

ST. LAWRENCE CHURCH OF ENGLAND PRIMARY SCHOOL



BEHAVIOUR FOR LEARNING POLICY

STATEMENT OF INTENT

Learning together, rooted in God, pupils at St Lawrence Church of England Primary School are easy to distinguish by the personal qualities they present. They are happy, confident, articulate children with a love of learning, who recognise and celebrate their own individuality and that of other members of our community. They are generous, kind and welcoming; they are forgiving and understand justice. With God by their side, they face the world with resilience, integrity and joy

Reviewed September 2022

Next review: September 2024

Mrs Julie Goodwin



Start children off on the way they should go,
and even when they are old they will not turn from it.

Proverbs 22:6

The bible tells us that we are all "children of God" (John 1:12). As such, we consider every member of our school community to be part of our school family - a family that works together to provide a school environment that is safe, supportive, happy and stimulating. An environment that allows children to flourish. In order to ensure that this is so, we have introduced a policy with set procedures to create a calm, secure and happy working environment for all. The policy has been written in consultation with governors, staff and pupils and follows the Lancashire County Council publication *Behaviour Policy Guidance for School publication*.

AIMS

- To develop a Behaviour Policy, supported and followed by the whole school community - parents, teachers, children and Governors - based on a sense of community and shared values.
- To foster a caring, family atmosphere, in which teaching and learning can take place in a safe and happy environment.
- To teach moral values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, self-discipline, self-respect and respect for other people and property).
- To reinforce good behaviour, by providing a range of rewards for children of all ages and abilities, rather than simply to punish bad behaviour.
- To resolve behavioural problems in a caring and sympathetic manner as they occur, in the expectation of achieving an improvement in behaviour.
- To encourage children to adhere to the **school rules**:
 - ❖ We respect everything and everybody
 - ❖ We keep our hands and feet to ourselves.

HOME SCHOOL AGREEMENT

Our Home School Agreement sets out, in general terms, how we expect our pupils to behave in school and on visits. All pupils are expected to behave according to the guidelines set out in the agreement.

As a pupil I will do my best to:

- *Work hard and try my best at all times*
- *Keep the school rules and my class rules*
- *Show care and consideration to others*
- *Show respect for other people and their property*
- *Keep the school tidy*
- *Be helpful*
- *Do any homework I am given and bring it into school on time.*

The Home School Agreement has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning.

REWARDS AND INCENTIVES

A major intent of this policy is to encourage pupils to exhibit good behaviour; this is reinforced with a system of praise and reward for all children.

The children are divided into Houses with siblings remaining in the same House. Children are awarded House Points for thoughtfulness, being helpful, good work, and so on. House points are counted at the end of the week, and the winning House announced in Family Worship. We hope that each member of a House will urge the others to try their best in every aspect of school life.

Reward stickers are given to younger children both for good or improved work and for behaviour and act as an incentive. In addition, each class teacher gives oral or written praise and has classroom reward systems.

Golden Time is our reward system for good behaviour and an opportunity to teach non-curricular topics. Children are given 10 minutes golden time at the beginning of every week and a further 10 minutes each day. Minutes may be deducted for poor behaviour to a maximum of 10 per day. Each child will therefore have a minimum of 10 minutes and a maximum of 60 minutes golden time on Friday afternoons.

Children's achievements both in and out of school are celebrated in Family Worship each Friday.

Most children respond to a positive approach where their efforts are acknowledged and make considerable efforts to improve their work and, when necessary, their behaviour.

SANCTIONS

The school recognises that some poor behaviour may be the result of unmet need or stress in a child's life and we will do all we can to identify such issues and provide appropriate support, including referral to outside agencies as needed. The school recognises the importance of listening and finding out why a child is misbehaving before taking action.

Minor breaches of discipline are dealt with by the class teacher, in a caring, supportive and fair manner, having regard to the age of the child.

Each case is treated individually. Generally, children are reminded that they are responsible for their own actions and that breaking rules has consequences.

Normal sanctions include an oral reprimand and reminder of expected behaviour, loss of free time (such as break times), loss of Golden Time minutes, loss of a special 'fun' activity, moving in class to sit alone, moving into another room, writing a letter of apology or loss of a responsibility.

If the unacceptable behaviour is persistent or recurring, parents become involved. Children might then be placed on a daily or weekly report system, with parents' support, to monitor their behaviour.

Major breaches of discipline such as physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work, and disruptive behaviour in class is dealt with by following the behaviour modification procedure below. Failure to improve at any stage leads automatically to the next stage; each stage is recorded by the school. The school will also consider whether the behaviour might be the result of unmet needs, in which case a multi-agency assessment should be considered.

This type of behaviour is very rare at Barton St Lawrence. When it does occur, it is the duty of the Headteacher to deal with it promptly, particularly if the problem persists.

BEHAVIOUR MODIFICATION POLICY

At Barton St Lawrence CE Primary School, the majority of children behave well. There are, however, occasions when individual children exhibit behaviour that is unacceptable. As part of our Discipline Policy of rewards and sanctions, all staff use behaviour modification strategies to change an individual child's behaviour. Each child is unique, so we investigate the cause of the misbehaviour and apply an appropriate remedy. Various rewards are used to reinforce positive behaviour:

- change in classroom organisation
- using different resources
- rewards of stars/smiley faces on work, on charts and in special books
- use of special stickers for such things as listening, being kind, helpful, and so on
- commenting on a child's good behaviour to other children.
- showing achievements in Assembly
- involving parents at an early stage to co-operate on an action plan.

PROCEDURES FOR DEALING WITH MAJOR BREACHES OF DISCIPLINE

- An oral warning by the Headteacher concerning future conduct.
- Withdrawal from the classroom and/or playground for the rest of the day.
- A letter to (or informal meeting with) parents informing them of their child's unacceptable behaviour.
- A formal meeting with parents, at which a warning is given about further sanctions, unless there is an improvement in the child's behaviour.
- If the problem is severe or recurring, exclusion procedures are implemented - after consultation with the *Governing Body*.
- A case conference with parents.
- Permanent exclusion, after consultation with the *Governing Body*
- Parents have the right of appeal to the *Governing Body* against any decision to exclude their child.

NB: A particularly serious problem could result in suspending the normal procedure and a child being taken home straight away.

CHILD-ON-CHILD ABUSE: PREVENTING BULLYING

This section should be read in conjunction with the school's anti-bullying policy.

What is Child on Child Abuse?

Bullying is a form of child-on-child abuse. It is behaviour, by an individual or group, repeated over time that intentionally hurts another individual or group either physically or emotionally. Child on child on child abuse can be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences. It can result in significant, long lasting and traumatic isolation, intimidation or violence to the victim. Children or young people who harm others may have additional or complex needs e.g. significant disruption in their own lives, exposure to domestic abuse or witnessing or suffering abuse, educational under-achievement, being involved in crime. It should be recognised that child on child abuse is harmful to both the perpetrator and the victim.

Children can abuse other children. This is generally referred to as child on child abuse and can take many forms. It can happen both inside and outside of school/college and online. It is most likely to include, but may not be limited to: bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse in intimate personal relationships between children/young people; physical abuse; sexual violence, such as rape, assault by penetration and sexual assault; sexual harassment; non-consensual sharing of nude and semi-nude images and/or videos; causing someone to engage in sexual activity without consent; upskirting; and initiation/hazing type violence and rituals and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation or because a child's home life different to his/her peers for example because of caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first

priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

A school's response to child-on-child abuse should not start at the point at which a child has been bullied. At Barton St Lawrence, we have developed a more sophisticated approach in which school staff proactively gather intelligence about issues between pupils that may provoke conflict and develop strategies to prevent bullying occurring in the first place. Good home-school links help us to implement this. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies. Staff themselves will be able to determine what will work best for their pupils, depending on the particular issues they need to address.

