

St Laurence C E Primary School

Behaviour Policy

The school has an important role to play in the development of children's behaviour. Adults will set good role models and support children's behaviour by praising good behaviour and separating the behaviour from the child. "We like you, we don't like what you have done".

Children's behaviour can be affected by many factors including, age, ability, special educational needs, attachment issues and circumstances beyond school. The school will take these factors into account and it will therefore avoid a "one fit" model for all children.

A very small minority of children have significant behavioral issues and require additional support. In supporting these children and dealing with the consequences of their behaviour the school will not develop a culture based upon this minority group. The vast majority of children behave appropriately most of the time which is a cause for celebration and defines the cultural norm.

A) SCHOOL RULES

- These school rules are to be displayed clearly in each classroom to emphasise our whole-school approach to behaviour:
- **We keep to these school rules**
 1. We listen and follow instructions from members of staff.
 2. We work hard and don't waste our time.
 3. We don't hurt anyone with words or actions.
 4. We speak politely to all the children and adults at St Laurence's School.
 5. We don't call out in the classroom.
 6. We walk sensibly about the school.
 7. We look after our school and everything in it - we don't waste or damage things.

B) CLASSROOM APPROACHES TO DISCIPLINE

1. Class teachers are responsible for creating a positive ethos through praise and rewards for good work and desirable behaviour.
2. Class teachers will:
 - a) ensuring that bad behaviour is not arising from inappropriate levels of work,
 - b) ensure that good classroom organisation and structures help support children who have difficulty managing their own work time,

- c) set clearly defined guidelines and boundaries,
- d) have high expectations of children's performance and behaviour,
- e) praise good behaviour,
- f) ensure that equipment and resources are readily available,
- g) ensure that routines are established particularly at the start of each session.

3. Each class teacher will have their own systems of rewards and sanctions. These will be:

- a) explained to the children,
- b) applied consistently.

4. When children's behaviour is unacceptable or disruptive to others the adults will:

- a) make it clear to the child what it is that they are doing wrong,
- b) make it clear to the child what they should be doing,
- c) If inappropriate behaviour continues the adult may.

- i) move the child to another part of the room,
- ii) inform the child that they will lose some of their own time at play or break,
- iii) remove the child from the classroom for a period of time,
- iv) send the child to another adult or headteacher,

5. When there is persistent inappropriate behaviour:

- a) the teacher will inform the headteacher,
- b) the school will inform the child's parents or carer,
- c) a home / school diary might be set up,
- d) the school might seek guidance from specialist Local Authority Advisers,
- e) children may spend break or lunchtime in a "safe room",
- f) in extreme cases the headteacher may decide to exclude the child for a short period of time or permanently. (National guidelines will be followed)

6. Every child is an individual and their circumstances will be taken into account. These will include the age of the child, special educational needs and difficult home circumstances.

Notes from Department for Education “Ensuring good behaviour in schools” 2012

Introduction

The role of the Government is to give schools the powers they need to provide a safe and structured environment in which teachers can teach and children can learn.

The Government expects:

- all pupils to show respect and courtesy towards teachers and other staff and towards each other
- parents to encourage their children to show that respect and support the school’s authority to discipline its pupils
- head teachers to help to create that culture of respect by supporting their staff’s authority to discipline pupils and ensuring that this happens consistently across the school
- governing bodies and head teachers to deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person who is the subject of the allegation
- that every teacher will be good at managing and improving children’s behaviour.

Teachers, teaching assistants and other paid staff with responsibility for pupils have the power to discipline **pupils** whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.

Their power to discipline applies to pupil behaviour in school and outside school, in certain circumstances.

Punishment

Teachers, teaching assistants and other paid staff with responsibility for pupils can impose any reasonable disciplinary penalty in response to poor behaviour. Reasonable penalties can include: confiscation, retention or disposal of a pupil’s property; and detention. **Head teachers** can also decide to **exclude a pupil for a fixed period** (to **suspend**) or to **permanently exclude** them.

Use of reasonable force

All **school staff** have the power to use reasonable force to prevent **pupils** committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom