

BEHAVIOUR AT LACE HILL - AT A GLANCE -

Calm • Safe • Ready to Learn • Included

Belong 
Believe
Achieve

Positive behaviour is rooted in relationships, belonging, high expectations and inclusion.
We teach it. We notice it. We celebrate it. We respond to it.

OUR EXPECTATIONS



BE READY

- Ready to listen and learn
- Follow instructions
- Have the equipment you need
- Move calmly between activities



BE RESPECTFUL

- Use kind and appropriate language
- Listen when others are speaking
- Respect people, property and our environment
- Celebrate difference and include others



BE SAFE

- Keep yourself and others safe
- Use equipment appropriately
- Move safely around school
- Tell an adult if you are worried about yourself or someone else

NOTICE THE POSITIVE

Catch children getting it right.
Praise should be specific, genuine and linked to our expectations.



Positive behaviour is everyone's responsibility – notice it, name it and celebrate it.

WHEN BEHAVIOUR DOES NOT MEET EXPECTATIONS

1

REMINDE



Calmly remind the pupil of the expectation.

"Remember, at Lace Hill we..."

2

REDIRECT



Give the pupil an opportunity to make a positive change.

Use clear language, appropriate choices and reasonable adjustments where needed.

3

RESPOND



If behaviour continues, apply an appropriate and proportionate consequence in line with the Behaviour Policy.

May include:
• reflection • restorative conversation • loss of free time • completing missed learning • involvement of teacher/SLT • communication with home

4

REPAIR & RESET



Support the pupil to understand what happened, repair relationships where necessary and return successfully to learning.

Every child gets the opportunity for a fresh start.

INCLUSION: HIGH EXPECTATIONS + THE RIGHT SUPPORT

Fair does not always mean the same.



Could SEND, disability, communication, mental health, dysregulation, trauma or another vulnerability be contributing?



Does the child understand the expectation?



Are reasonable adjustments needed?



Is the behaviour communicating an unmet or unidentified need?



Does provision or support need reviewing?



We do not lower expectations.

We remove barriers and provide the support children need to meet them.

Persistent or escalating behaviour should prompt support and assessment as well as consequences.

SERIOUS OR UNSAFE BEHAVIOUR

Seek SLT support immediately for:

- Physical aggression or violence
- Discriminatory or abusive language
- Child-on-child abuse
- Significant bullying
- Serious damage to property
- Immediate risk to safety
- Prohibited items
- Absconding / leaving the school site



Suspension or, in the most serious circumstances, permanent exclusion may be considered in line with the Behaviour Policy.



SAFEGUARDING CONCERNS

➔ DSL IMMEDIATELY

All concerns and allegations of child-on-child abuse will be taken seriously and responded to appropriately and proportionately in line with our Child Protection and Safeguarding Policy.



KNOW IT
Understand our expectations



TEACH IT
Explicitly teach behaviour



MODEL IT
Be the role model



NOTICE IT
Catch it, celebrate it



RESPOND CONSISTENTLY
Fair, calm and proportionate



TOGETHER, WE BELONG, BELIEVE AND ACHIEVE.