same behaviour management strategies are used for offsite visits, including swimming. If a child's behaviour is a concern and they are due to attend an offsite event, then an assessment should be completed to identify if the risks can be mitigated. This should not come as a surprise to the pupil or parent. Areas to be considered: safety, pupil's own and others, curriculum content and experience. The stage pupil is on within the policy.

Top Table

The top table is an opportunity for children to receive additional recognition for gaining a high quantity of house points. This event takes place on a half termly basis and offers the learners the opportunity to sit at a central table in the hall with senior leaders. They receive special treatment, such as squash instead of water and extra pudding! Staff carefully monitor individual house points to ensure that a range of children are given this exciting opportunity.

Behaviour Monitoring and Chances

At Lanesfield we recognise the importance of taking a restorative approach to managing behaviour. Children are given chances to try to change and put right any behaviour that goes against our school rules and restorative conversations are used to support the child in understanding what went wrong and what actions can be taken to repair relationships.

A 'red card' system is in place to record and respond to low level disruptive behaviours. If children exceed 5 chances, they earn a 'red card'. Staff consider carefully whether they will share this information with the child or not, based on the situation and the child's age and understanding.

All red cards are shared with parents through a text at the end of the day or a direct call home. As with the sharing of the red card with the child, this is always treated sensitively and with due consideration to the child's personal circumstance.

All classes have a class ABCC book so that incidents can be recorded, noting antecedents, behaviour, consequences and communication (outline of how these are used is detailed in back sheet of ABCC book). The purpose of these books is to enable teachers to reflect on the behaviour they have observed, considering what may have triggered the behaviour and what changes to their practice or the classroom environment may have prevented it.

The ABCC charts are monitored by Senior Leaders on a weekly basis and coaching / debrief sessions or Restorative Conversations are held with staff where significant incidences have occurred.

At the end of each half term, an analysis of red cards will be checked by SLT (each phase leader completes for the phase) and they will investigate what stage the pupil is at. For all pupils who have received 6+ red cards, a letter and print out must be sent to the parent.

At the end of a term, all children will have a print out of their behaviour record. Analysis of red cards will be updated and if at this point any child has 12+ they will progress straight to stage 4.

Repeated or persistent misbehaviour.

Where there is repeated or persistent misbehaviour (a number of red cards in close succession), the teacher must ensure a clear choice and consequence is highlighted to the child and then implemented. If this does not have a positive impact then the following stages need to be followed:

1. Withdrawal of privileges e.g. playtime, - **highlight to phase leader**
2. Informal contact with parents - **end of day, call home to discuss the red issues.**

Six card trigger- Formal Letter Home

- 3 a. A formal letter is sent home to parents outlining the behaviour issues, impact on others and own learning and any safeguarding issues.
- b. A weekly / daily behaviour chart is put in place. This must be clearly shared with parents and sent back weekly for the parents to engage with.

At this stage, the SENDCo needs to be made aware of action and rise in red cards. Pupil behaviour could indicate which type of behaviour chart is relevant. **REMEMBER THIS IS TO FOCUS ON THE POSITIVES NOT THE NEGATIVES.** At this stage if a child has a responsibility - prefect, school councillor etc these privileges need to be removed so the child can concentrate on behaviour.

RED CARDS MUST STILL BE RECORDED AND SUBMITTED ON Arbor AT THIS STAGE.

Behaviour as communication of unmet need

At Lanesfield we recognise that behaviour is a communication of an unmet need. When a child presents with very complex behaviours in the classroom, we understand that this child may need personal provision that is outside of our normal behaviour management approaches (as outlined above).

In situations such as this, we assume that a child may need an Education, Health, Care Needs Assessment (EHCNA) for a Social, Emotional or Mental Health Need (SEMH) and so the SENDCo will begin the Assess, Plan, Do, Review (APDR) cycle.

As part of the APDR cycle, we will work to adapt our approaches to respond to the needs communicated by the child. This may include but is not limited to: reducing demand, adapting a timetable, increasing adult support, offering therapeutic opportunities, offering opportunities for sensory regulation and developing relationships with safe adults.

We also recognise that fear and shame are powerful emotions that can cause extreme dysregulation in some children. We know that a threat need not be real, just perceived, to trigger an amygdala response and staff regularly engage with opportunities to reflect on the needs of individuals within their classes.

Where required, personal 'Emotional Response' (see appendix for example) plans are created for individual children. These are developed by the class teacher in collaboration with other class staff and the SENDCo and where necessary with the involvement of external agencies.

