



St Laurence's CE Primary School

Behaviour for Learning Policy

Reviewed: September 2024

Ratified by full Governors: September 2024

To be reviewed: September 2025

Introduction:

High standards of behaviour are encouraged and expected at St Laurence's. These high standards should be developed by all members of the school community through consistently high expectations, by a system of praise and rewards and by clear procedures and sanctions to be followed when behaviour does not meet expectations.

Good behaviour underpins effective learning and children should learn to behave well towards others, participating successfully in the community in which they live. At St Laurence's we believe that all children have the right to learn and grow in a safe, secure environment where all relationships are based on mutual respect. Staff are committed to maintaining high expectations of good behaviour as an essential contribution to the educational experience of the children and to their happiness, self-esteem and well-being which will enrich their learning journey.

Behaviour that disrupts learning in any way is unacceptable in our school and, through the constant promotion of positive behaviour, we seek to minimise, if not eliminate such behaviour. However, we are an inclusive school and we constantly endeavour to meet the needs of all children, including those with social, emotional and mental health needs.

Everyone in our school community has a responsibility to create an environment in which learning can take place effectively. All staff are expected to be exemplary role models, consistently demonstrating high expectations and ensuring that our Christian values underpin all relationships and interactions.

This policy should be read in conjunction with the DfE guidance: Behaviour and Discipline in Schools. Every child is valued at St Laurence's CE Primary School and should receive equal opportunities for taking responsibility. The school has legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs.

School Vision:

Our school:

- Is a diverse, supportive and nurturing part of the community.
- Enables active and creative thinking.
- Engages and challenges children in their learning.
- Inspires every child to achieve their highest potential.
- Has hope and excitement about the future.

School Mission Statement:

Through our school vision, '**Growing in Faith, Living in Hope, Learning to Love**' we aim to help our pupils, parents and carers and all members of the school community to grow, live and learn together. Following in the footsteps of St. Laurence, we aim to nurture a sense of understanding and compassion for all and build courage and strength to live by our Christian values.

'These three remain: faith, hope and love.

But the greatest of these is love.' 1 Corinthians 13

As a community of the Cross of Nails, we value the role faith plays in our life together. We welcome children and families of all faiths and none, whilst rooting our story and communal life together in our Christian values & collective worship. We encourage exploration and discovery of how faith helps us on our journey of living life to the full.

We know that incredible things can happen when we believe in children. We believe every member of our school family has the potential to thrive in life. That even when things go wrong, we can learn from our mistakes, and through forgiveness and reconciliation, live for a better future together.

When something goes wrong, we (staff, pupils and parents) will work together to bring the conflict into a place where the offering and acceptance of forgiveness occurs and reconciliation can take place. This may be through restoring the friendship/relationship, making better what went wrong and/or learning from our mistakes. However it is important to note that, in certain cases, this will not always be possible- safeguarding issues, abuse, repeated refusal to show willingness to change.

We're ambitious and do our best to succeed whilst we understand that our success comes not as individuals but from our shared ability to show and receive love and the encouragement of others. We care about living in healthy, inclusive relationships with each other, showing compassion to one another; modelled on the life and example of Jesus Christ.

Aims:

The aims of the policy are to ensure that all stakeholders:

- Have a clear view of what is right and wrong
- Know and understand the expected standards of behaviour
- Understand and learn to demonstrate the impact of Christian values in their everyday lives
- Learn and demonstrate self-discipline and appropriate respect for authority
- Work cooperatively showing care for others

To achieve our aims:

All members of the school community will work towards the policy aims

Staff by:

- Presenting good role models of behaviour and managing behaviour in a fair and consistent manner which occurs in school and, in some circumstances, outside of school.
- Ensuring a well-planned, broad and balanced curriculum appropriately adapted to the needs of the pupils is implemented
- Using a wide variety of teaching styles to ensure all children learn effectively
- Ensuring a well ordered and stimulating learning environment in which opportunities are given for independent learning, initiative and discussion.

Parents by:

- Upholding the policy and agreeing to work in partnership with the school.
- Offering encouragement and praise to their children especially when they receive rewards
- Co-operating with teachers when sanctions are necessary, thereby presenting a united front to the children, in which parents' loyalty to the values of the school is supported.

Pupils by:

- Knowing the school's expectations for good behaviour and understanding that they are underpinned by the values that Jesus taught us.
- Accepting responsibility for his/her own actions particularly when inappropriate choices are made and knowing the consequences of their behaviour.
- Learning how to accept failure/disappointment and success/praise.

Governors by:

- Monitoring and supporting the policy and evaluating its impact.

School Charter:

All classes display our simple 'School Charter'

At St Laurence's we:

- Respect everything
- Learn and play safely
- Always try our best
- Make the right choices
- Follow our Christian values

Developing a Classroom Charter

In order to establish a positive working environment, all classes should agree on a set of class rules (class charter) at the beginning of each academic year. These rules should be:

- Few in number.
- Negotiated with pupils.
- Flexible and open to negotiation.
- Positively phrased- where appropriate.
- Teachable and enforceable.
- Clearly displayed for easy reference.
- Frequently read through.

REWARDS:

To promote a child's self-esteem, we recognise positive behaviour as:

- Respect: good manners, being thoughtful, commitment, caring, fairness
- Good work: completing work, achievement, effort, taking pride, perseverance We praise and reward children for good behaviour in a variety of ways:
 - Teachers praise children for considerate, positive behaviour
 - Teachers award house points, stickers and stamps for good behaviour and positive attitudes to learning
 - A pupil may be sent to another member of staff to be offered further praise
 - Certificates for weekly Stars and Headteacher Awards are awarded weekly in Celebration Assembly, to which parents and carers are invited
 - Selection for roles on various councils and teams reward those with positive attitudes.

Examples of Praise and Encouragement:

- † Smile, nod, thumbs up, specific 'well done for...', verbal praise.
- † Pointing out good behaviour e.g. 'I like the way....', tell another adult verbally.
- † Written message/ symbol (e.g. smiley face) on a child's piece of work for special effort or achievement.
- † Individual/ group/ class system reward – e.g. team/ class points.
- † Privilege time- playtime, free choice.
- † Informing the child's parents or HT of good behaviour.
- † Use three times as much praise as sanctions.
- † Make praise exciting, appropriate, genuine and more than just words.
- † Catch them being good. Be on the lookout for good behaviour and praise them for it.
- † Avoid contaminated praise- the sort which gives with one hand and takes away with the other, e.g. 'you've worked hard this lesson. It's a shame you don't always' † Only award when it is deserved.

SANCTIONS

The school uses several sanctions to enforce school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to be attentive in lessons. If they are consistently inattentive, teachers may move them to a place in the room where they can be overseen more easily or move them to sit on their own.
- Teachers will use their discretion when it is appropriate to speak to a parent on an informal basis regarding a pupil's behaviour.
- We expect children to try their best in all activities. If they do not do so, we may ask them to repeat a task or activity.
- The safety of all children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher should stop the activity and ensure the safety of everyone concerned.

The behaviour procedures below provide a consistent and non-confrontational way of dealing with inappropriate behaviour and should be displayed in classrooms (see Appendix 1 and 2). It gives repeated opportunities to amend inappropriate behaviour and constant guidance on how to behave appropriately. The rewards element of our behaviour policy highlights the value placed on appropriate behaviour.

Step 1- Pre-warning- stating desired behaviour. If the child complies, then praise. If not, go to Step 2.

Step 2- Warning- Remind the child that they have failed to comply with the previous request. Write the name of the child on the board. If the child complies, then praise. If not, go to Step 3.

Step 3- Five-minute time out- Remind the child that they have failed to comply. Put a second mark next to their name on the board. Isolate him/her within the classroom for a period of five minutes. Warn that continued failure to comply will result in the child being withdrawn from the classroom for a period of ten minutes. If a child complies then praise. If not go to Step 4.

Step 4- Ten-minute time out- Remind the child that they have failed to comply. Put a third mark next to their name on the board and send them to another classroom. Send the child with an adult or two responsible children to the designated place. Any child who is timed out should have the opportunity to reflect on the reasons why they have received three ambers. The class teacher will inform the parent that their child has been 'timed out' of class and that they have had an opportunity to reflect. Once the child returns to class, the child is reminded of the expected behaviour and resume the lesson. If the child complies then praise. If not, go to Step 5.

Step 5- Red Behaviour given- Remind the child that they have failed to comply with the previous request. A fourth mark is written next to the child's name on the board. Then send for a member of the Senior Leadership Team who will remove the child from the classroom, to work in another room. In this case, the parents of the child will also be contacted. The child will also be expected to go to the 'Reflection Area' at the next lunchtime. If this happens in the morning, it will be that day; if it happens in the afternoon, it will be the following day's lunchtime.

Behaviour Reflection Forms will be stored in the reflection folder that is kept in the Deputy Headteacher's office.

All names on the classroom board should be transferred to the classroom behaviour log at the end of the day with the corresponding number of warnings.

When behavioural incidents occur, adults will start each day afresh and will encourage children to do the same.

Reflection:

Following a red behaviour, a child will be expected to attend 'Reflection' during lunchtime. At St Laurence's, reflection is the opportunity for a child to self-reflect on their choices and to have the chance to discuss this with an adult through a restorative conversation. This restorative conversation, with a member of senior teaching staff, ensures that the child recognises where their behaviour has fallen short of expected standards as well as understanding how their behaviour adversely impacts other members of the school community. It is also an important opportunity to identify any barriers that the child may be facing and discussing any further support that could be put in place.

Recording incidents of poor behaviour

All incidents of poor behavioural choices and the giving and receiving of warnings will be logged on the 'Behaviour- Weekly Record Sheets'. These will be collected by the Behaviour Lead every Friday for analysis. Where behavioural choices result in a child being given ten minutes time out in another classroom, this will also need to be logged on CPOMs with a brief description of the displayed behaviour. All red behaviour incidents, whether in the classroom or on the playground will need to be logged straight on to CPOMs. Staff logging on CPOMs will clearly explain what the situation was, how it was dealt with and the outcome of the incident. Members of the Reflection Team will action CPOMs to show outline the restorative conversation and any next steps to support the child.

Behaviour Review Meetings:

Each half term, the Behaviour Lead/SENDCo, Attendance and Well-being Lead and a member of the Reflection Team, will meet to analyse the patterns of behaviour (through Red and Amber behaviour logs) over a half-term. It is an opportunity to review the support packages in place for specific children and to measure the impact these have had on the child's behaviour. It also enables further support and 'next steps' to be put in place for children who may require a higher level of support managing their Social, Emotional and Mental Health needs which may be impacting their behaviour in school and ensure that early identification and intervention is in place.

Behaviour for Learning in Early Years Foundation Stage:

At St Laurence's, we understand that children's personal, social and emotional development (PSED) is a key part of the Early Years curriculum and the behaviour for learning policy in EYFS reflects this, with the aim of teaching children to self-regulate through an Emotion Coaching approach supported by co-regulation with a trusted adult.

We understand that in order for children to be supported through co-regulation, positive relationships, an enabling environment and learning and development are key and need to be taken into account when supporting children's behaviour. When children in EYFS need support to manage their behaviour, adults will follow the cycle of recognising and empathising with their feelings, labelling and validating their feelings before setting limits on their behaviour and then problem solving or modelling an alternative.

Any unsafe behaviour will be corrected to ensure all children in the environment are safe and any reflections on behaviour choices in EYFS will be with an adult one-to-one when the child is regulated and able to accept guidance and support.

Break times and Lunchtimes:

Break times and lunchtimes are classified as unstructured times, but the expectations of amber and red behaviours are the same. If a child displays an amber behaviour, this will result in a verbal warning. If the child repeats the amber behaviour, there is a second warning with a reminder of what positive (green) behaviour looks like. At this stage, the child will be advised that any further amber behaviours will result in the Reflection area.

If a child displays a red behaviour, they will be removed from the playground and sent to a senior member of staff in the Reflection Area. The senior member of staff will record the incident on CPOMs and inform class teachers. Parents of children who receive red behaviours will also need to be contacted that day so that issues and strategies can be discussed.

A member of the Senior Leadership Team will deal with any serious lunchtime incidents and the appropriate sanctions will be put in place.

Seriously Inappropriate Behaviour:

This is where children who have displayed certain behaviours do not go through the above process but are referred straight to the Senior Leadership Team. These are described as red behaviours on the behaviour procedures.

In these examples, each case is judged individually and may result in any of the following:

- Internal exclusion- this involves being removed from the class for a session, ½ a day or a full day. During this time, the child completes a range of work monitored by the Headteacher or a senior leader.
- External exclusion- suspension or permanent exclusion.

Exclusion from School:

We are an inclusive school and do not wish to exclude any child, even when they exhibit serious behavioural difficulties. We will take every reasonable step to ensure that exclusions are avoided. However, in extreme cases, it may be necessary to exclude. This severe sanction is designed to express to both parents and children that unacceptable behaviour has taken place.

Suspension

For some children the route to suspension from school may take a period of months whereby a child accumulates a series of misbehaviours which violate the school and classroom rules or disrupt or prevent the education of most of the children in the class. Before suspension occurs, it is assumed that all other sanctions have been tried and failed, leaving no other alternative.

The other route to suspension can be due to an action in school which requires immediate response, when the child has:

- i) Deliberately physically injured another child
- ii) Verbally or physically abused an adult
- iii) Deliberately caused damage to the school property
- iv) Shown behaviour of malicious intent.

Permanent Exclusion

This final action may be as a result of accumulating a series of 'suspensions' or for a serious offence which may come from a child with no previous history.

When a child reaches this final stage, it is the expectation of the Headteacher that his/her professional judgement will be accepted and that the AGC Panel will be called, and procedures will take place in line with DfE directives.

Communication and Parental Partnership:

As the school wishes to have a proactive approach, parents will be contacted when poor behaviour disturbs learning, interrupts play or upsets others emotionally on a frequent basis. We recognise that parents might have concerns and they are invited to make a first contact.

At this stage we expect the first meeting to be with the class teacher. When the meeting is organised the reason for it should be explained. At the meeting the problem will be discussed, and a strategy agreed. This might include individual targets or specific rewards for the child, followed up with regular parent/teacher meetings.

We hope that by working together in this way any situation resulting from poor behaviour will be resolved. However, should matters persist or deteriorate the actions detailed below will be taken as necessary.

- Help within school from the Attendance and wellbeing lead, SEND team and behaviour lead
- Support and or guidance from specialist agencies including but not limited to SEMHL, CCT and EPS
- Possible escalation up the SEND scale for behaviour if it impacts on the child's social, emotional, and educational needs, with appropriate actions as advised by the MAT.
- Suspensions or permanent exclusion from the school in line with current legislation.

Use of reasonable force:

Physical intervention where necessary will be in line with current advice from the Department for Education (July 2013), see Child Protection and Safeguarding Policy. Reasonable force could be used to prevent pupils from hurting themselves or others, from damaging property, committing a criminal offence or behaviour that is prejudicial to the maintenance to the good order and discipline within the school or among any of its

pupils. Most of our staff have received Team Teach training. Each case has to be judged according to evidence. However, when it is applied it must be:

- Reasonable
- Proportionate
- Necessary
- In the best interests of the child

Personal safety for staff

As a result of some of the personal safety responses there may be minimal discomfort caused.

Screening and searching of pupils:

The Headteacher and authorised staff can search for the following prohibited items:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco
- Fireworks
- Inappropriate images
- Any article that is likely to be used to commit an offence, cause injury or damage to property.

The power to discipline beyond the academy gate:

Children are expected to continue to demonstrate the same high standards of behaviour outside the classrooms, around the school, in assemblies and at playtimes and lunchtimes. On visits outside of school the same rules and sanctions will apply. Adults will acknowledge this good behaviour by using the same set of rewards. School rules also apply to after school activities and organised events.

Appendix 1 – RAG behaviours

GREEN	AMBER	RED
Calm moving around school	Inappropriate comments and shouting out	Racial abuse
Sensible corridor behaviour	Work avoidance inc. walking around the classroom	Deliberately physically hurting others
Taking responsibility		
Showing kindness to others	Distracting Others	Swearing
Polite, good manners	Teasing	Bullying- Cyber Bullying
Wearing correct uniform	Running inside school	Stealing
Good Listening/being on task	Deliberate rudeness	Vandalism
Respectful of property/ to people	Not following instructions	Homophobic abuse
Having a positive attitude	Not sitting correctly and/or safely	Spitting
Willing to try your best	Not paying attention	Aggressive/threatening behaviour
Asking for support	Fussing	Deliberately throwing objects
Making the right choices	Lying	Verbal abuse – inc. name calling
Good attitude for learning	Answering back	Fighting- inc. play fighting
Taking turns / actively participating	Pushing and barging	Refusing to complete work
Completing work well	Spreading rumours/stirring	Using any object as a weapon
Learning from mistakes	Deliberate inappropriate noises	
Following instructions	Going somewhere in school without permission	
Showing consideration for others		
Being organised and ready to learn	Not using equipment sensibly and correctly	
Having pride in work	Spoiling the games of others	
	<p>If amber behaviours are seen these steps will be followed:</p> <ol style="list-style-type: none"> 1. Pre-warning stating desired behaviour 2. Clear warning from teacher 3. 5-minute time out in own classroom away from other children. 4. 1-minute time out in Phase Leader classroom. Child completes 'Behaviour Reflection Sheet' Add on CPOMS 5. Becomes red behaviour. Child sent to DHT/HT. DHT/HT to contact parents. Loss of playtime. Add on CPOMS <p>All Behaviour Reflection Sheets need to be given to Behaviour Lead daily. These amber behaviours are to be noted on a weekly behaviour log in classroom. These sheets will be collected by Behaviour Lead after school on Friday</p>	<p>If red behaviours occur the child/children go to DHT/HT.</p> <p>Parents are informed that day by DHT/HT or (if not possible) another member of SLT Child to miss next lunchtime and/or playtime.</p> <p>Add on CPOMS</p> <p>All Behaviour Reflection Sheets need to be given to Behaviour Lead daily</p>

Appendix 2 – Behaviour Consequences

Behaviour Consequences

If you make the wrong choice in class the adult will:

Ask you to stop

If you choose to continue, the adult will

Write your name on the board

If you choose to continue, the adult will

Add a second mark next to your name and ask you to sit at the timeout table for 5 minutes

If you choose to continue, the adult will

Add a third mark next to your name and spend 10 minutes out of the classroom

If you choose to continue, the adult will

Ask Mrs Cuskelly, Mrs Gaylor or Mrs Parker-Smith to come and collect you