Schools that excel at tackling bullying have created an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.

SPOTTING THE SIGNS AND INDICATORS

- absence from school or disengagement from school activities
- physical injuries
- mental or emotional health issues
- becoming withdrawn - lack of self esteem
- lack of sleep
- alcohol or substance misuse
- changes in behaviour
- inappropriate behaviour for age
- harmful towards others

CONFISCATION OF INAPPROPRIATE ITEMS

If a child is in possession of inappropriate, unsafe or expensive items in school these will be confiscated and kept in a safe place until the end of the school day. Confiscated items will then be handed to the child's parent or guardian, except in the case of weapons including knives or extreme or child pornography which must be handed to the police. The child's parents will be informed should this action be necessary.

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 pupils' property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably.
2. Power to search without consent for 'prohibited items' including:
 - a. Knives and weapons
 - b. Alcohol
 - c. Non-prescribed or illegal drugs
 - d. Stolen items
 - e. Tobacco and cigarette papers
 - f. Pornographic images
 - g. Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

- h. Any item banned by the school that has been identified to the school community as an item which may be searched for.

CONDUCT OUTSIDE THE SCHOOL GATES

Teachers have a statutory power to discipline pupils for misbehaving outside of school premises. Headteachers have a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable.'

Non-criminal bad behaviour and bullying which occurs off the school premises and is witnessed by a staff member or reported to the school will be subject to the sanctions of the school behaviour policy and the child's parents will be informed when the pupil is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing the school uniform
- In some other way identifiable as a pupil at the school.

The teacher may also discipline for misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

INTERVENTION

If a child attacks another child or adult violently and refuses to calm down, then physical restraint is necessary. The child is removed and taken to the Headteacher who contacts the child's parents. The situation is discussed with the Headteacher, who will work with the member of staff and parents to devise an action plan to meet that child's and the school's needs.

INCIDENT LOG

This is used to record:

- any incidents involving a child, or anyone employed in school, resulting in personal injury or damage to property
- loss, theft, or damage to property
- any other incidents or matters of a serious nature.

These incidents are ones that might give rise to disciplinary or legal action or become a matter of public interest.

LUNCHTIME SUPERVISION

At lunchtime, supervision is by members of our non-teaching staff who are employed as Welfare Assistants over the lunchtime period. The Welfare Assistants are expected to maintain order; usually by reminding children of the standard of behaviour expected. The Welfare Assistants follow the rewards and sanctions as detailed above.

PARENTS

Parents can help by recognising that an effective School Behaviour Policy requires close co-operation between parents, teachers and children. Parents should discuss the school rules with their child, emphasising that they support the rules. Attending Parents' Evenings and parents' functions and by developing informal contacts with school helps to reinforce their support for the Policy. Learning and teaching cannot take place without sound discipline and parents should recognise that staff will deal with behaviour problems patiently and positively.

COMPLAINTS PROCEDURE

The school complaints procedure indicates that:

A concern or complaint should be made in person, by telephone or in writing to the Headteacher at the School. If the complaint is about the Headteacher or a Governor it should be referred to the Chair of Governors of the school. A complaint made to a Governor, Local Authority Officer or Councillor, the Education Department at County Hall or to a local Area Education Office will be referred to the Headteacher or Chair of Governors, as appropriate, for investigation. Anonymous complaints cannot be dealt with unless they are about very serious matters.

When dealing with complaints, the following guidance should be borne in mind:

- 1) All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- 2) Where a member of staff has acted within the law - that is, they have used reasonable force in order to prevent injury, damage to property or disorder - this will provide a defence to any criminal prosecution or other civil or public law action.
- 3) When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true - it is not for the member of staff to show that he/she has acted reasonably.
- 4) Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Reference should be made to the "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person should not be suspended automatically, or without careful thought.
- 5) Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- 6) If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- 7) Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- 8) As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to all members of staff

Policy updated in consultation with governors, staff and pupils July 2020

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