Twelve card trigger- Parents Invited into School

4. Formal meeting between phase leader, Class teacher, learning support and SENDCo and parent.

This is where we would seek additional behaviour support with outreach workers and introduce the more formal individual ABC book. Offer support through an early help and referral for support with behaviour management if needed. ABC Book introduced for specific child. RED CARDS NOT RECORDED ON CLASS SHEET FROM THIS POINT.

Wherever possible, we avoid Suspension or Exclusion of our children. We value every learner in our school equally and wish to enable them to be included in all aspects of school life. Suspension is only used where necessary and Exclusion as a last resort, where all attempts at behaviour modification has been made.

5. Introduce a behaviour record based around restorative practice.
6. If none of the above has impact consider whether threshold has been met for Fixed term exclusion. Formal meeting with above and Head Teacher.

7. Prevention to exclude file set up and implications to be made clear to the parents. Meeting arranged with the Local Authority.
8. Consideration for the setting - is Lanesfield the right place/ explore a possible managed move.
9. If none of the above has impact consider whether threshold has been met for Permanent exclusion

Each term will start afresh. However, needs to be monitored.

Behaviour Log



Behaviour log – teachers to note warning using 5 bar gate. 5 warning = red card. The only time a child would progress straight to a red card would be if they swore, hurt another child **intentionally** or left the class without permission. Ensure all consequences are awarded fairly. Gold card winner to be highlighted in yellow.

Class list	Monday	Tuesday	Wednesday	Thursday	Friday
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					

Appendix 1 – Weekly record

General Letter

Dear Parents/Carers

As you are aware, we are closely monitoring the achievements and behaviours of the children at Lanesfield.

The attached report for your child shows the behaviour and achievement awards your child has received for the term.

Where your child has received Red cards, please ensure that you have been made aware of the reasons and that you are helping to support us with any actions we are taking to improve behaviours.

Please also join us in congratulating your child for any Star of the Day or Gold awards they have received.

Yours sincerely

Mrs Z H Rollinson
Head Teacher

6 Card Trigger

Dear

We regret to inform you thathas received **6 red cards** so far this term.

Choose from the three options below:

1. Our concern is that the majority of these cards are for aggressive behaviour;
2. Our concern is the majority of these cards were for build-up of disruptive behaviour.
3. Our concern is that the red cards are for both aggressive and disruptive behaviour in and out of the classroom.

This has had an impact on learning and the learning of the rest of the class.

Our behaviour policy outlines:

Outstanding behaviour is expected and a growing respect for others encouraged so that lifelong friendships, based upon trust and understanding, can be developed. Every child has value, every child at Lanesfield will be valued.

In order to support and uphold our school vision our behaviour policy focuses on celebrating success and having three clear rules:

1. Be Safe
2. Be Ready
3. Be Respectful

It is clear that currently is not following 'the Lanesfield Way' and therefore we will be putting a daily behaviour chart into place. This will be sent home each day so that you can monitor behaviour in lessons and help to praise them when they follow the school rules.

We appreciate your support in this matter and hope to see an improvement in the following term.

Your child has reached Stage 3 of policy.

Where there is repeated or persistent misbehaviour (red cards) the following will apply:

1. Withdrawal of privileges e.g. playtime - highlight to behaviour worker
2. Informal contact with parents - end of day, call home introduction to behaviour worker, outline her role and to discuss the issues.

Six card trigger- Formal Letter Home

- 3a. A formal letter is sent home to parents outlining the behaviour issues, impact on others and own learning and any safeguarding issues.
- b. A weekly / daily behaviour chart is put in place.

Twelve card trigger- Parents Invited into School

4. Formal meeting between phase leader, Class teacher, learning support/behaviour worker and SENDCo ABC Behaviour Book introduced.
5. If no change in behaviour following the first meeting. Formal meeting with above and Head Teacher. To discuss the severity of the concerns.
6. Fixed term exclusion.
7. Prevention to exclude file set up and implications to be made clear to parents. Meeting arranged with the Local Authority.
8. Consideration for the setting - is Lanesfield the right place/ explore a possible managed move.
9. Permanent exclusion

Do not hesitate to contact us if you require any further information.

Yours Sincerely

Mrs Z H Rollinson
Head Teacher

12 Card Trigger

Dear

We regret to inform you that has received **12 red cards** so far this term.

Choose from the three options below:

10. Our concern is that the majority of these cards are for aggressive behaviour;
11. Our concern is the majority of these cards were for build-up of disruptive behaviour.
12. Our concern is that the red cards are for both aggressive and disruptive behaviour in and out of the classroom.

This has had an impact on learning and the learning of the rest of the class.

Our behaviour policy outlines:

Outstanding behaviour is expected and a growing respect for others encouraged so that lifelong friendships, based upon trust and understanding, can be developed. Every child has value, every child at Lanesfield will be valued.

In order to support and uphold our school vision our behaviour policy focuses on celebrating success and having three clear rules:

1. Be Safe
2. Be Ready
3. Be Respectful

It is clear that currently is not following 'the Lanesfield Way' and therefore **we invite you to a meeting** with various members of the school team to discuss _____ behaviour further.

The meeting will be held on _____ at _____.

We would appreciate your support in this matter. Please contact school if the meeting time is unsuitable so that other arrangements can be made.

Do not hesitate to contact us if you require any further information.

Yours Sincerely

Mrs Z H Rollinson

Head Teacher

Follow – up 12 card letter

Dear

Thank you for coming to the meeting regarding behaviour concerns. As discussed has received more than twelve red cards during the Autumn term.

We hope that with your supportcan have a more positive Spring term.

Should behaviour continue to be of a concern, the following steps will be followed:

1. Formal meeting with sendco, class teacher and phase leader. ABC Behaviour Book introduced.
2. Formal meeting with above and Head Teacher. ABC Behaviour Book introduced.
3. Fixed term exclusion.
4. Prevention to exclude file set up and implications to be made clear to parents. Meeting arranged with the Local Authority.
5. Consideration for the setting - is Lanesfield the right place/ explore a possible managed move.
6. Permanent exclusion

Do not hesitate to contact us if you require any further information.

Yours Sincerely

Mrs Z H Rollinson
Head Teacher

Name, Day, Date, Time, Lesson	Antecedent <i>What happened prior to the incident? You may wish to consider:</i> <ul style="list-style-type: none"> • How did the child come into school? • Have there been any changes at home / in school? • Is the child well? • Can you identify any triggers? • How did the child become heightened? • What interventions were use at this point? 	Behaviour <i>What specific incident has occurred?</i> <ul style="list-style-type: none"> • Provide a brief and succinct summary: 	Consequence <i>What was the outcome of the incident for the child? You may wish to consider:</i> <ul style="list-style-type: none"> • What happened after the incident? • What did the child gain through this incident? • How might the child's views of themselves have changed / those of others?
Communication: What was the child communicating through this behaviour? Can you identify an unmet need?			
Communication: What was the child communicating through this behaviour? Can you identify an unmet need?			

Name, Day, Date, Time, Lesson	Antecedent <i>What happened prior to the incident? You may wish to consider:</i>	Behaviour <i>What specific incident has occurred?</i>	Consequence <i>What was the outcome of the incident for the child? You may wish to consider:</i>
Joe Monday 02.01.24 11am Math assessment	Dysregulated on arrival at school Self-reflection sheet – 5 Spoke with LS Offered sensory break out of class Began assessment Offered further sensory break out of class Reminder of targets & rules Offered a choice of activity (assessment or reading)	Wandering around the classroom couldn't explain why Refused Writing nonsense answers Refused Threw pencil Pushed table Choose reading	Anxious, disrupting others learning Lack of awareness of emotions Remained dysregulated Self-sabotaging Lack of awareness of emotions Dysregulation increased Began to self-regulate
Communication: What was the child communicating through this behaviour? Can you identify an unmet need? Anxiety – possibly over home life Control over choices / activity Doesn't want to leave the classroom – choices in class to be used going forward			
Sarah Friday 1pm Friday club	Lunchtime Self-reflection sheet – 3	Crying and refusing to look at anyone Spoke to LS out of the class and shared that another child had been saying unkind things	LS facilitated discussion between S and peer concerned. S returned to class smiling and ready to work.
Communication: What was the child communicating through this behaviour? Can you identify an unmet need? Feeling of being un-liked Ashamed Anxiety about how others may see them Lack of awareness how to address the conversation/situation herself Support with dealing with difficult social situations needed			

Emotional Response Plan

PHOTOGRAPH	CHILD'S NAME			
	STRENGTHS	INTERESTS	LEARNING TO:	KEY TEACHING STRATEGY:
When I am regulated I will:	If I am heightened I will:		If I am dysregulated I will:	
How to keep me here: Motivators: Rewards:	My coregulation strategies:		What I need:	

Strategies:		
Try to avoid:	Try to avoid:	Try to avoid: