



St. LAWRENCE CofE PRIMARY SCHOOL

Behaviour Policy

Rationale

The staff and governors of St Lawrence VA Church of England Primary School recognise the need to ensure a positive atmosphere based on a sense of community and shared values. Certain qualities are needed to enable effective teaching and learning. We believe they are; independence, valuing others, being polite and friendly, working hard and trying one's best, respecting the school environment and other people's property and respecting the culture and beliefs of others. These are the values which underpin the ethos and vision of the school upholding the Christian foundation in a secure, stimulating and positive environment.

Aims

The aim of this behaviour policy is to uphold the spirit of Christian community within the school through encouraging a consistency of response to all behaviours. We believe that the most effective way of achieving these aims is to encourage and praise positive behaviour.

We seek to make the school an orderly and happy place in which to learn;

- By promoting an environment in which children feel safe, secure, valued and happy
- By encouraging and rewarding high standards of self-discipline, honesty, trust and fairness
- By developing an understanding of the consequence of actions with regard to people and property

We have a systematic and consistent approach to managing behaviour which focuses on the principles of Assertive Discipline and responsible behaviour from the children. It has a proactive and preventative approach which enables teachers to provide an environment in which the children learn to choose the appropriate behaviour.

The children receive positive encouragement and rewards when they do behave in a responsible way, knowing that, because they have been taught the rules whereby limits are set, teachers and other significant adults will follow through the consequences appropriately.

Roles of Adults in the School (paid & voluntary)

- Adults need to **recognise** and **praise** good behaviour as well as dealing with inappropriate behaviour
- Staff need to develop a whole school approach to promoting good behaviour, and therefore the following strategies will apply:-

Morning routine:

Children will line up in classes on the playgrounds after the bell has been rung and will walk quietly to their classrooms when directed by the Teacher on morning duty.

End of School routine:

Children are led onto the playgrounds, and teachers match children to designated/agreed adults, as indicated in Home- School Liaison Books. Children attending Fun4Us Club are collected in the foyer by Fun4Us staff.

Whole School routine:

Use a variety of:

- Verbal
- Non-verbal signs
- In the case of inappropriate behaviour, consider a range of strategies including: the School Procedure of 2 warnings:

1 st Time	Calmly and quietly explain why behaviour is unacceptable and suggest alternatives
2 nd Time	Explain again your concerns and issue a "Time Out" warning
STEP 3	'Time Out'- carried out, 'time out' from the group
STEP 4	'Time Out'- from the class (next year group)
STEP 5	Inform and involve the Head or Senior Teacher
STEP 6	Internal Exclusion: a parent may be required to supervise their child until they are ready to appropriately re-join their peers
STEP 7	Exclusion (fixed term): child is denied attendance at school for a given term
STEP 8	Permanent Exclusion <i>'In case of parents disputing the decision of the Governing Body not to reinstate a permanently excluded pupil, they can ask for this decision to be reviewed by an Independent Review Panel. Where there is an allegation of discrimination, parents can also make a claim to the First- Tier Tribunal'</i>
<u>TIME OUT</u>	Depending on the nature of the behaviour of the child, this can involve them holding your hand or standing/sitting alone to review his/her behaviour.

Collective Worship

Collective worship is a quiet reflective time and we expect the children to enter and sit, and leave quietly.

Classroom Management, the Curriculum and Learning

At St Lawrence we use the Assertive discipline approach to teach pupils to choose responsible behaviour and by doing so raise their self-esteem and increase their academic success. In order to achieve this it is the responsibility of all staff to create an environment in which we are empowered to lead the pupils. To do this, we have to have clear positive behavioural expectations, believing that pupils can choose to behave. These expectations should be clearly laid out, by using a clear assertive – not hostile - tone "I expect..."and following up with responses which acknowledge the behaviour choices made by the pupils, ('thank you for, for not' 'I really like the way you'). This tone and language tells pupils exactly what is and is not acceptable and is backed up by clear rewards when the pupil chooses to behave and with clear sanctions when they do not.

'Child Whispering' is also used within the school. It is a unique system that uses colour, shape and characters to communicate key life messages to the children to help them to live a healthy, happy and successful journey through childhood into adulthood. Underpinning the philosophy of the Child Whispering concept are the shapes and colour in the powerful and inclusive Signpost for Life.

All pupils have a Colourometer to use as a barometer of how they feel and HeartKids characters are used to reinforce positive, life-changing behaviour choices.

