

Behaviour Policy

Date approved	Committee responsible for review of policy	Next review date	Policy on website	Statutory policy
January 2026	FGB	January 2027	Yes	Yes

Headteacher: Mrs Fiona Micklefield



VALUES

Our values of Love, Compassion and Respect permeate our school, where everyone is valued and treated with respect. The aim of this policy is to ensure that our school has a positive atmosphere, where each member of the community feels valued and in which there is a joint approach and shared responsibility between the parent, pupils, governors and the school.

PURPOSE

Our behaviour policy reflects a positive ethos that builds on intrinsic self-motivation to learn and grow as part of a learning culture. It creates a safe environment by ensuring all pupils feel safe, can learn and reach their full potential.

AIMS & OBJECTIVES

- to **love**, value and appreciate one another irrespective of age, gender or race
- to **respect** each other and know that everyone has a valued role within our school community
- to enable children to develop a sense of self-worth and self esteem
- to produce an environment in which everyone feels safe, secure and respected and shows **compassion** towards each other
- to take responsibility for our learning and our environment

LOVE means….	**COMPASSION means….**	**RESPECT means….**
Individuals feel: • safe • recognised • part of our family	Individuals feel: • accepted • part of something special • passionate about their community and global issues	Individuals feel: • they have a voice and their opinion matters • confident • able to listen respectfully to others even when they don't agree
Relationships are: • meaningful • caring • trusting	Relationships are: • understanding of different people and their needs • about sharing ideas • accepting	Relationships are: • reflective • balanced • restorative
The school community nurtures: • the individual • the whole family • self-love	The school community nurtures: • reaching out to others • showing compassion within our community • showing compassion outside of our community	The school community nurtures: • individual voices • aspirations • self-belief

LEADERSHIP & MANAGEMENT - RESPONSIBILITIES

St Lawrence CE Primary School is committed to encouraging good behaviour in an atmosphere of mutual respect. We wish to acknowledge the responsibility of all those in the school community – teaching and non-teaching staff, governors, parents and pupils in achieving this aim.

Responsibilities of staff:

- To respect each individual.
- To set high standards and expect them to be reached.
- To treat each member of the school community equally.
- To encourage and reward good effort and positive attitudes to learning and behaviour.
- To create a safe and pleasant environment that is purposeful and well-organised.
- Make known and follow our Principles of Learning for the school, classrooms, corridors and playgrounds.
- To be a good role model.
- To make children aware of the Christian values in their everyday lives.
- Ensure that children are appropriately supervised when moving around the school to minimise the potential for all aspects of poor behaviour.
- To work together as a team to support children's positive behaviour.
- To support one another as a co-operative staff team.
- To be punctual when on duty.
- To log any behaviour incidents on CPOMS
- To have self-discipline in emotional reactions to situations that arise.

Responsibilities of the Headteacher:

- Under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy
- To ensure the health, safety and welfare of all children in the school.
- To support the staff by implementing the policy, by setting the standards of high expectations of behaviour, and by supporting staff in their implementation of the policy.
- To keep records of all reported serious incidents of misbehaviour.
- In more extreme cases, the Headteacher may use fixed-term or permanent exclusions
- At each stage of exclusion, the Headteacher will inform the school governors.

Responsibilities of the Governors:

- To set down guidelines on standards of discipline and behaviour, and review their effectiveness. The governors should support the Headteacher in adhering to these guidelines.
- The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues.

- To review this behaviour policy in conjunction with the Senior Leadership Team
- To monitor the policy's effectiveness
- To hold the Senior Leadership Team to account for its implementation

Responsibilities of Parents:

- To support and co-operate with the school to ensure exemplary behaviour
- To be aware of the school rules and expectations and support the school in implementing these.
- To ensure that each child attends school daily, helping their child to be prepared for the day's learning.
- To arrive punctually at school before 9:00am and collected at 3:15pm.
- To encourage each child to make the most of the opportunities presented at school and take pride in his/her achievements.
- To encourage and support children to read regularly, learn number bonds/ x tables facts and the information set out in class knowledge organisers.
- To speak to the class teacher about any concerns and to share information with the school which may have an impact on their child's learning or behaviour.
- To set a firm foundation at home, encouraging high standards of behaviour, good manners and promoting independence.
- To ensure that contact details are up to date for use in an emergency.
- To encourage independence and self-discipline.
- Act as good role-models for their children.

Responsibilities of Pupils:

- To follow the school's behaviour policy.
- To accept responsibility and consequences of their actions.
- To work hard in class to the best of their ability
- To respect all the adults they work with and be tolerant and understanding of others.
- To be kind, helpful and caring for others, especially on the playground.
- To respect other peoples' and the schools' property.
- To ensure no valuable property, sweets or chewing gum are brought to school
- To ensure no jewellery to be worn except small studs and simple analogue or digital watches

SCHOOL SYSTEMS - REWARDS

- Positivity and praise is fundamental to everyday life at St Lawrence. This is shown through:
- verbal praise
- stickers
- showing work to the Headteacher
- work being photocopied and sent home
- postcards
- communication with parents (phone calls, conversations at the school gate)
- sending to other members of staff for celebration and praise.

- house points are awarded when children demonstrate our school values. They are collected weekly. Every half term the house with the most points is rewarded with a non-uniform day.
- positions of responsibility within the school

WHEN WRONG CHOICES ARE MADE

At St Lawrence, we will celebrate the positives in relation to our values of **Love, Compassion & Respect**.
We expect the very best standards of behaviour, but recognise that the best way to ensure these standards are maintained are through a belief in 'reflection, forgiveness and reconciliation'.

By getting our pupils to think about the choices they make we hope to give them the strategies to make sensible ones. When choices lead to incidents we do not want to see, the pupil will be asked to reflect on what has happened which could include their breaktime or lunchtime to do this. When appropriate, forgiveness should be offered through reconciliation with the person or persons affected by the pupil's choice.

Restorative justice gives pupils a chance to reflect together on what has happened and then decide together what should happen next. In many cases, we hope that forgiveness and time to reflect will lead to a realisation that a different 'caring choice' will be made in the future. Occasionally a meeting with parents is called.

If there are issues with behaviour, there will be a chain of command from teacher to KS Leader to DHT to HT.

POSSIBLE SANCTIONS

- A verbal reprimand and reminder of the expectations of behaviour
- The child may be asked to step outside of the classroom to reflect on their behaviour and to reset.
- If this continues, the child will be asked to complete the work at break time or lunchtime or in a different classroom
- Loss of privileges
- Missing a break time or a lunchtime
- Regular reporting to SLT on behaviour either in classroom or on playground ("on report" for behaviour)
- Suspension (fixed term) or permanent exclusion (see the school's Suspensions and Permanent Exclusion Policy for more information)

BREAKTIME/LUNCHTIME BEHAVIOUR

1. If a child/ren misbehaves during break times or lunchtimes then the child/children will be given 'timeout' on the playground to cool down before rejoining their peers.

2. If any behaviour is repeated following a period of 'timeout' or is of a serious nature then the child will be asked to report to the HT/DHT immediately.

PUPIL SUPPORT

- Class teachers will support the children in their class to maintain the highest expectations for behaviour.

- The SENCO and TAs will provide support to children with additional needs where those needs may affect behaviour

FIXED TERM & PERMANENT EXCLUSIONS

We do not wish to exclude any child from school and this would be done as a last resort. A decision to suspend or exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

We follow DFE and HCC guidelines. See the school's Suspension and Permanent Exclusion Policy for further details.

THE POWER TO DISCIPLINE BEYOND THE SCHOOL GATE

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable". When considering whether the school will implement a sanction for reported misbehaviour out of school, the Headteacher will take into account the context of the situation and the action that would have been taken if the offence had taken place on school premises. All criminal bad behaviour and bullying which occurs on or off the school premises may be reported to Social Services and/or the Police.

BULLYING/RACIAL HARRASSMENT

All incidents of bullying and harassment should be taken very seriously. An incident form should be completed including actions taken. Wherever appropriate, parents will be informed. Detailed confidential records are kept by the headteacher of all racial incidents. Please see Anti-Racist and Anti Bullying policies.

USE OF REASONABLE FORCE

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the DfE document 'Use of Reasonable Force', published 2012. Staff will only intervene physically to restrain a child if the child is at risk of causing harm to themselves or others.

BANNED ITEMS

Confiscation of inappropriate items. What the law allows: There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1)**The general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully and

2)Power to search without consent for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for

MOBILE PHONES

Mobile phones of children must be handed switched off into the school office on arrival and collected at 3.15pm or 4.15pm if at a club.

If a child is found to have a mobile phone on them, it will be confiscated and taken straight to the school office.

CHILD ON CHILD ABUSE

In line with our Child Protection and Safeguarding policies, we take this extremely seriously. Please see these policies for more detail. Taking measures to prevent child-on-child abuse include:

- All staff are advised to maintain an attitude of "It could happen here"
- Wellbeing curriculum which teaches children with age-appropriate information
- NSPCC annual visits and using the PANTS rule
- Online safety – Computing curriculum with age-appropriate information

Our response to incidents will be:

- Proportionate
- Considered
- Supportive

- Decided on a case-by-case basis

We will support and listen to all of the pupils involved. The alleged perpetrator will be offered support and education so that they can change their behaviour.

OFF-SITE BEHAVIOUR

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

ONLINE MISBEHAVIOUR

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

PUPIL TRANSITION

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. Where necessary, individual meetings around specific children take place with key staff and parents / carers.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues will be transferred to relevant staff before the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools

Transition meetings are also held with pre-schools and secondary schools

TRAINING

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Behaviour management will also form part of continuing professional development.

LEGISLATION & STATUTORY REQUIREMENTS

This policy is based on advice from the Department for Education (DfE) on:

- DFE Behaviour in Schools
- Searching, screening and confiscation advice for schools
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils. The Governing Body has a duty requiring them to make arrangements and to ensure that functions are carried out in regard to safeguarding and welfare.
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DFE guidance explaining that maintained schools should publish their behaviour policy online

Head Teacher's Signature
(Fiona Micklefield)

Chair of Governors
(Paul Whitty)