

St. Laurence C of E (A) Primary School



Behaviour POLICY

Our Vision

A Community where
every member, from the tiniest seed to the fullest tree, is nurtured and cared for.
Everyone can flourish and be ready to fly the nest and soar high.
We come to grow, learn, love and be loved.

*It is like a mustard seed, which is the smallest of all seeds on earth. Yet when planted, it grows and becomes the largest of all garden plants, with such big branches that the birds can perch in its shade.”
Mark 4:30-32*

Policy Statement

At St Laurence C of E (A) Primary School we believe that positive behaviour is learned in an atmosphere rooted in kindness, mutual respect, praise and encouragement. Everyone is expected to maintain the highest standards of personal conduct and adults consistently model positive behaviour, language and body language. Exemplary behaviour is at the heart of productive learning and good habits are encouraged from the moment a pupil enters the school. We believe every member of our school community can be respectful, brilliant and kind in all that they do.

This policy makes reference to DfE guidance Behaviour and Discipline in Schools (2016).

Policy aims

- To promote values that uphold a culture of exceptionally good behaviour for both learning and for life in the wider community.
- To ensure that all learners are treated fairly and shown respect.
- To help learners to take control over their own behaviour and to be responsible for the consequences of it.
- To provide a behaviour framework for staff that ensures calmness, consistency and kindness
- To provide a partnership approach to managing poor behaviour and dynamic interventions to support both staff and learners.

Guiding principles

- Where children feel valued as individuals and have their efforts and successes recognised they respect adults and accept their authority.
- Children feel secure when there is certainty in adult responses.
- A culture of consistency in adult behaviours is at the heart of excellent behaviour management.
- Visible routines give children security and certainty.

- Adults in school must be aware of those children who are on the special needs register and recognise that their challenging behaviours may need a differentiated response.
- When the ethos of the classroom and the school is positive there will already be an atmosphere of mutual respect, where pupils are behaving appropriately and teaching and learning is leading to achievement.

Consistent and visible routines

All staff

- Always refer to 'Be respectful, be brilliant and be kind' when talking about behaviours, in both recognising positive and addressing negative behaviours.
- Ensure that lessons are well prepared, meeting the needs of all children.
- Ensure that the learning space is set up appropriately for the learning and all equipment and materials are ready to use.
- Model moving around the school calmly.
- Use a visible recognition system throughout every lesson (House points).
- Be calm and give 'take up time' when going through steps. Prevent before sanctions.
- Use the scripted conversations when necessary.
- When addressing negative behaviours staff will always conclude by reinforcing that they know the pupil can be respectful, brilliant and/or kind

Senior Leadership Team

Senior leaders are not expected to deal with behaviour referrals in isolation, but stand alongside colleagues to support, guide, model and demonstrate a unified consistency to the learners.

Our expectations

Pupils are expected to:

- be kind to others, including staff and peers
- move around the school calmly and quietly with hands together
- arrive promptly at lessons, have the necessary equipment and be ready to learn.
- actively participate in lessons, completing classwork and handing in home learning on time
- recognise what is and what is not respectful, brilliant and kind behaviour
- develop a responsible attitude to their own behaviours
- respect the opinions and beliefs of others
- understand that bullying and bad language will not be tolerated
- express their own point of view both sensibly and sensitively

Staff will be expected to:

- model and reinforce positive behaviour
- ensure consistency of approach
- be mindful to praise in public and reprimand in private
- listen to pupils and acknowledge them
- respect pupils as individuals and not label them
- record behaviour incidents that require additional support or 'time out' outside the classroom
- ensure that no pupil is discriminated against because of their ethnic origin, gender, sex, culture, sexuality, religious belief or because of any family responsibility they may have
- use a calm voice and encourage children to do likewise
- never use physical punishment of any kind or use physical intervention at any time, unless a child is in immediate danger of harming themselves or others
- remind all pupils of behaviour expectations prior to an off-site trip. Consistent inappropriate behaviour may prevent the child from being allowed to participate on a trip - especially where safety is paramount. School rewards and sanctions will still apply.
- carry out an individual risk assessment for any child following an individual behaviour plan (IBP), prior to participation in an off-site activity/trip

Parents/Carers are expected to:

- work in partnership to ensure good behaviour
- inform staff of any concerns
- respond to concerns raised by staff
- ensure pupils arrive at school on time, correctly equipped and ready to learn

Our positive reward system

Recognising respectful, brilliant and kind behaviour is essential in our school, where we want the focus to be firmly on positive behaviours and ensure that rewards far outnumber sanctions.

Praise and encouragement are used effectively by all our staff. Pupils are recognised for their efforts, not for achievement.

House points are a visible consistency throughout the school. Each class collects house points throughout the week, they can be given individually or collectively, staff are at liberty to award single points or even thousands of points when the class have been collectively brilliant. The number of house points awards is limitless. Our house point system enables all adults in the school to give praise and recognition, including visitors. During Friday assembly the House captains announce the scores for the houses and this is recorded on the house point display board in the hall. At the end of every half-term the house with the highest number of awards is given a treat, such as a non-uniform day. The winning house over the academic year will have a trip off site.

Celebration Assembly

Generally, every week a celebration assembly is held for whole school. This assembly celebrates and reflects upon the learning that has taken place during the week. Members of staff will select children to be the Pupil of the week. Each pupil of the week will be rewarded with a sticker and a certificate.

Managing negative behaviour

When negative behaviours occur it is essential to respond quickly and calmly to ensure that good order is restored as quickly as possible. Scripted conversations address the negative behaviours, providing pupils with the opportunity to reflect on why the behaviour was unacceptable and provide support to repair and restore positive behaviour. Pupils who have behaved in a negative way and victims of poor behaviour choices will be acknowledged, listened to and valued.

Sanctions

As a school the overriding emphasis is on positive behaviours, and this should be explicit throughout the day, regardless of the situation. However, when behaviour has fallen short of school expectations, despite positive reinforcements, a sanction may be necessary. Parents/carers will be informed about poor behaviour by the class teacher. We recognise the importance of working in partnership with parents/carers to promote positive outcomes for all our pupils.

Our Behaviour policy ensures a consistent approach that can be applied in a uniform and progressive way, to encourage children to think about and take responsibility for their own behaviour.

- if a child behaves inappropriately they are given a reminder of the rules;
- If a child continues they will be given a timely "Last chance" prompt;
- If behaviours remain unchanged adults use the 30 second script;
- If the behaviour continues a 'consequence' is given. This will result in a short period of time out so that a child can reflect upon their behaviour immediately. Time out will usually be for around 5 minutes at break time, lunch time and at 3pm depending on what stage of the day the consequence was given.
- Following a time out there will be a restorative conversation. The adult who gave the 'time out' should always be involved in the restoration, either leading the conversation or as part of the 'fix it' strategy. The emphasis is on an honest discussion with a positive outcome. The focus must remain on the primary behaviour rather than subsequent secondary behaviours.

Class teachers will regularly discuss our school values with their classes and ensure that their children know what the values look like, in a way that is appropriate to their age and stage. The class teacher may wish to explore the school values during 'circle time' when addressing specific incidents. The Headteacher or Deputy Headteacher may also come and talk to a whole class, year group or whole school to address various behaviours/incidents.

Removal from class

If the behaviour of a pupil is seriously damaging the class learning environment, despite using the positive behaviour strategies and scripts, the pupil may be removed from the class. The pupil will be handed over to the Headteacher or Deputyhead with an explanation of what has occurred and work for the pupil to do. The pupil will be supervised for an agreed period and then a restorative meeting will take place with the pupil, class teacher and member of SLT. A pupil may also be sent to another class to continue their work. Parents/carers will be informed.

Parents/Carers

Consent is not required from parents for our sanctions, however good partnership with parents can have a positive impact on behaviour. Class teachers will inform parents about negative behaviours, not always for an isolated incident, but particularly if a pattern of behaviour is forming or strategies are not working. If concerns become higher level parents/carers will be invited to school to discuss the matter. As a school we also recognise the power of positive behaviour communication with parents, this may take the form of pupil of the week certificates, a positive note home or a quick positive phone call.

Occasional serious incidents

If a child is involved with a serious incident in school such as vandalism, stealing, lying, hurting another child, bullying, racism or behaving in a way that is dangerous to themselves or the people around them, sanctions will be determined with the Headteacher. These may involve eating lunch alone, loss of playtime or an internal exclusion. Parents/carers will be involved as appropriate.

Exclusions

The decision to exclude a child from school, whether for a fixed term or permanently, is exceptional and serious. It will usually be the final step in a process for dealing with disciplinary issues following our wide range of other positive strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available positive strategies for dealing with the child and would only be used as a last resort. The Headteacher will make the decision to exclude and manage the exclusion.

SEND Children

Like all children, children with learning and physical disabilities may display disruptive or challenging behaviour for a range of different reasons. They may not be accessing their education or making progress, they may have problems with communication, they may have mental health needs, or there may be issues outside of school. In some cases, a child's perceived disruptive or challenging behaviour arises directly as a consequence of their disability or as a consequence of a lack of reasonable adjustments made to accommodate their disability. Whatever the case, if a SEND child is displaying disruptive or challenging behaviour, early intervention is needed to assess whether appropriate reasonable adjustments have been made for them. The fact that a child has a disability does not mean they should never be disciplined, but behaviour and discipline methods should reflect the need to pay extra attention to the underlying causes of their difficulties to reflect the additional barriers disabled people face in society.

At St Laurence C of E (A) Primary School we ask our teachers to take the following additional steps to prevent behaviour issues with our SEND pupils and to manage poor behaviour:

- learn about pupils' individual difficulties and accommodate them. for example, do not ask a child on the autistic spectrum to sit squashed on the rug at circle time;
- share ideas and best practice to manage behaviour and to prevent escalation of situations;
- be sure that any sanctions you give an SEND pupil is achievable;
- re-challenge and re-focus to diminish repetitive poor behaviour;
- assess regularly to ensure that there is early intervention of specialist help if required.

Use of Reasonable force

All members of staff have the power to use reasonable force to prevent pupils committing an offense, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Physical force may be planned or used as an emergency intervention. It may include:

- the holding of a pupil by one or more adults so as to restrict their mobility and movements;
- the holding a pupil by one or more adults to guide them to another space in the school;
- blocking a pupil's path;
- physically interposing between pupils.

The use of reasonable force and physical intervention will take into account the characteristics of the child including their age, physical needs or disability and development level. The decision to use reasonable force and physical intervention will follow a risk assessment approach. The following will be considered:

- the potential outcomes of not intervening;
- any risks in the immediate environment;
- the vulnerability of the child.

If reasonable force and physical intervention are used staff will ensure the following:

- the incident is reported;
- parents/carers will be informed on the same day or as soon as reasonably practicable;
- a range of support will be considered for the pupil which may include external professional help;
- targets for the pupil will be clearly defined;
- attempts will be made to try to identify that triggers for challenging behaviour;
- strategies will be put in place to help prevent challenging behaviour;
- parents/carers are included in the next step discussions.

Staff professional development

The school will review general and specific staff induction and continuing professional development (CPD) and identify how to ensure staff training reflects practice outlined in this policy and the Anti-Bullying Policy and practice. Where specific training needs have been identified for particular members of staff, the Headteacher will ensure that those members

of staff have access to the advice, training and development opportunities appropriate to their needs.

Monitoring and Evaluation

The monitoring and evaluation process will be informed by:

- accident book entries;
- visitors book entries;
- parent and pupil surveys;
- SLT meeting discussion;
- Headteacher's report to the Full Governing Body (FGB).

The policy will be reviewed every 3 years unless a response to changes in DfE guidance and legislation are required.

Date: 6th June 2019

Signed *N Cooper*

(Headteacher)

Approved *B Newey*

(Chair of Governors)