



LEOMINSTER PRIMARY SCHOOL

Learn. Progress. Succeed

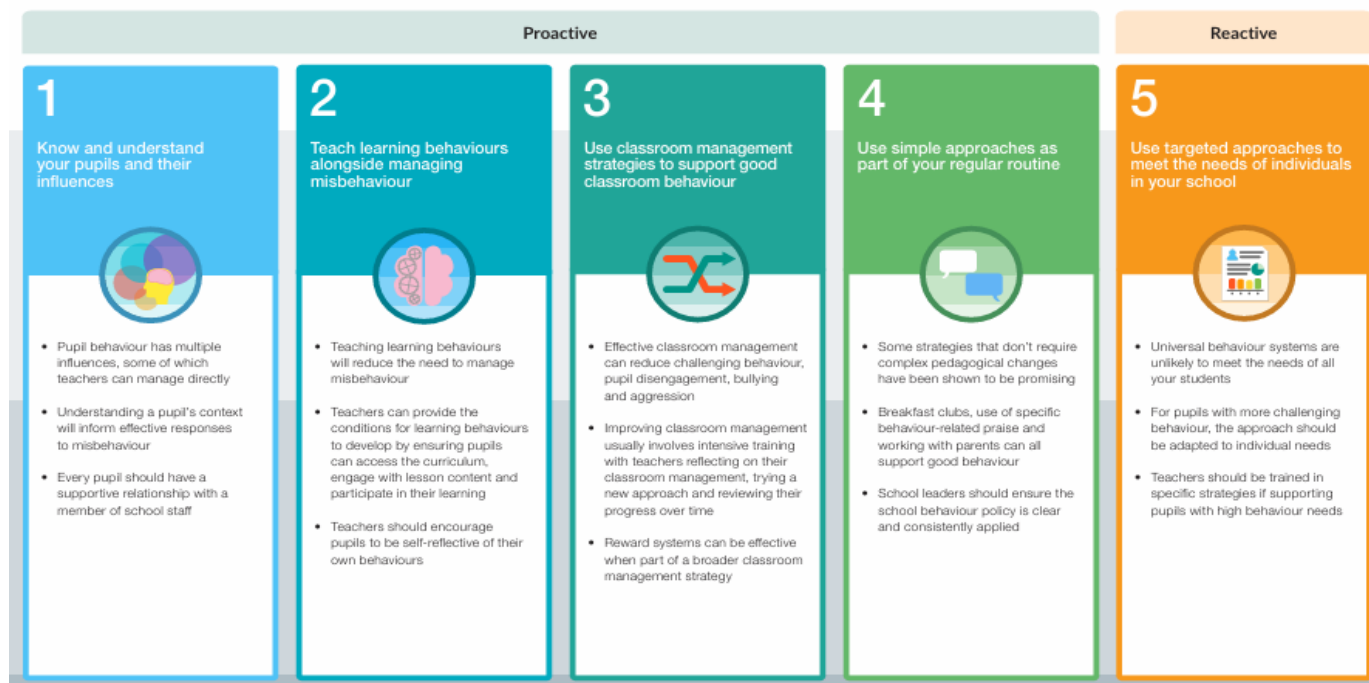
The Leominster Way Curriculum

At Leominster CE School we develop excellent standards of behaviour through our 'Leominster Way' curriculum. This curriculum carefully defines the behaviours and habits that we expect pupils to demonstrate, and is underpinned by our three core values, Be Respectful, Be Responsible, Be Resilient

We want to our pupils to **learn** to **progress** into adults who are polite, respectful, grateful and who **succeed** putting others before themselves. We believe that as pupils practise these behaviours, over time they become automatic routines that positively shape how they feel about themselves and how other people perceive them.

The '**Leominster Way**' is also based on the EEF's Summary of recommendations in the document, 'Improving Behaviour in Schools', which states:

- Consistency and coherence at a whole-school level are paramount.
- Whole school changes usually take longer to embed than individually tailored or single-classroom approaches.
- Behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level.



Aims and objectives:

At Leominster, we aim to:

- Have clear behaviour expectations of pupils everyday which are: Be Respectful, Be Responsible, and Be Wise
- Help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of Leominster CE Primary School community.
- Promote and encourage self-esteem, self-discipline and respect.
- Celebrate and reward children who behave well.
- Treat all children fairly and apply this Behaviour Curriculum and Policy in a consistent way.
- Encourage the involvement of parents in supporting the implementation of this policy.
- Define acceptable standards of behaviour.
- Provide guidance and support for staff when dealing with inappropriate behaviour.