We believe that an appropriate structured curriculum delivering effective teaching and learning with high expectations, contributes to good behaviour. Thorough planning for the

needs of individual pupils, the active involvement of pupils in their own learning and structured feedback, all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. Teaching methods which encourage enthusiasm and active participation by all, ensure the development of the skills, knowledge and understanding which enable children to work and play collaboratively with others. Recognition and praise are used to encourage good behaviour as well as good work and it follows that sharing the learning intention of each lesson with the children and marking against this with targeted, encouraging comments on achievements, in line with the marking policy, shows the children that their involvement and efforts are valued and that progress matters.

The classroom environment gives clear messages about how children's work is valued and displays help to develop self-esteem through valuing every child's contribution. The classrooms, as well as all other areas of the school, provide welcoming environments in which materials and resources are easily accessible, labelled and organised to develop independence.

Break and Lunch time

When a pupil behaves inappropriately, it is the responsibility of all adults to ensure that the child has the right to be heard without interruption, at the appropriate time. Adults must not act upon the information until all areas of investigation have been explored.

Level 1

Non-verbal reminder

Verbal reminder of expectations of behaviour and rules

Verbal reminder with choice of consequences

Level 2

Sanction – 10 minutes of 'Time-Out' & completion of 'Reflection Sheet'

Incident recorded in the class behaviour log and Class teacher informed.

Level 3

Second 'Time Out' incident (period of time to be spent sitting or standing in location)

Incident to be recorded in the class behaviour log, Class teacher informed, member of SLT informed.

Loss of privileges (Year 5 pupils)

Parents must be informed of behaviour.

This procedure assumes a gradual increase or persistence in bad behaviour. If behaviour degrades very quickly or if the first incident is of a serious nature, (i.e. violence of any kind) then Level 3 will be imposed with immediate effect.

Staff co-ordinate after school discussion with parent re: behaviour issue. At this point it may be worth considering a 'Behavioural Support Plan - BSP'.

Rewards

All opportunities should be used to praise good work, behaviour and effort.

- Positive remarks, both written and verbal.
- Green pebbles (Child Whispering) and Housepoints
- Personal contact with parent at the beginning and end of the school day to praise good behaviour. (if this is not possible, staff may phone parents or write in the Home-School Liaison Book)
- A 'Certificate of Achievement' may be awarded by any adult in school who identifies pupils demonstrating achievement, perseverance, modelling values and exceptional behaviour.
- Blue certificates may be awarded half termly to any pupil in recognition of their consistent positive attitude and effort to all aspects of school life. These awards are followed up by a St Lawrence postcard which is posted to the child's (primary) address.

A child who regularly misbehaves and who does not respond to the above measures will be referred to the SENCo and consideration for assessment by outside agencies and placing on the SEN register. In such cases, the following course of action will be followed:

- Staff co-ordinate discussion with parent / carer re: incident / behaviour concerns. At this point a 'Personal Target Sheet' is considered.
- Headteacher is informed and SENCo, Teacher, Parent and pupil are involved in drawing a plan of action.
- A time scale and review date is to be agreed

Role of Parents

Parents are expected to:

- Support their child in adhering to the school rules and the expectations of good behaviour
- Ensure that their child fully understands the school rules and the consequences of not adhering to them
- Inform the class teacher of any changes in circumstances which may affect their child's behaviour
- Discuss any concerns with the class teacher promptly

Role of Outside Agencies

Staff acknowledge the need to liaise when necessary with the Education Welfare Officer, School Psychologist and Social, Emotional, Behaviour Support Services for advice on dealing with persistent behaviour problems. This will be in liaison with the Inclusion Support lead member of staff.

Outcomes

It is the intention of this policy to lay down clear guidelines for rewards and sanctions. The rules in our Behaviour Policy seek to prevent potential bullying and harassment situations.

The school has policies on Anti-Bullying and Safeguarding and all school staff will respond immediately to any report of bullying and safeguarding issues; the safety and well-being of the children is our main priority.

Through the rewarding of positive values, it is hoped that:

- i. Children and adults will perceive and believe the school as having a positive and safe environment.
- ii. Children will learn positive values including respect for others.
- iii. All stake holders will work together in a positive manner.
- iv. Parents will feel confident that children are working in a positive, happy environment.
- v. Parents will understand that the school has the happiness, well-being and security of the children at the centre of its ethos.

This policy will be positively encouraged and monitored by each child's class teacher and will be subject to regular review.

Signed: Sheila Lewis

Date: 16/10/17

Next Review: