

# St Lawrence CE Primary School



## Behaviour Policy

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Version 4.0

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**Consultation with staff and Governors**

**and adoption of policy: Summer Term 2020**

**Review date: Summer Term 2021**

# Behaviour Policy

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## 1. Relationship to school aims

The delivery of our school aims is fundamental to the success of St. Lawrence Primary School. The following policy supports these aims.

### 1.1. Achieving our aims

All members of our school community are expected to work hard to make St Lawrence Primary School a secure and enjoyable environment for learning to take place. We should try to be courteous and polite at all times and careful and thoughtful of others in everything we do.

We feel that the ethos of doing our best and the positive atmosphere of our school makes our children happy and well motivated. This positive attitude is central to the 'St Lawrence Way'

*Listening and Learning  
Respecting and Caring  
Trusting and Forgiving  
Helping and Supporting  
Smiling and Inspiring.*

We value with a positive regard others whose ethnicity, culture, religious affiliation, national origin or national status, or whatever their gender and gender identity and whatever their sexual identity, age or disability is different from our own and we work hard to understand what this means.

The school guiding principles are displayed around the school and in each classroom. The adults within the school discuss these rules at suitable times in assemblies and in PSHE/ citizenship lessons. Some classes have agreed rules in addition to the school rules, but these are founded on the same principle.

#### Guiding principles

Our principles grew from our framework for developing inspired individuals.

*'working together to build a better world by developing inspired individuals to be the best they can possibly be'*

Treating each child as a unique individual and tailoring our approach to their personal needs.  
Providing a safe, welcoming and happy school where everyone is respected, valued and listened to.

Underpinning our teaching with Christian Values, ensuring our faith is present in all that we do.

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Striving to be the hub of our village community and work with communities around our world.

Setting the highest standards of learning and celebrating the achievements of each individual.

Ensuring that our children learn skills that can be drawn on throughout their lives and careers.

### 2. Rewards

We feel that a high priority should be given at all times to the recognition and praise of high standards.

These include the following:

- Praise and thanks from all adults and peers in
  - i) class
  - ii) assemblies – acts of worship
- Praise from Head of School
- Pennies of Kindness. Pennies of kindness are awarded to all children by all members of the school community. They are given for kindness to others and putting others before ourselves. The pennies can be saved to purchase specially chosen gifts. The gifts are displayed in a cabinet outside the school office. The choice of gift is determined by the children led and managed by the school council.
- Verbal or written comments to parents about good behaviour or work. Written feedback consists of 'notes' sent home naming the child and the positive feedback.

As a staff we feel that our time and effort should be spent on praising and rewarding positive behaviour. We feel that generally those children who have a need to gain attention soon learn that positive behaviour gains more recognition than unacceptable behaviour. We aim to make our school a place where high standards are expected at all times.

### 3. Sanctions

The purpose of having clear and unambiguous sanctions is to ensure that children can see that any unacceptable behaviour will be dealt with and to give the children opportunities to moderate their behaviour.

#### In the Classroom

Step 1 – Verbal warning

Step 2 – Verbal warning & child moved to another table / area

Step 3 – Time out to another class / member of staff. This will mean the misdemeanour will be noted in the class behaviour book and parent will be informed.

Step 4 - continuous misbehaviour or more serious incidents results in loss of whole or part of playtime (if missing more than 5 minutes of playtime, must be logged with a reason).

Professional judgement of teachers will be applied throughout the above steps.

On rare occasions, children may persist with unacceptable behaviour in the classroom. In this event children should report to the Head of School (or senior teacher in her absence) to explain their behaviour. They will determine any further sanctions. When children are sent to the Head of School, the class teacher should always speak with the child's parents at the end of the day (in person or by phone where appropriate) about their child's behaviour. The child's name will be entered in the 'Behaviour Log Book'. This is kept in the head of School's office.

If there is a repeat of poor behaviour or a child has deliberately harmed another child, then a letter will be sent to parents inviting them to a meeting in school to discuss their child's behaviour and discuss what action the school/ parent will take to resolve the situation.

### **Educational visits**

When children are taking part in school organised educational visits or residential activities the following procedure to manage inappropriate behaviour is in place:

Step 1 – Verbal warning

Step 2 – Verbal reminder of warning and child moved to be with the teacher leading the visit.

Step 3 – Child removed from immediate area for 1:1 time out and discussion with a member of the school staff. Other children in this staff members care must remain in an appropriate child:adult ratio.

Step 4 – Where appropriate and necessary (in cases where the child's behaviour poses a risk to others) the teacher in charge of visit should either telephone school to arrange for the parent to collect their child from the visit or for the Head of School to collect the child from the visit and return them to school. The head of School holds relevant car insurance and the parent will be informed that this action will take place.

### **Walking to and from school**

At these times the children are the responsibility of their parents. When a complaint or concern is brought to the attention of the school about a pupil's behaviour during these times, the school will notify the child's parents of the reported concern and inform them that this has been brought to our attention and so are required to act upon it. We will ask parents to follow up this incident as they feel appropriate. If we receive repeated complaints and reports regarding the same child's behaviour when walking to and from school, we will ask parents to accompany their child during these times. The school will monitor these reports and complaints.

When a child is reported to us as demonstrating unacceptable behaviour whilst wearing school uniform in the wider community, the action in 5.3 will also apply.

### 4. Persistent Misbehaviour

Serious breaches of discipline are recorded in the Behaviour Log Book and this provides a record of action taken and also a reference point if poor behaviour continues and further action has to be taken.

If a child misbehaves regularly and fails to respond to initial action to modify this behaviour, parents will be consulted. Areas of risk may be identified, so that the child may be kept clear of these situations and an 'Individual Behaviour Programme' including a daily Behaviour record book may be used.

### 5. Bullying

We acknowledge that on occasions bullying may happen at our school. This is totally unacceptable and is taken very seriously. Children, friends or parents are encouraged to report any incident, fear or feelings in this area to the Class Teacher or Head of School immediately.

A separate Bullying Policy has been written and implemented.

### 6. Physical Intervention

Whilst at all times we will focus on strategies to avoid, defuse or de-escalate confrontational situations with pupils there may be rare times when we have to physically intervene to ensure that pupils do not inflict injury to themselves or others, or do serious damage to property. All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*.

Staff will only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. *Please see the school's own policy on restraint.*

## 7. Exclusion

If the Head of School deems a form of misbehaviour to be extremely serious, she has the right to exclude a child temporarily or permanently from the school. This is done in accordance with guidance from the Department of Education and following consultation with the Governing Body.

## 8. Outside Agencies

We work through a multi-agency approach to identify and seek help for those children who have emotional and behavioural difficulties and consult with the EBD support unit, education welfare officer, psychologists and doctors to ensure that we offer the best possible support and help for both the child and those around him/her.

## 9. Amendments to the Behaviour Policy during Covid19

All staff at St Lawrence CE Primary School understand the difficulties and various considerations that stem from dealing with Covid19 for our families and children. With the new guidelines provided to us by the Department for Education in mind, we are making some temporary amendments to our Behaviour Policy that aim to reflect any new expectations and routines that are necessary to reduce risk in our setting. These amendments aim to ensure continued high expectations of behaviour whilst ensuring the safety and wellbeing of all staff and children.

### Attendance

During school closures, Local Authorities and education settings have not been required to complete their usual day-to-day attendance processes to follow up on non-attendance. We have, however, followed up on the non-attendance of any child who has been booked into our interim childcare provision.

**From June 1<sup>st</sup>**, the guidance states that we are to complete full registers for children, however, due to the current circumstances, the Government have stipulated that: 'Parents will not be fined for non-attendance at this time, and schools and colleges will not be held to account for attendance levels'. Please be reminded: *no one with symptoms should attend a setting for any reason.*

### Safeguarding

Our ongoing support for children and families includes making regular telephone calls to identified families.