Teaching the Behaviour Curriculum

The curriculum is taught explicitly during the first week in Autumn term. Children should learn the content of the curriculum so that they can recall the information and act upon it. At the start of each term, the 'Leominster Way' curriculum is revisited with pupils and will continue to be reinforced throughout the year. As with other curriculum content, this should be taught using explicit teaching based on the 'Principles of Instruction' set out by Barak Rosenshine including regular quizzing to check and strengthen retention. Teachers will also demonstrate these behaviours and ensure pupils have many opportunities to practise these (particularly in the first few days of each term). For example, a lining up order should be taught in the classroom but must be reinforced in different locations and times throughout the school day e.g. at lunchtime or playtime. It is expected that all pupils will know this content.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Explicit teaching of the 'Leominster Way' curriculum.	Ongoing revision of content	Longer recap of the 'Leominster Way'	Ongoing revision of content	Longer recap of the 'Leominster Way'	Ongoing revision of content

As Tom Bennett describes in 'Running The Room', the process for teaching behaviour explicitly is as follows –

1. Identify the routines you want to see
2. Communicate in detail your expectations
3. Practise the routines until everyone can do them
4. Reinforce, maintain and patrol the routines constantly

It is essential that all staff know the details of this curriculum, teach it explicitly to pupils and continuously maintain the high standards we set. By doing so we support each other to create a culture where pupils feel safe and are able to learn in an optimised environment and where teachers are free to teach unimpeded.

Adaptations

While this curriculum is intended for all pupils, it will be applied differently in different year groups depending on pupils' ages and may be applied differently depending on individual pupils' SEND needs. For example, pupils who have autistic spectrum conditions may find it very uncomfortable to maintain eye-contact with adults. Sensitivity must be applied at all times when teaching the behaviour curriculum.

The school acknowledges that behaviour can sometimes be the result of educational needs, social and emotional issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response. To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment

Teaching – the curriculum is used to develop pupils' knowledge about health and wellbeing.

Community engagement – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

Our Leominster vision is

<i>Learn.</i>	<i>Progress.</i>	<i>Succeed</i>
Be Respectful... <i>Appreciating the feelings, opinions, rights and achievements of others.</i>	Be Responsible... <i>Taking ownership for your actions and promises and accepting the outcomes.</i>	Be Resilient... <i>Able to withstand or recover quickly from difficult conditions.</i>
• Use Active listening with staff, visitors and pupils. • Use our manners, say “hello”, “good morning”, “please” and “thank you.” • Hold the doors open for adults. • Talk kindly and positively to staff, visitors and pupils. • Look after the school environment and equipment. • Be graceful with winning and losing.	• Use Active listening with staff, visitors and pupils. • Take pride in our schoolwork, books, homework and behaviour. • Present smart and proud. • Go above and beyond. • Concentrate on our learning and remain focused. • Move around school respecting others’ learning and safety. • To be truthful with adults and children.	• Remain calm in difficult situations • Be flexible to change during the school day. • Follow the Zones of Regulation to emotionally coach ourselves when times are challenging • Make safe choices. • Set ourselves goals and try hard to achieve them. • Go above and beyond with our work, putting in extra effort. • Be open to challenge.

Routines:

Moving around school:

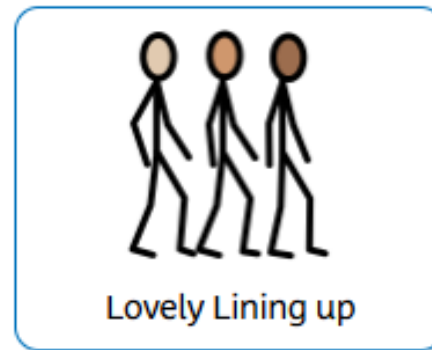
- Wonderful walking:
 - Facing forwards
 - Walking at a steady pace in a straight line
 - Hands in front
 - Walking proud and silent



- Arrive into a room safely and ready to learn.

Lining up:

- Lovely lining up
- Line up in register order from Reception.
 - Standing proud and silent
 - Hands in front
 - Face forwards
 - Ready for learning



Active Listening:



Every day learning:

- Always have 6 feet on the floor
- Know when it is an appropriate time to get a drink.
- When an adult sounds the chime in the classroom I face my teacher and show active listening.
- Keep my desk tidy.
- Wait silently and patiently with my hand up when I would like to speak.
- If I am chosen to speak, I stand up and speak confidently and clearly.
- Respect that everyone learns in different ways with different tools to help them

Use Talk Tactics to voice what I want to say.



