



*Through God's grace, a community growing in knowledge and understanding*

# **St. Laurence Catholic Primary School**

## **Behaviour Policy**

**Ratified by Full Governing Body on 3<sup>rd</sup> December 2015  
Next Review Due: December 2018**

St. Laurence School is a happy and caring school where high standards of behaviour and work are expected. We believe that all members of the school community including staff, children and parents are responsible for promoting, maintaining and improving excellent standards of behaviour. Everyone is expected to behave in such a way that their own learning and that of others will be enhanced.

### **AIMS AND PRINCIPLES:**

We believe that the most effective way of achieving our aims is to promote and praise positive behaviour, encouraging children to conduct themselves in a responsible, self-disciplined manner and to care about the needs and rights of others.

- Our Behaviour Policy is underpinned by our school mission statement and School Gospel Values of Responsibility, Community, Peace, Hope, Thankfulness, Generosity, Forgiveness, Wisdom, Respect, Courage, Compassion and Justice. Our Gospel Values are integral to the ethos and application of this policy. (See appendix 1)
- Our Behaviour Policy uses a Restorative Approach to promote effective means by which all members of the school can live and work together in a supportive way. The aim of employing restorative approaches is to proactively empower adults and children with skills, knowledge and strategies in order to successfully and proactively address conflict and behavioural problems.
- The school creates an atmosphere of respect, acceptance and forgiveness towards all members of the school community regardless of age, disability, ethnicity, gender, gender identity, and religious belief, and sexual orientation, marital or maternity status. We are proud of the diversity of our school's harmonious community.

### **CODE OF CONDUCT**

The school's Code of Conduct (see appendix 2) has been drawn up by members of the school community to enable the school to function efficiently as a place of learning and to ensure the safety and well-being of children and adults. Our Code of conduct sets out our behaviour expectations and is displayed around school and referred to frequently with all children, depending on age and ability. It encourages children to be positive in all that they do.

Our Code of Conduct is based on the teaching of Jesus, **"Love one another as I have loved you"**. As friends of Jesus, we act with **care, courtesy** and **concern** at all times. This makes St. Laurence a happy place where everyone can learn and grow.

### **PROMOTING POSITIVE BEHAVIOUR**

All school staff promote and reinforce positive behaviour in a range of ways, including:

- Verbal praise
- Promoting self-esteem
- Providing a safe and secure environment for learning
- Giving every child in the class a feeling of confidence
- Separating negative behaviours from the child so they understand it is the behaviour choices that need changing
- Being aware of the differing expectations of home and school

As teachers we will:

- Promote good relationships by using the curriculum and teaching style best suited to the individual

- Be aware that we may transmit messages overtly or subtly
- Be aware of our body language when dealing with pupils and avoid confrontation or no-win situations.
- Prevent problems before they arise
- Be consistent in dealing with pupils

As a staff we will also be aware that persistent poor behaviour is associated with:

- Poor relationships or attachments
- Poor self-esteem
- External problem related to home
- An inappropriate curriculum
- Inadequate teaching methods

### **PSHE and RE LESSONS**

Regular RE and PSHE Lessons are central to the curriculum and the ethos of raising children's self-esteem. Additional PSHE times can also be planned for when classroom/playground issues may arise, as well as national initiatives such as anti-bullying. The PSHE curriculum include games to encourage positive relationships, peaceful problem solving, ways to calm down and describing feelings, all of which reinforce Restorative Approaches.

### **REWARDS**

At St Laurence we believe that acknowledging and rewarding good behaviour is a fundamental part of providing a happy and secure environment which promotes learning, confidence and self-esteem amongst the children. In order to encourage good behaviour, we operate a system of praise and reward.