Meetings with professionals continue to take place remotely and virtually. Key professionals are informed as necessary e.g where non-attendance issues arise, as per Government guidance.

Records of communications are kept up-to-date

Referrals to Family Connect and other support services continue to be made as and when appropriate.

### Uniform

Pupils are expected to attend school in uniform, or in PE kit on the specific PE days. Reception and Y1 pupils will attend in PE kit as activities will take place often in this class. If parents/carers are

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facing difficulties with uniforms e.g pupils are growing out of items and new cannot be purchased at this time, a suitable similar alternative is acceptable.. We believe that wearing uniforms help children to distinguish between home and school, and that this will support them in adhering to school expectations and routines during their time at school.

## **Expectations**

Our expectations of demonstrating our school values have not changed. We will however, as staff, and children, share the highest levels of patience and calm. We appreciate that our routines have changed significantly since the last time we were in school together. The way that our new school routines are set out are different: staggered start and end times, staggered playtimes, and different timetables than the ones we were previously used to. All of these changes should enable our expectations of courtesy and kindness to remain high. We will show flexibility with pupils who may find getting into the new routines difficult, but we will expect to see progress and effort from all of our children to conform with the new systems for everyone's safety.

Particular behaviours that currently put staff and pupils at risk such as spitting at people, threatening to spit or cough/sneeze on people, threatening to give another the virus by this actions, will not be tolerated. Pupils will be removed from others and parents will be informed immediately. Any persistent failures to meet expectations will be referred to SLT and to parents.

## **Well-being and supporting good mental health**

The staff are mindful of the impact of the COVID19 lockdown on pupil mental health and wellbeing. Initial lessons and ongoing opportunities will focus on supporting the pupils with their feelings and experiences and there will be plenty of time for sharing and discussion. Staff will be mindful that some pupils will have experienced bereavement during the lockdown. LSATs will be used to support pupils with particular difficulties or experiences. Where these are more complex, outside agencies may be sought and parents contacted to plan additional support.

## **Behaviour Principles (from guidance provided by the Department for Education)**

- Children and parents will need to follow the new staggered start and end times for the school day.
- Children will be expected to wash their hands repeatedly for at least 20 seconds each time, directed by school staff.
- Children will need to follow age-related expectations when socialising with their peers.
- Children and adults (including parents) will be required to move around the school site following specific instructions (including, but not limited to, one-way systems, out of bounds areas, distanced queuing etc.).
- All children and staff will adhere to expectations around sneezing, coughing, tissues, touching faces etc.
- Tell an adult if you are experiencing symptoms of coronavirus.
- There will be restrictions around use of toilets (in principle, one child from each classroom will be permitted to leave the room to use the toilet at any one time).
- Children and staff will be limited in contact with their peers; no congregation in shared spaces will be permitted.
- Where pupils are learning at home, they should use the resources provided on SeeSaw and the school website.

## **Consequences**

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If appropriate, poor behaviour choices may result in loss of time for breaks and lunchtimes, restoring any justice that may be appropriate, informing parents of misbehaviour if required, and reflecting upon whether or not that child is able to remain in school safely following an updated risk assessment.

### **School Site**

A comprehensive risk assessment has been completed and will be continually evaluated. As part of this risk assessment, all children and adults on site must follow the agreed approaches to where they are permitted to physically be on site. This includes (but is not limited to):

- Children and teaching staff remaining in the room allocated to their 'bubble' only.
- 1 child per class will be able to go to the toilet at any one time (these will be then be cleaned regularly throughout the day).
- Pupils access outside areas at different times for each 'bubble' of children.
- Staff room access will be restricted to maximum 2 people at any one time.

All children, staff and parents/carers must adhere to social distancing guidelines and rules both on and off site.