



# Larwood Academy Trust

**Chair of Trustees:** Daniel Login |BA (Hons)|

LARWOOD DRIVE, STEVENAGE, HERTFORDSHIRE, SG1 5BZ  
**Email:** admin@larwood.herts.sch.uk **Telephone:** 01438 236333  
**Website:** www.larwoodacademytrust.co.uk



**Larwood School**

**Brandles School**

**Executive Headteacher:** Mr Pierre van der Merwe |BA, NPQH|

**Headteacher:** Mr Paul Smith |BA (Hons), AVCM|

## LARWOOD ACADEMY TRUST

### Behaviour Curriculum Framework 2024-25

#### 1 Introduction and purpose:

This document sets out expectations in helping to support schools to develop their own behaviour curriculum. It is driven by:

- **Ambition:** Provide an education for all students, free from disruption, that enables schools to focus on raising academic standards and whole school continuous improvement.
- **Equity:** Ensure that pupils in all of our schools receive the same opportunities and support and that excellent student behaviour is central to achieving this aim.
- **Inclusive Ethos:** We prioritise an inclusive ethos that celebrates diversity and respects the individuality of each student. The framework emphasises creating an environment where all students feel valued, supported, and included.
- **Consistency:** This is key to culture- culture is key to behaviour. Students value the structure of a school day.
- **Accountability:** All staff must understand their collective duty in supporting and upholding behaviour expectations.

#### 2 Core outcomes:

- Emotional Regulation Skills
- Social Skills Development
- Positive Behaviour Management
- Integration and Application
- Transition and Future Planning
- Personal Development
- Effective, purposeful interventions and pastoral support

#### 3 Explicitly teach students to behave well:

The term 'behaviour' means a lot of things to a lot of people. It is an emotive word that parents, staff and students can often use to mean different things when referring to standards in schools. To help children succeed we need to **teach behaviour – not tell**. Students are not all the same and have significant differences in behavioural skills, habits, and beliefs. Below is a checklist that should be used when teaching students how to behave:

- **Tell** them explicitly- assemblies, form/tutor time, posters, newsletters, start and end of lessons
- **Train** staff to use 'normative messages' as everyday language
- **Demonstrate** the behaviour/role models you seek
- **Correct and challenge** incorrect norms constantly



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- **Codify** norms/routines by writing them down
- **Repeat** expectations constantly
- **Highly visible** – ‘EVERY LESSON – EVERY DAY’

## Questions asked with regards to behaviour:

**WHY** do we behave this way?

**HOW** to behave this way?

**What** happens if you do or don't behave this way?

Assume little and seek evidence to support culture and behaviour norms sought. Behaviour is monitored daily!

## Behaviour themes that need to be addressed (non-exhaustive) list and adapted for context:

- Respect
- Values
- Defiance and arguing -how to disagree without being disagreeable. You must not simply refuse.
- Personal responsibility: uniform, timekeeping/lateness, equipment etc.
- Gratitude, positivity and appreciation
- Manners
- Anti-bullying
- Discrimination etc.

## Poor behaviour must always be challenged:

All routines need to be monitored and maintained. Without this they quickly diminish and eventually vanish.

**Remember** to correct the behaviour, not the person. Avoid personalising behaviours that may lead to unnecessary conflict.

Waiting for things to go wrong and then fixing them is not an effective behaviour model in schools. Leaders need to create conditions where good behaviour is more likely, the way we do things around here is understood, poor behaviour becomes less likely, and systems are in place to respond to good/misbehaviour. Behaviour management can often be described through two approaches:

- **Proactive** – students know how they are expected to behave in advance of them having to do so. They understand the behaviours expected of them, how to do them and why they are important. The hooks and rewards for demonstrating this behaviour are well understood and regularly explained through positive messaging. Explain the expectations at every opportunity to ensure consistency.



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• **Reactive** – involves doing something when students have behaved in a manner not aligned to the expected behaviours. Consistency and inevitability are vitally important ‘if you do this, this is the consequence’ and staff are merely reinforcing that. Use the school behaviour policy.

**A school culture cannot flourish without both of the above**

### Collaborative approach:

Our settings adopt a collaborative approach involving staff, students, parents/carers, and external agencies. The framework outlines mechanisms for collaboration, communication, and sharing of information to ensure a coordinated response to behaviour management.

Like SEND, Literacy and other whole-school cross-curricular themes, teaching behaviour must be the responsibility of every member of staff, particularly classroom teachers. The classroom is where students spend more than 70% of their time in school (as opposed to approximately 1.4% of their time in assembly). Messages can be delivered centrally but need to be practised and reinforced at every opportunity, including lessons, breaks and other unstructured times during the school day.

### Consistency

Staff consistency is key to an effective and sustainable behaviour culture. We use numerous ways to invest in staff consistency and each one is re-visited, re-taught and reset when appropriate to do so.

- Whole staff training and staff briefing reminders
- Behaviour scripts for staff/deliberate practice, including script accountability conversations
- Leadership role models
- Agenda meeting item/regular meetings to revisit routines
- Behaviour Curriculum
- Learning Walks/classroom visits are part of normal culture
- Behaviour systems are monitored systematically
- Termly/annual relaunch of expected behaviours

Use the school calendar to formally plan for these events and are explicit in how we deliver the training at whole school and classroom level.

Behaviour expectations and support opportunities need to be taught, integrated, and reviewed as explicitly as subject knowledge. We understand the need to learn not just what the expectations are, but also how to meet them.

### 4 Reasonable adjustments and support:



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All schools must have in place a clear strategy and approach for reasonable adjustments, which should be set out clearly in both the school's SEND policy and its Behaviour policy. The Trust level SEND and Behaviour policies can be found on the websites.

Systems that rigorously check whether a reasonable adjustment needs to be applied to each individual student as part of applying the behaviour policy. These should be sufficiently robust such that no student would have their reasonable adjustment 'missed' at any point.

Tracking and analysis to ensure SEND students are not disproportionately disadvantaged by the behaviour systems. The best reasonable adjustments are decided in advance, in writing and in conjunction with the parents/carers.

**Individualised Support Plans:** Recognising the unique needs of each student, the framework includes provisions for developing individualised behaviour support plans (BSPs) or Individual Risk Management Plans (IRMPs). These plans are adapted from EHCP (educational and health care plans) and tailored to the specific strengths, challenges, and goals of the student and are regularly reviewed and updated.

## Reflection Spaces and online learning platforms:

When a student is removed from the classroom to attend a reflection, spend time in free space/magnolia or is referred to an online learning platform, the aim should always be to have 'no break in curriculum coverage' for that student. A student's sanction/consequence for being removed from the classroom is not the subsequent quality of educational provision they receive. Consideration needs to be given the continuity of learning materials now available when resourcing any such reflection room or online learning platform to ensure students suffer no break in learning. It is expected that Chromebooks or laptops are available in reflection rooms to allow this to happen consistently.

The reflection space and online platform is also an opportunity to do restorative and therapeutic work with students; it buys time to explore the reasons they have been placed there and proactively teach strategies to avoid this in future. At all times leaders should bear in mind the government guidance on isolation rooms:

"79. Removal is where a pupil, for disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. The use of removal should allow for continuation of the pupil's education in a supervised setting. "80. Removal from the classroom should be considered a serious sanction and only used when necessary. Removal should be used once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. As with all disciplinary measures, schools must consider whether the sanction is proportionate and consider whether there are any special considerations relevant to its imposition".

Ensuring reasonable adjustment is in place for SEND students is essential when using reflection rooms or online learning platforms. Types of adjustment that schools use could include frequent breaks/walks (movement and sensory breaks), alternative locations, adapted timings. Wherever possible this adjustment and the sanctions/consequences should be **discussed with parents/carers and agreement arrived at in writing**. In addition, safeguarding and pastoral support should be in place to support students.



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## Further Learning Opportunities in the school day:

| Public routines  | Classroom Principles   |
|--|--|
| <ol style="list-style-type: none"> <li>1. Fire Drills – do until done right.</li> <li>2. School trips – safety and politeness. Treat unusual events as performances. Students are ambassadors.</li> <li>3. Corridor movement – structured and supervised.</li> <li>4. Assemblies – whole school on show. Vital to get 100% correct.</li> <li>5. Clubs and societies – what we offer is important and purposeful.</li> <li>6. External visitors- respect and engagement.</li> <li>7. Public demonstrations of reward and thanks.</li> <li>8. Public celebrations of excellence: student work, staff etc.</li> </ol> | <ol style="list-style-type: none"> <li>1. Behaviour is a curriculum.</li> <li>2. Students must be taught how to behave.</li> <li>3. Teach, don't tell, behaviour.</li> <li>4. Make it easy to behave and hard not to.</li> <li>5. No one behaviour strategy will work with all students.</li> <li>6. Good relationships are built out of structures and high expectations.</li> <li>7. Students are social beings and need guidance.</li> <li>8. Consistency is the foundation of all good habits.</li> <li>9. Everyone wants to matter.</li> <li>10. Our school, our rules and expectations.</li> </ol> |

## 5 Governance of Behaviour

Trustees and leaders in Larwood Academy Trust schools are expected to keep careful records of sanction, removals (incidents and time outs), suspensions, and exclusions. Regular analysis of these records should be presented to Trustees and scrutinised for patterns; ensuring that measures are taken when any particular sanction appears to be disproportionately affecting any particular group, but particularly those who belong to a protected characteristic (e.g. disability, gender, race, sex or sexual orientation).

Section 83-88 of the DfE Behaviour in Schools Guidance gives detail about the statutory governance and leadership oversight of removal and should be observed carefully. Similar analysis, oversight and action should be paid to suspensions and exclusions. Sections 96 – 100 make it very clear that there is a strong need for schools to intervene where repeated sanctions are necessary and gives a number of examples of how this can be accomplished. At Larwood Academy Trust there is an expectation that proactive and systematic intervention takes place whenever a student becomes subject to repeated sanctions.

All schools are expected to ensure staff are appropriately trained in behaviour management and de-escalation techniques and understand the need to restore relationships with young people when sanctions have been applied. Leaders are expected to ensure this is possible.

## 6 Summary

Structure, routines, positive norms, taught behaviour, high expectations and consistent consequences are fundamental to any successful school-led behaviour culture. The leadership of behaviour in schools is never done and one single strategy or idea is not going to yield the desired results.



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Regular review and evaluation of the behaviour policy framework are integral to its success. This involves gathering feedback from stakeholders, conducting formal evaluations, and making adjustments based on lessons learned and emerging best practices.

The techniques in schools that create calm and orderly classrooms are relatively straightforward. The hard part is the dedication, persistence, and consistency it takes to embed those techniques successfully.

## References:

- [Behaviour in schools - advice for headteachers and school staff \(education.gov.uk\) July 2022 Final](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/behaviour-in-schools-advice-for-headteachers-and-school-staff-july-2022-final.pdf)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - guidance 2022](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/suspension-and-permanent-exclusion-from-maintained-schools-academies-and-pupil-referral-units-in-england-including-pupil-movement-guidance-2022.pdf)
- [The trainee teacher behavioural toolkit: a summary - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/the-trainee-teacher-behavioural-toolkit-a-summary.pdf)