Presentation of work:

- Make sure I hold my pencil properly
- ALWAYS use my best handwriting
- Write the date neatly.
- One square one digit in Maths books.
- Underline any title with a ruler.
- Correct mistakes by drawing a line with a ruler through work.
- Books should be treated with the upmost respect.

Presentation of me:

- Shirt tucked in.
- Hair should be tied back with appropriate accessories.
- No nail varnish or make up.
- Appropriate footwear.
- Correct PE kits on PE days.
- Dress appropriately on non-uniform days e.g. no crop tops.
- Small stud earrings and no other jewellery.
- No smart watches.

STEPS to politeness:

Smile

Thank you

Excuse me

Please

Playtime behaviour:

- Use active listening to staff, adults and other children, including playtime leaders.
- Be a good team player and respect that everyone has different interests
- Include children in games and equipment.
- Treat equipment with care
- Put equipment away carefully.
- Stop when the whistle or bell is rang, then line up quietly.
- Follow the playground zone timetable

Lunch time:

- Wash your hands before eating
- Use good manners.
- Line up to collect your hot dinner quietly, calmly and respectfully
- Use a quiet voice.
- Have table manners.
- Keep your area clean.
- Respect the adults who serve your food and help you in the dinner hall.

All staff will:

1. Meet and greet at the door.
2. Refer to 'Be Respectful, Be Responsible, Be Resilient'.
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs of all learners.
5. Use a visible recognition throughout the day.
6. Be calm and give time when going through the steps. Prevent before sanctions.
7. Follow up every time, retain ownership and engage in reflective dialogue with learners.
8. Never ignore or walk past learners who are behaving badly.
9. Celebrate learners whose efforts go above and beyond expectations (see rewards).
10. Follow the Teaching and Learning Policy

Senior Leaders will:

- Meet and greet learners at the beginning of the day
- Be a visible presence around the site and especially at changeover time
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support middle leaders in managing learners with more complex or entrenched negative behaviours
- Use behaviour data to target and assess college wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies
- Be a daily visible presence around their corridor and the site, particularly at times of mass movement.
- Take time to welcome learners at the start of the day

Pupil Parliament will:

- Model good learning behaviours
- Feedback to Headteacher during pupil leadership meetings

Governors will:

The Governing Body has overall responsibility for:

- The monitoring and implementation of this Behaviour Curriculum Policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any social, emotional and mental health (SEMH) related drivers of poor behaviour.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender

(including gender reassignment), marriage and civil partnership, race, religion or belief, sex and sexual orientation.

- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

Parents will:

- Make sure that your child arrives on time (8:50am) and is collected on time (3.20pm).
- Make sure that your child attends school regularly and to provide a clear explanation if they are absent.
- Attend parent conferences to discuss your child's progress.
- Help your child enjoy reading their book at home and to help them with homework.
- Support the school's behaviour policy and contact the school when they have a concern to discuss matters relating to the progress, behaviour and happiness of their child.
- Lead by example and take responsibility for their child's learning and behaviour.
- Show respect for all staff, other parents and visitors in the school.
- Encourage their children to be independent.

Pastoral support:

Mrs Bristow & Mrs Cresswell – Mental Health Lead

- Clearly defining the Mental Health Lead role within the school
- Creating a school Mental Health Policy for both pupils and staff
- Recording student concerns and interventions through monthly wellbeing screening meetings.
- Engaging effectively with parents to support their child's mental health

- Coordinating, recording and documenting meetings
- Overseeing the whole-school approach to wellbeing
- Providing staff with the knowledge and confidence to understand and recognise signs of poor mental health in pupils and know where to go with any concerns
- Offering advice to staff about mental health
- Referring children to specialist services
- Building clear working links with children and young people's mental health services (such as ELSA or WEST) so that the school can refer to the NHS when appropriate
- Assessing staff mental health needs confidentially through staff surveys, feedback and by maintaining clear channels of communication
- Creating and implementing a policy that sets out how the school promotes wellbeing for its staff, and address the areas of school culture that impact on staff wellbeing

Safeguarding and SEND Team

- Meeting with pupils and parents as necessary to address concerns of disadvantaged pupils.
- To develop, agree and implement time bound action plans with groups or individuals linked to the needs of vulnerable or disadvantaged pupils and to maintain accurate records of work for each identified pupil
- To liaise closely with school staff to ensure that everyone understands and supports the strategies being used to develop pupils' skills for learning and learning behaviour
- To contribute to the identification of barriers to learning for individual children and provide them with a range of strategies for overcoming barriers. Work closely with the school Emotional Literacy Support Assistant (ELSA) to plan effective and specific pastoral support.
- To work closely with the Senior Leadership to improve attendance of disadvantaged pupils
- Take a joint lead with teachers to develop specific evidence-based progress and care of pupils, providing CPD as necessary

Child-on-child abuse:

All our staff are aware that children can abuse other children (often referred to as Peer-on-Peer abuse). And that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of Child-on-Child abuse and know how to identify it and respond to reports. (Refer to our Child on Child Abuse Policy)

Banned items:

We discourage the use of any items from home that will distract from learning, cause upset between friendships or that could be lost or stolen (such as toys, fidget items, dummies or electronics). These items will be confiscated and returned directly to the parent/carer at the end of the school day. No stationery is needed as we have all the equipment you need in school.



Rewards

We recognise and reward learners who go ‘over and above’ our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward. ‘It is not what you give but the way that you give it that counts.’

<i>House Points can be earned by doing these things:</i>		
<i>Learn.</i>	<i>Progress.</i>	<i>Succeed</i>
Be Respectful... <i>Appreciating the feelings, opinions, rights and achievements of others.</i>	Be Responsible... <i>Taking ownership for your actions and promises and accepting the outcomes.</i>	Be Resilient... <i>Able to withstand or recover quickly from difficult conditions:</i>
• Use Active listening with staff, visitors and pupils. • Use our manners, say “hello”, “good morning”, “please” and “thank you.” • Hold the doors open for adults. • Talk kindly and positively to staff, visitors and pupils. • Look after the school environment and equipment. • Be graceful with winning and losing.	• Use Active listening with staff, visitors and pupils. • Take pride in our schoolwork, books, homework and behaviour. • Present smart and proud. • Go above and beyond. • Concentrate on our learning and remain focused. • Move around school respecting others’ learning and safety. To be truthful with adults and children.	• Remain calm in difficult situations • Be flexible to change during the school day. • Follow the Zones of Regulation to emotionally coach ourselves when times are challenging • Make safe choices. • Set ourselves goals and try hard to achieve them. • Go above and beyond with our work, putting in extra effort. • Be open to challenge.
Children who live by these values and follow the rules parents’ are informed via text that their child/ren have been doing things ‘The Leominster Way’		
<u>HOUSES</u>		

Our Houses represent

BLUE

RED

GREEN

YELLOW

Each House will have two captain representatives in Y6.

House points will be rewarded for showing our three values in our behaviour and our learning: **Be respectful, Be responsible and Be Resilient.**

Points will be collated digitally using excel and counted each week by House Captains. House scores will be shared digitally each Friday in assembly. The winning team each half term will be rewarded with an afternoon of fun. The winning House each term will receive the **House Cup**.

Work Rewards:

Definition of good work is contextual to the age group and child so it can be at the discretion of the class adults.

Verbal Praise

Stickers/stamps – Rewarded for small achievements:

- Improved scores in tests
- Improved or consistent presentation and handwriting
- Homework
- Completion of challenging work
- Successful and collaborative work

Above and beyond:

WOW work where significant progress has been demonstrated.

Children who receive no orange cards over the course of two weeks have an extra playtime for 10 minutes on a Friday afternoon and earn 20 points for their house.

Headteacher award – this entitles children to 50 extra house points, a certificate, sticker and prize from the Headteacher. A photo of the child with their reward is sent home to parents.

Celebration Certificates – Maths, Value, Writing, Reading awarded in whole school assemblies.

Staff use the ARC approach in their interactions with children.

INFORMATION ABOUT ARC approach to be entered here

Respond and Restore

Steps	Actions
1) Notice & Reminder (These might not happen immediately after one another)	What is happening? Do I need to step in now? Do I need to take any immediate steps to ensure everyone's safety? Refer to the Zones of Regulation. Gentle encouragement, a 'nudge' in the right direction, small act of kindness. • I wonder what's going on...? • How come...? • No wonder you...?
2) Impact on you (adult)	Am I the right person to support the child in the current situation? Can I be compassionate to myself? Do I need a break? Adult refer to the Zones of Regulation.
3) Regulation	A clear verbal conversation with an adult during breaktime or lunchtime delivered privately wherever possible, checking in and asking what they need? Refer to the Zones of Regulation. 30 second intervention - Gentle approach, personal, non-threatening, side on, eye level or lower. - State the behaviour that was observed and which rule/expectation/routine it contravenes. - Provide the learner with sensory regulation or emotional regulation. - Allow them time to decide what to do next We resist endless discussions around behaviour and spend our energy returning learners to their learning.
4) Warning – Orange Meeting	A reminder of the expectations Be Respectful, Be Responsible, Be Resilient delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. The staff member makes them aware of their behaviour. The learner has a choice to do the right thing.