#### **Rewards:**

- Class rewards -individual teachers create their own incentives using a variety of strategies dependent on the age of the children. This could be based on the whole class, groups of children or each individual and may be changed and adapted throughout the year. This helps to create interest and can be adapted to the age group and specific cohort e.g. marbles in a jar for a whole class treat, a chart of table points, individual stickers or teacher certificates.
- Team Points - each child is allocated to one of 4 school teams based on Catholic Saints (Majella, Goretti, Clitherow and Fisher). Team Points are awarded for demonstrating the Gospel Values and exemplary attitudes to behaviour. The points are collected half termly and the School Council has the responsibility to decide upon the reward for the winning Team.
- Class Stars – awarded for individual excellent work ethic and attitude to learning. Stars are rewarded by the award of certificates in celebration assembly for achieving agreed cumulative totals.
- Class Superstar of the Week- awarded from within each class by certificates in celebration assembly;
- 'Praise pad' messages sent home with child
- Class attendance reward given weekly and termly attendance certificates
- Acknowledgment and praise by visit to the Headteacher and/or the Deputy Heads
- Written comments on pupils' work/verbal acknowledgement
- Opportunity for children to undertake specific areas of responsibility
- Positive Feedback to parents on good work, academic achievement, behaviour and general attitude
- High quality Display of children's work to increase self-esteem

**Staff ensure that all pupils understand the criteria to receive rewards. At no point should any reward be removed once children have earned them.**

**UNACCEPTABLE BEHAVIOUR**

Whilst we aim to always reward positive behaviour, it is equally important that we deal with any unacceptable behaviour in an agreed and consistent way. The vast majority of pupils support our school expectations by making positive choices and behaving appropriately at all times. However, as in many schools, there are individuals who, for a variety of complex reasons, have difficulty following the rules and present more challenging behaviour. To punish unacceptable behaviour and ignore the reasons for it will only have a short-term effect and will not provide a lasting solution. It is important to look for the reasons for poor behaviour.

We acknowledge that there will be times when we have to deal with behaviour which is unacceptable. The following are behaviours which we view as unacceptable and not in line with our Code of Conduct:

- Behaviour disruptive to learning.
- Physical violence or threat of physical violence
- Discrimination of any kind
- Deliberate disobedience, including theft and lying
- Threatening or aggressive behaviour, including bullying
- Disregard for the school environment & property
- Deliberate rudeness
- Swearing

At St Laurence we aim to provide a child-centered approach to teaching which takes account of the needs of all pupils. Where patterns of unacceptable behaviour have been identified the class teacher will liaise with a member of the SLT, Inclusion manager or Deputy Head with Pastoral responsibility to agree a suitable differentiated approach.

**Whole School Approach**

All members of staff are trained in the use of Restorative Approaches (See appendix 3). A simple 5 question approach to conflict management is followed, with prompt cards provided for staff. Pupils within Key Stage 2 are also trained within Restorative Approaches as Peer Mediators; they are enabled to deal with low level conflict situations on the playground thus eliminating the need for adult intervention. Training encourages children to be pro-active in their own behaviour management, whilst supporting peers empathetically.

When dealing with unacceptable behaviour, the response will depend on the severity of the incident and be mindful towards Restorative Approaches. All adults need to be supportive and consistent.

**Consequences**

- Non verbal communication and reinforcement such as giving eye contact
- Address incidence of unacceptable behaviour with the child; empathy encouraged aiding understanding of issue raised, Code of Conduct revisited.
- Mini restorative conference; 5 restorative questions followed.
- The teacher agrees with the child that there is an area in the class that they should move to if they are being distracted or if it is felt that they are distracting the rest of the children;
- On some occasions, it might be felt necessary to remove a child from the immediate situation (time out to their 'paired' class)
- Loss of 'privileges' for a set period of time, e.g. supervised loss of playtime or lunchtime.
- Children whose behaviour is continually poor will be referred to the Key Stage Leader, Deputy Heads and Inclusion Manager
- Teacher to raise issue/concern with the child's parents and/or meet regularly to discuss the child's behaviour.
- It may be necessary to put in place an agreed Behaviour Management Plan; additional support and behaviour management strategies to be agreed, implemented and reviewed as appropriate.
- Where there is no improvement in behaviour other agencies may become involved e.g. Educational Psychologist, CAMHS, Children's Centre, after consultation with the Deputy Heads, Inclusion Manager or Head Teacher.

