



St. LAWRENCE CHURCH OF ENGLAND PRIMARY SCHOOL

Let Your Light Shine.

“Let your light shine before others, that they may see your good deeds and glorify your Father in heaven.”

Matthew 5:14-16

Behaviour Policy

June 2021

Date of next review: June 2023

Updated in line with KCSIE September 2021

Rationale

The staff and governors of St Lawrence 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 Restorative Practice 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

Behaviour Strategies:

In school, during lessons, we use class behaviour charts. Children will move up the chart when they are demonstrating school values and following school rules. Other strategies that we use are:

- Positive reinforcement
- Stickers
- Working towards Golden Time at the end of the week
- 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)

Children move down the ladder if they:

- Do not follow class / school rules
- Distract others
- Inhibit learning of others

Children will be given 2 verbal warnings before moving to Time out (5 minutes). Time out should prepare them to come back 'Ready to Learn'.

Should children continue to disrupt learning, they will be given 2 further verbal warnings and then go to the Phase Leader.

After visiting the Phase Leader, children return to 'Ready to Learn'. Should their behaviour not improve, they will be sent to the behaviour lead.

For severe examples of behaviour, judgement must be applied and the ladder system may not apply. For these children, other strategies will be used. These are as follows:

- Individualised sticker charts or behaviour books
- Report card
- Internal exclusion - a child completes work set for them away from their peers
- Exclusion - (fixed term): child is denied attendance at school for a given period of time

Permanent Exclusion

'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'

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour

- Possession of any prohibited items. These are:
 - Knives or weapons
 - Stolen items
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- Deliberate disregard for school rules and procedure;
- Leaving the school premises without permission;

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

Classroom Management, the Curriculum and Learning

At St Lawrence we use the Restorative Practice 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.

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.

'Negative consequence sanctions' are used fairly and consistently when a child displays inappropriate behaviour:

Level 1

Non-verbal reminder

Verbal reminder of expectations of behaviour and rules
Verbal reminder with choice of consequences

Level 2

Sanction – 5 minutes of 'Time-Out'

Level 3

Second 'Time Out' incident (period of time to be spent sitting or standing in location)
Incident to be recorded on the SIMs behaviour log, Class teacher informed, member of SLT informed.

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.

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.

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:
Chair of Governors

Date:
Date of next review: June 2023