Can be initiated by any staff member	
5) Reflection and connection (Orange Card Meeting) – Respond and Restore form completed with Headteacher, Senior Leader or Teacher	Use ARC and give the learner a chance to reflect away from others. • I wonder what's going on...? • How come...? • No wonder you...? Explore thoughts, desires, urges, motives underneath the behaviour. How can I help the child experience that I'm trying to get it? This is a deeper A&E response based on increased understanding. Refer to the Zones of Regulation.
6) Correction with Deputy Headteacher or Headteacher	Boundaries are reset Staff to complete Respond and Restore form to show incident and how it has been dealt with. Learner is asked to reflect on their next step. Again, they are reminded of their previous conduct/attitude/learning. Learner is given a opportunity to reengage with the learning / follow instructions Learners will only stand outside classrooms if they need to cool down and/or to defuse a situation. See de-escalation script. Refer to the Zones of Regulation. If the step above is unsuccessful, or if a learner refuses to go take a time out then the learner will be asked to leave the room. If appropriate, a Senior Leader will escort the learner to a workspace outside the teaching room. Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.
7) Reparation and relationship repair with Headteacher or Senior Leader	A restorative meeting should take place before the next lesson. If the learner does not attend or the reconciliation is unsuccessful the teacher should call on support from their line manager who will support the reparation process. Reparation meetings at Leominster are a core part of repairing damage to trust between staff and learners.

	Our Reparation meetings are structured in 6 steps: What's happened? What was each person thinking? Who feels harmed and why? What have each party thought since? What behaviours will each of us show next time? Reaffirm commitment to building a trusting relationship. <i>Children who receive an orange card will not be able to join in with the extra playtime on Friday and will spend this time reflecting and restoring.</i>
8) Formal meeting	A meeting with the teacher, learner and Head teacher, recorded on Parent Meeting Form with agreed targets that will be monitored over the course of two weeks. Should a child need a Pastoral Support Plan this will be set up and led by Class teacher and Pastoral lead.

Incidents are recorded via My Concern for safeguarding records.

Sanctions:

If pupils display the following behaviours in school, they will receive a red card

- Physical aggression towards another pupil or adult (e.g punching, kicking or fighting)
- Inappropriate language (swearing)
- Discrimination of any kind
- Dishonesty that has had a damaging emotional effect on a pupil or adult.

This will result in a **RED CARD WARNING** letter sent to parents along with the Respond and Restore Form. Staff aim to work in cooperation with parents to understand the reasons behind their child's behaviour and put in place a clear support strategy for modifying and addressing that behaviour. The level of sanction will depend on the severity and regularity of the behaviour and will be proportionate to the circumstances. A response to behaviour may have various purposes including deterrence, protection and/or improvement. These sanctions include:

- Missed breaktime/in-school detention.
- Removal from class to work in isolation.
- Restorative Justice: writing a written apology to the person who was involved.

- School-based community service – such as picking up litter, tidying mess that has been made etc.

A Serious Breach is an incident that may lead to a fixed term exclusion.

All students have the right to be treated fairly and justly. The Headteacher or adult leading the investigation will endeavour to collect evidence to resolve the issue. Without evidence or a significant number of witnesses, it is difficult to administer sanctions against allegations made by others. Adults will continue to work with the children and families in such situations to support the welfare of all involved. Actions are taken internally to safeguarding children and monitor behaviour at all times during the school day. This includes:

- Leadership staff members out at breaktimes daily
- Leadership staff members are in the corridors during unstructured times
- Leadership staff members are on the gate to greet pupils and monitor the playground during first morning break.
- Behaviour is an agenda item at all staff meetings including Teaching Assistant Briefings so there is a whole school awareness of current monitoring.
- Headteacher available at all times to hold restorative conversations; these take priority.

Early Years Adaptations

The Leominster Way Curriculum recognises the distinct developmental needs of children in the Early Years Foundation Stage, particularly preschool pupils, and acknowledges that their behaviours often reflect emerging communication, social, and emotional skills. Staff respond to incidents using a developmentally informed approach, ensuring that expectations are age-appropriate and that reasonable adjustments are made to support each child effectively. Responses are always considered within the context of the child's stage of development, individual needs, and the circumstances of the incident. The aim is to guide children towards positive behaviour through modelling, reassurance, clear boundaries, and nurturing relationships, rather than through punitive measures. Parents are informed if their child has received a consequence and the respond form is sent home for further discussion with family members.

Adaptations include:

Respond and Restore Book using widgits



**The use of an egg timer during
child-initiated play or playtime**



Reward jars and stickers