**LUNCHTIME**

Midday Supervisors are given guidance on their role in implementing this policy. They are responsible for liaising with the senior leadership team during the lunch time and teachers at the end of lunch about children's positive and negative behaviour.

**SECLUSIONS AND EXCLUSIONS**

If unacceptable behaviour persists, in spite of the steps taken and the involvement of the Headteacher and parents, a process of seclusions and exclusions may be considered:

a) Internal seclusion

In this instance an alternative location is found for the pupil to work within school for a short fixed period, this may be in another classroom or another supervised study space.

b) Exclusions

In a fixed term exclusion a child is admitted back into school following a set period, with a carefully planned programme and the chair of governors is informed. In severe cases the next step is to consider a permanent exclusion. Parents have the right of appeal to the governing body against any decision to exclude.

**SERIOUS INCIDENTS**

In the event of any of the following serious incidents the normal steps leading to an exclusion may be bypassed and parents contacted immediately:

- Actual physical violence towards any member of the school.
- Severe verbal abuse.
- Deliberate serious damage to property.

**OUT OF SCHOOL BEHAVIOUR**

Pupils are expected to behave in an appropriate way when off school premises during the school day (e.g. on school trips and visits) and before and after the school day when in school (e.g. before and after school clubs).

**CONFISCATION**

In the case of a pupil bringing an inappropriate item to school, that item will be kept safe for the child during the school day and given back to them to take home at the end of the day, with the instruction that it should be left at home in the future. If the item is particularly inappropriate, valuable or might present a danger to the pupil or others, the pupil's parent is contacted and the item is returned to them.

**DEALING WITH INAPPROPRIATE BEHAVIOUR**

St Laurence School adopts an 'open door' policy. If a parent has any queries or concerns about the schools Behaviour Policy, they should approach the class teacher in the first instance. To enable concerns to be dealt with both professionally and effectively, staff need time to consider and investigate in order to reach a satisfactory outcome. If the issue is unresolved, the concern will be passed on to the Key Stage Leader or Deputy Head (Pastoral). If this does not bring about a successful resolution, parent/carers should contact the Headteacher.

**LINKS WITH OTHER POLICIES**

Positive behaviour is fundamental to good learning and other school policy documents will reflect elements of the Positive Behaviour Policy. In particular the policies for RE, PSHCE, Special Educational Needs, Equal Opportunities, Anti Bullying and Positive Handling should be read in conjunction with this policy.

**MONITORING**

The Pastoral Deputy Head will monitor the implementation of all aspects this policy. The headteacher has responsibility for the overall effectiveness of this policy, and reports to Governors, making recommendations for future improvements.

**ROLE OF GOVERNORS**

The Behaviour Policy is reviewed every 3 years by Governors.

The Governors are informed of any fixed term and permanent exclusions.

## **Gospel Values Long Term Plan**

### **Autumn Term:**

A: Responsibility (Year A)

Community (Year B)

B: Peace (Year A)

Hope (Year B)

### **Spring Term:**

A: Compassion (Year A)

Thankfulness (Year B)

B: Generosity (Year A)

Forgiveness (Year B)

### **Summer Term:**

A: Wisdom (Year A)

Respect (Year B)

B: Courage (Year A)

Justice (Year B)

## **Restorative Approaches**

This approach to dealing with conflict and incidents of behaviour

- gives all sides a chance to have their say
- helps the adult to understand how the situation happened
- avoids the situation happening again
- helps the children to feel understood
- encourages the children to find a way to move on

The approaches are based on a mutual respect and consideration of the feelings of others.

