



LAURUS
TRUST

Behaviour Policy

Date of Review: 23/09/25

Date of Next Review: 23/09/26

The Laurus Vision is for everyone regardless of background or circumstance to be inspired, to thrive in all environments, to recognise what it takes to succeed, to set aspirational goals and work hard to achieve them.

This vision underpins a strong, shared culture of positive behaviour, where pupils are supported to develop self-regulation, resilience and respect for others. Our commitment to the UNC Rights of the Child ensures that dignity, empathy and non-discrimination are embedded in our daily practice.



Our schools give every child the language and understanding to express themselves and to challenge the way that they are treated with their rights in mind, becoming positive, responsible and increasingly independent members of the school and wider community.

Policy Aims

- To provide an inclusive framework that is supported and followed by all members of each Laurus Primary School community
- To foster a caring atmosphere in which teaching and learning can take place in a safe and happy environment
- To reinforce and teach appropriate behaviour, how to manage emotions and respond to negative behaviour consistently
- To resolve behavioural problems as they occur with the expectation of achieving an improvement in behaviour
- To promote pupils' personal development and wellbeing through consistent, embedded and highly impactful practice
- To comply with Equality legislation regarding racist incidents and to ensure there is no discrimination against any individual or group as a result of their race, sex, sexual orientation, religion special educational need, or any of the protected characteristics under the Equality Act 2010.
- To communicate how we promote pro social behaviour and respond to any allegations of bullying in Laurus Primary Schools
- To ensure the school's behaviour policy, culture and practice have a strong sustained impact on improving pupils' behaviour and attitudes to learning

Responsibilities

It is the responsibility of all individual staff members to be proactive in the delivery of this policy. It is the responsibility of the designated member of the Leadership Team/ Behaviour Lead or equivalent in each school to review this policy in practice.

The Behaviour Lead also has responsibility to share best practice and to provide support for all stakeholders as required. The Behaviour Lead will ensure that every member of staff is aware of current legislation regarding behaviour management. They will also ensure that every member of staff is aware of the procedures and practice as set out in this policy. Across all Laurus Primaries we work in partnership with all members of the school community to make teaching and learning exciting and enjoyable. Strong and supportive relationships with pupils and their parents and carers result in positive behaviour and improvements. We also support and challenge every child to achieve at the highest possible level and to create a safe and secure environment where every child is happy, valued and prepared to make a positive contribution to our rapidly changing society.

We have a 'Home School Agreement' (available on our school website) which sets out, in general terms, how we expect our pupils to behave and the role that parents/carers play in this. All staff and adults working in school are required to adhere to a 'Code of Conduct' which sets out how we expect adults in school to behave. Pupils, parents, staff and governors are all required to adhere to the Acceptable Use Policy for Information Technology and the School Rules that have been agreed for each setting.

This Policy applies to all children across the school and sets out clear expectations for behaviour. However, we recognise that children at different ages are at different stages of emotional, social, and cognitive development. As such, the way we teach, support, and respond to behaviour may be adapted to suit the age, maturity, and level of understanding of the children. This ensures that our approach is developmentally appropriate and helps all pupils to learn and grow in a safe, respectful, and supportive environment.

We treat all children fairly and apply this behaviour policy in a consistent way. Everyone should treat one another with dignity, kindness and respect. Laurus Trust Primaries recognises however that pupils' behaviour may be impacted by a special educational need to disability (SEND). When incidents of misbehaviour arise, we may consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupils' SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis, ensuring that inclusion is at the heart of our curriculum.

Actions to secure effective behaviour

- The implementation of our school rules and using our character traits/ values as a vehicle within this
- Expectations are discussed at the start and throughout the year during e.g. assemblies and PSHE lessons where clear boundaries and expectations are agreed between classes and their class teacher. This enables children to feel ownership of their class expectations.
- Digital Wellbeing and E-Safety sessions taught
- Strong home school links will be promoted
- All staff will be proactive in securing outstanding pupil behaviour and they will be excellent role models of desirable behaviours
- Rewards and scaffolds are used to promote effort, resilience and collaboration and will be given consistently and fairly by all staff although reasonable adjustments can be made in agreement with the SLT/ SENDCo

Rewards

Our approach to behaviour management is based on the positive reinforcement of desirable behaviours and as such rewards are used to encourage effort both personally and academically. Across the Laurus Trust Primaries there are a variety of reward systems used throughout the schools for individuals and groups of children e.g., house points, weekly certificates, stickers.

Members of staff understand the need for some children to have a more personalised approach to rewards and reasonable adjustments should be made in agreement with SLT/ SENDCo.

Scaffolds to support behaviour

		Supportive Measures	Sanctions may include
Stage 1	Verbal warning	Staff member gives verbal warning/ cues, and the undesired behaviour is identified and explained. e.g. 'I'm asking you to...', 'I need you to...', 'There will be a consequence if.....'/ visual cues are used.	Teachers to use their discretion to keep a child back at the end of the session for an informal discussion related to behaviour.
Stage 2	Loss of free time	If the S1 behaviour persists or more misbehaviours* are exhibited a restorative conversation will take place with the child. The incident is reported to parents via the MCAS App on the day. The staff member may also choose to speak to the parent/ carer.	5 minutes off the child's next lunch/ playtime
If stage 2 or 3 behaviour occurs three times within a rolling month period, the pupil will move to stage 4			
Stage 3	Visit to Leadership Team	If a child demonstrates a serious misbehaviour** – even if this is a one-off occurrence, the child will make a visit to a member of the Leadership Team. A conversation between class teacher and parent takes place on the same day. This conversation will be recorded on CPOMS.	A broad range of sanctions may take place including loss of free time, internal seclusions or in extreme cases, fixed term suspensions.

Stage 4	In person parent/ carer meeting in school	<p>Parents/ carers are called in for a meeting to discuss the child's behaviour and ways to support. Actions discussed in the meeting will be added to the 'Stage 4 behaviour meeting letter' and sent out via MCAS and saved on CPOMS.</p> <p>Child's behaviour to be monitored/ behaviour plan may be considered.</p>	A broad range of sanctions may take place including loss of free time, internal seclusions or in extreme cases, fixed term suspensions.
If the child's behaviour still doesn't improve, then a stage 5 will be triggered			
Stage 5	In person parent/ carer meeting in school with a member of the leadership team.	<p>Parents/ carers are called in for a meeting to discuss the child's behaviour.</p> <p>A behaviour plan will be created, and parents/ carers are made aware that if behaviour doesn't improve then there is risk of suspension.</p>	A broad range of sanctions may take place including loss of free time, internal seclusions or in extreme cases, fixed term suspensions.

A member of the Leadership Team may be involved to support at any stage which may include a discussion with the member of staff to discuss where the behaviour sits within the above table. All actions are proportionate, consistent and aimed at securing long term improvement.

*Misbehaviour is defined as and may include (but not exclusively):

- Lack of respect for the environment
- Deliberate defiance towards any adult in school
- Physical aggression

** Serious misbehaviour is defined as and may include (but not exclusively):

- Serious physical aggression (e.g., fighting, hitting, kicking)

- Verbal abuse directed at pupils or staff (including shouting, threats, swearing)
- Discriminatory language including racist/ homophobic language
- Bullying (including online/cyberbullying)
- Deliberate vandalism of school property
- Theft or dishonest behaviour

Exclusion Process

In some exceptional cases, an exclusion process could be put into action. An exclusion from school would follow the procedure outlined in the school's Exclusion Policy.

Parents/Carers

We give high priority to clear communication within Laurus Trust Primaries and to a positive partnership with parents. The schools will communicate high expectations to parents. Where behaviour is causing concern, parents/ carers will be informed at an early stage (detailed in the table above) and given an opportunity to discuss the situation and be part of the supportive process. Any further disciplinary action will always be discussed with parents or carers.

Care of Children

All staff have a responsibility to provide interesting, challenging and well-paced lessons that motivate and engage the interest of pupils. Staff should always promote good behaviour through praise and rewards. Staff should never chastise a child physically.

Lunchtime Supervision

At lunchtime, supervision is carried out by a team of Midday Assistants (MDAs) and/or Learning Support Assistants (LSAs). The MDAs/LSAs report any behaviour incidents directly to the relevant Class Teacher so that these can be followed up appropriately.

MDAs/LSAs use an agreed procedure for dealing with incidents which includes:

- Being proactive and positive in behaviour management, listening to the children and using a restorative approach
- Reminding/ teaching children to do the right thing and follow the school rules
- Writing down the names of children who deserve special commendation for their behaviour or who persist in not making good choices, so the children understand that all actions have consequences
- Giving House Points and using stickers/reward systems agreed by the Head of School to promote desired behaviour when eating e.g. good manners
- Modelling effective behaviour themselves
- Reporting all serious misdemeanours to the Behaviour Lead/or a member of the Leadership Team

Reflections

At Laurus Primaries, Restorative approaches - such as reflective conversations - are built on values which separate the person from the behaviour. They promote accountability and seek to repair any harm caused in a situation. Reflections may be used after an incident has taken

place, to rebuild friendships and to aid in communication.

Care and Control (physical intervention)

A physical intervention would follow the procedure outlined in the Laurus Trust Physical Intervention Policy.

CPOMS

The following information is recorded:

- The date time and place of the incident
- The events which led up to the incident
- The incident itself
- Names and statements from witnesses
- Own words (pupils and adults)
- Action taken as a result of the investigation into the incident

Related Policies

This policy should be read in conjunction with other relevant school policies, including but not limited to the attendance policy, anti-bullying policy, use of restrictive physical intervention policy and exclusion policy.

This is not an exhaustive list, and all applicable policies and guidance documents to ensure comprehensive understanding of Laurus Trust's approach and statutory responsibilities.

Equality Impact Statement

Names and title of people involved with this assessment	Joe Maguire, Tom Allaby
Impact assessment carried out with regard to identified characteristics	<input checked="" type="checkbox"/> Race <input checked="" type="checkbox"/> Disability <input checked="" type="checkbox"/> Sex <input checked="" type="checkbox"/> Age <input checked="" type="checkbox"/> Religious belief <input checked="" type="checkbox"/> Sexual Orientation <input checked="" type="checkbox"/> Gender Reassignment
Summary of any issue/proposed changes	
Date	23 rd September 2025
Date of next review	23 rd September 2026



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