# Behaviour policy and statement of behaviour principles

St Laurence Junior Academy



## St Laurence School Vision

**Our school offers a supportive, inclusive, nurturing and inspiring learning environment, where each member is known, loved and empowered to reach their full potential. Children are encouraged through an aspirational and engaging curriculum to develop their knowledge, skills and character so that they can truly flourish, both now and into the future.**

Our policy reflects the Christian distinctiveness of the school.  We treat all in our community with dignity, respect and love.  Our values of love and forgiveness are demonstrated in our Behaviour Policy and reflect our  nurturing approach; using Restorative Justice and 'every day is a fresh start' at the centre of all we d

| Approved by: | Governors | **Date:** 1st October 2022 |
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| **Last reviewed on:** | May 2023 | |
| **Next review due by:** | October 2023 | |

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# 1. Aims

This policy aims to:

> Provide a consistent approach to behaviour management

> Define what we consider to be unacceptable behaviour, including bullying and discrimination

> Outline how pupils are expected to behave

> Summarise the roles and responsibilities of different people in the school community with regards to behaviour management

> Outline our system of rewards and sanctions

> To encourage each individual to grow in their Christian faith

# 2. Legislation and statutory requirements

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

> Behaviour in Schools July 22
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf

> Searching Screening and Confiscation in schools July 2022
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching__Screening_and_Confiscation_guidance_July_2022.pdfThe Equality Act 2010

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> Keeping Children Safe in Education
> Use of reasonable force in schools
> Supporting pupils with medical conditions at school

It is also based on the 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

> 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

> Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

> DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

# 3. Definitions

**Misbehaviour** is defined as:

> Disruption in lessons, in corridors between lessons, and at break and lunchtimes

> Non-completion of classwork or homework

> Poor attitude

> Rudeness towards others.

> Incorrect uniform

**Serious misbehaviour** is defined as:

> Repeated breaches of the school rules  (Be Ready, Be Respectful, Be Safe)

> Any form of bullying

> Physical assault

> Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)

> Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

- Sexual comments

- Sexual jokes or taunting

- Physical behaviour like interfering with clothes

- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

> Vandalism

> Theft

> Fighting

> Smoking

> Racist, sexist, homophobic or discriminatory behaviour

> Possession of any prohibited items. These are:

- Knives or weapons

- Alcohol

- Illegal drugs

- Stolen items

- Tobacco and cigarette papers/ vapes

- Fireworks

- Pornographic images

- Mobile phones/smart watches (phones are allowed to be brought into school but must be turned off, handed in and not accessible during the school day.

- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Teachers are authorised to search pupils belongings for any of the above banned items.

Only the Headteacher and other SLT members (DHT and SENDCO) can search a pupil following the guidelines https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching__Screening_and_Confiscation_guidance_July_2022.pdf

# 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

> Deliberately hurtful

> Repeated, often over a period of time

> Difficult to defend against

Bullying can include:

| TYPE OF BULLYING | DEFINITION |
|---|---|
| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another's belongings, any use of violence |
| Prejudice-based and discriminatory, including:<br><br>• Racial<br>• Faith-based<br>• Gendered (sexist)<br>• Homophobic/biphobic<br>• Transphobic<br>• Disability-based | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) |
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing |

| TYPE OF BULLYING | DEFINITION |
|---|---|
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites |

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy

As per our Anti-Bullying policy

Reporting incidents of bullying

- Pupils can speak with their teacher or TA. They can also ask to speak to a member of the Pastoral Team.  Pupils have selected two 'trusted adults' that they have identified as being the adults they feel most comfortable speaking to.

- Parents should speak to their child's class teacher in the first instance.  A parent can also ask to speak to a member of the Pastoral / Safeguarding/ Leadership Team.

- Staff should report incidents of bullying on Bromcom and pass to the Pastoral Team. Staff should state what actions they have taken to try and resolve the issue.

- All reported incidents are taken seriously and investigated fully usually by the Pastoral Team. We are aware that both the target and perpetrator will need support. The adults with gather evidence thought talking to the target, perpetrator, any witnesses, teachers and other adults involved with the children.

- Bullying reporting on Bromcom is used to record incidents of bullying. These are passed on to SLT/Pastoral Team who will discuss the actions needed to support the target and to ensure the perpetrator is able to understand the impact of their actions.

- As a school we are proactive in trying to prevent bullying this might be through the use of Restorative Questioning to ensure that pupils can understand the impact of their behaviour on others.  PSHE lessons help children to understand tolerance of others and to be able to identify behaviours that are unacceptable .

# 5. Roles and responsibilities

## 5.1 The governing board

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The Trustees are responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

## 5.2 The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

## 5.3 Staff

Staff are responsible for:

> Implementing the behaviour policy consistently

> Modelling positive behaviour

> Develop a calm and safe environment for all pupils and establish clear boundaries.

- › Providing a personalised approach to the specific behavioural needs of particular pupils in discussion with SENCO
- › Recording behaviour incidents (using Bromcom)  (see appendix 3 for a behaviour log)
- › Contacting parents in the first instant when behaviour first becomes a problem.
- › Pastoral Team are available to support individual children who are struggling to manage their behaviour.
  - ➢ The senior leadership team will support staff in responding to behaviour incidents.

## 5.4 Parents

Parents are expected to:

- › Support their child in adhering to the pupil code of conduct
- › Inform the school of any changes in circumstances that may affect their child's behaviour
- › Discuss any behavioural concerns with the class teacher promptly.
- › Meet with the class teacher and/or SENCO to discuss strategies and a way forward if a pupil's behaviour is becoming challenging.

# 6. Pupil code of conduct

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. Every child is aware of the school behaviour standards, expectations, pastoral support and consequence processes. Pupils are expected to follow the school rules of Ready, Respectful and Safe. The following are examples of some of the expected behaviours for each rule

Be Ready

- Have the correct equipment, including PE kit.
- Listen carefully to adult's instructions.
- Arrive in time for school and have good attendance.

Be Respectful

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.

Be Safe

- Walk around the school.
- Speak to an adult if someone has said or done something to hurt me or my feelings
- Follow adult's instructions
- Use any equipment safely and carefully.
- Play and work in a way that ensures those around me are safe.

- Be safe online
- Keep hands and feet to ourselves.

# 7. Rewards and sanctions

## 7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

> Praise

> Dojo points

> Positive text message, phone calls or by speaking directly to parents

> Special responsibilities/privileges

The school uses the following procedure, sanctions or strategies in response to unacceptable behaviour:



> The child is asked to '**remember**' the 3 school rules (appendix 2) and their attention drawn to which one they are breaking. A card is quietly given as a visual.

> The child is given a verbal **reminder** and the card is turned over.

> The child is moved to the '**reflection** table' in the classroom for 10 minutes to think about what they need to change.

> The child misses some break time and their adults informed via a standard message. **Restorative** conversation with the class teacher and complete slip.

When behaviour becomes more than 'low level disruption' and is not addressed by this procedure in class then further strategies are employed:

> Referring the pupil to a senior member of staff

> Letters or phone calls home to parents

> Agreeing a behaviour support plan

> Whenever a child has spent time out of class ensure the child is welcomed back and that it is clear it is a fresh start.

> Internal exclusion – time spent away from peers possibly in another class

> Fixed term exclusion

> Permanent exclusion – this will only be used after all other avenues have been explored

Teachers will use key phrases such as:

> *I noticed you are…….*

> *It is the rule about………that you broke*

> *You have chosen to*

> *Do you remember when yesterday you….. ( reminder of positive behaviours seen)*

> <u>*End with*</u> *– Thank you for listening and then walk away.*

<u>*Different types of consequences*</u>

*Related consequences eg*

> If a child is being silly and spills a drink, they must wipe it up

> If a child is fighting over a toy, the toy is put away.

> If a child refuses to get off the iPad , they lose time later in the day.

> If a child has wasted learning time, send learning home with a short note explaining what needs to be done

> If a child has damaged school property, attend after school for 'service to the school' to make amends; clean or help repair damage.  This is done with the agreement of parents.