Restorative approaches are part of an ongoing whole school approach that encompasses:

- developing relationship skills
- developing emotional literacy
- developing health and well being
- building a compassionate community

The four features of Restorative Approaches are:

RESPECT – RESPONSIBILITY – REPAIR – RE-INTERGRATION

St Laurence staff use

- ✓ Restorative Circles – where children can share their feelings and concerns and learn to problem solve together. In circles the teacher models the use of restorative language and creates a non-judgemental environment than enables discussion.
- ✓ Restorative Language – which involves open ended questions and the use of a structured script. Teachers remain neutral and encourage the children to take responsibility and empathise with each other.
- ✓ Corridor Conferences – which are used to resolve low level conflict/ disruption and to de-escalate situations. Teachers follow the structured script and encourage children to do the same through the role of peer mediation.
- ✓ Restorative Conferences – which are for the highest level of behaviour incidents where perhaps 3 or 4 people are involved (including possibly parents or other members of staff) The Inclusion Manager has been trained as a Restorative Conference Facilitator and would prepare individuals in the case of a conference and then follow the prepared script to enable a resolution and repair to the harm caused by the situation/incident.

Restorative Approaches at St Laurence support the whole school values in meeting needs.

These approaches are not just used as a response to extreme behaviour but as a part of a whole school approach to developing strong, positive relationships and responsible, empathetic individuals.

**APPENDIX 3****CODE OF CONDUCT**

**Jesus said, "Love one another as I have loved you".**

As friends of Jesus, we act with **care, courtesy** and **concern** at all times. This makes St. Laurence a happy place where everyone can learn and grow.

Pupils are encouraged to have a say in developing and reviewing the school code (e.g. via the school council). Each class has its own set of age appropriate class rules on display. These are based on the school Code of Conduct and are agreed between the class teacher and the children.

Day to day application of the Code ensures that:

- ✓ We always try to understand and respect other people's point of view.
- ✓ We always try to be fair, honest and forgiving.
- ✓ We make it possible for everyone to learn and the teacher to teach. This means we arrive on time with everything we need for lessons, beginning and ending lessons in a courteous and orderly way, listening carefully, following instructions, working hard, helping each other and being sensible at all times.
- ✓ We move gently and quietly around the school being ready to help by opening doors, standing back to let others pass, and helping to carry things. All with a smile!
- ✓ We always speak politely to everyone.
- ✓ We are silent when required.
- ✓ We keep the school clean and tidy so that it is a welcoming place we can all be proud of. This means putting litter in the bin, keeping walls, furniture and books clean and unmarked and taking great care of the displays, particularly other people's work and property.
- ✓ We care for those who need our help, are hurt, sad or lonely.
- ✓ We care for all living things in our school- people, animals and plants.



Policy Date: 3<sup>rd</sup> December 2015



### EQUALITY IMPACT ASSESSMENT for SCHOOL POLICIES

		Yes / No	Comments
1.	Does the Policy/Guidance affect one group less or more favourably than another on the basis of:		
	• Age (for policies affecting staff)	N/A	
	• Disability	N	
	• Sex	N	
	• Gender reassignment	N	
	• Pregnancy/maternity	N	
	• Race (which includes colour, nationality and ethnic or national origins)	N	
	• Sexual orientation	N	
	• Religion or belief	N	
	• Marriage / civil partnership	N	
2.	Is there any evidence that some groups are affected differently?	N	
3.	If we have identified potential discrimination are any exceptions reasonable, legal and justifiable?	N/A	
4.	Is the impact of the policy/guidance likely to be negative?	N/A	
5.	If so, can the impact be avoided?	N/A	
6.	What alternatives are there to achieving the policy/guidance without the impact?	N/A	
7.	Can we reduce the impact by taking different action?	N/A	

Equality Impact Assessment carried out by: Full Governing Body

Date: 3<sup>rd</sup> December 2015