> Short term report cards and longer term Pastoral Support Plans

*Loss of privilege*

> If a child refuses to follow instructions, they may lose reward/playtime

> If a child has had a fight on the playground, they may lose playtime.

> If a child is not completing work, they stay in at play to finish.

See appendix 4 for sample letters to parents about their child's behaviour.

## 7.2 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.  The school will never 'normalise' sexually abusive language or behaviour by treating it as 'banter'.  It will promote and model high standards of behaviour, manners, courtesy and dignified/respectful behaviours.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

> Proportionate

> Considered

> Supportive

> Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- Speaking to both parties to ensure they understand the serious nature of the behaviour.

- Explain to the perpetrator, why what they have said or done is inappropriate.

- Use of Restorative Questions

- Time out may be used to allow reflection time and to allow the victim time away from the perpetrator. (this is likely to be at break or lunch time)

- Missing of break and/or lunchtimes, This may include writing a letter of apology – this may need to be scribed by an adult.

- Parents will be spoken to

- Dependent on the severity of the incident a referral to children's social care or the police may be deemed necessary.

- Both the victim and the harmer may need support from the pastoral team to help them understand what has happened and to prevent further incidents from happening.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

> Responding to a report

> Carrying out risk assessments, where appropriate, to help determine whether to:

  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information

## 7.3 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

> Online

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 or member of the public

> 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 the staff member (e.g. on a school-organised trip).

## 7.4 Malicious allegations

All allegations are taken seriously and will be investigated according to out Child Protection Policy (section 8.2)

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection policy and Management of allegations against staff.


# 8. Behaviour management

Staff to refer to the Kent Mainstream Core Standards documentation to ensure all QFT information is in place in the first instance.

## 8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

> Create and maintain a stimulating, safe and calm environment that encourages pupils to be engaged

> Display and discuss the school rules of Be Ready, Be Respectful and Be Safe.

> Develop a positive relationship with pupils, which may include:

- Greeting pupils in the morning/ during registration

- Establishing clear routines

- 3 step routine for lining up – "Eyes front, lips closed, hands by your sides."

- Communicating expectations of behaviour in ways other than verbally this may be through flash cards such as good sitting, wonderful walking etc

- Naming positive behaviours, use of Dojo points, verbal praise, stickers etc for promoting good behaviour

- Concluding the day positively and starting the next day afresh

- Using positive reinforcement

- Sending home positive messages.

## 8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

> Causing disorder

> Hurting themselves or others

> Damaging property

Incidents of physical restraint must:

> **Always be used as a last resort**

> Be applied using the minimum amount of force and for the minimum amount of time possible

> Be used in a way that maintains the safety and dignity of all concerned

> Never be used as a form of punishment

> Be recorded and reported on Bromcom and to parents on the same day.

### 8.3 Confiscation

**Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.** These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Any member of staff can search a pupil with their permission.

If there are 'reasonable grounds' that a pupil has a prohibited item then a search can be carried out without a pupils permission. Only the headteacher or SLT can carry out a search

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation. This is attached at the end of this document

### 8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from outside agencies

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### 8.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

# 9. 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.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

# 10. 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.

Team Teach training will be for all relevant members of staff

A staff training log is held by the Headteacher

# 11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and Governors annually. At each review, the policy will be approved by the headteacher.

# 12. Links with other policies

This behaviour policy is linked to the following policies:

> Exclusions policy

> Child protection and safeguarding policy

> Anti-bullying strategy

## Appendix 1: written statement of behaviour principles

> Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

> All pupils, staff and visitors are free from any form of discrimination

> Staff and volunteers set an excellent example to pupils at all times

> Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy

> The behaviour policy is understood by pupils and staff

> The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions

> Pupils are helped to take responsibility for their actions

> Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

As a Nurture UK School we use the 6 Principles of Nurture to underpin these behaviour principles:

- Children's learning is understood developmentally.
- The classroom offers a safe base.
- Nurture is important for the development of self-esteem.
- Language is understood as a vital means of communication.
- All behaviour is communication.
- Transitions are significant in the lives of children.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board annually.

**Appendix 2: The three school rules poster**