

	Reviewed	September 2024
	Next Review	September 2025

St Lawrence C of E (Aided) Junior School

Behaviour Management Policy

This Behaviour Management Policy has been updated in line with the 2022 DfE guidance: *Behaviour in Schools - advice for Headteachers and school staff*. If you would like to know more about this guidance, please read the attached link [here](#).

Introduction

The Governing Body accepts that excellent behaviour is necessary for effective teaching to take place and seeks to create, with staff, an environment in the school which encourages and reinforces excellent behaviour. Parents and carers are instrumental in working with the school to ensure that this happens effectively.

Aims:

- To set high and consistent standards of behaviour in line with our St Lawrence values
- To create an environment which encourages and reinforces excellent behaviour
- To encourage consistency of response to both wanted and unwanted behaviour
- To promote self-esteem, self-discipline and positive relationships
- To ensure that the school's expectations and strategies are widely known and understood
- To encourage the involvement of both home and school in the implementation of this policy
- To align this policy with other relevant documents and policies, such as KCSIE 2023 and the Safeguarding, Restrictive Physical Intervention and Positive Touch policies.

Standards of behaviour

The school has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals and to make good choices.

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

School ethos

At St Lawrence we believe in creating a culture that promotes excellent behaviour, ensuring the pupils can learn in a calm, safe, and supportive environment. We model high standards of behaviour, both with the children and with each other. We believe that at the very heart of our behaviour policy must be strong and positive relationships with the children.

As adults at the school we aim to:

- Encourage relationships based on kindness, respect and understanding of the needs of others;
- Create a positive climate with realistic expectations;
- Emphasise the importance of being valued as an individual within a group;
- Promote, through example, honesty and courtesy;
- Provide a caring and effective learning environment;
- Ensure fair treatment for all regardless of age, gender, race, ability and disability;
- Adapt our policy to suit the needs of all learners, particularly those with SEND
- Show appreciation of the efforts and contribution of all.

Classroom management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave. Teachers will have the highest expectations of both learning and behaviour.

Classrooms will be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources will be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Teachers contribute to the Open Door policy for parents/carers. They deal

with parental concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate. Teachers expect that parents and carers will behave in a rational manner and that issues will be dealt with in an atmosphere of trust and mutual respect.

It is the responsibility of the class teacher to ensure that rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

Teaching Behaviour

We understand that positive behaviour has to be taught to all pupils so that they understand what behaviour is expected. Our wider curriculum offer provides opportunities for the children to learn what we mean by positive behaviour.

We teach behaviour regularly through:

- Modelling behaviour we expect to see: 'The behaviour you walk past is the behaviour you accept'
- Using the Whole School Recognition Board as a visual reminder and discussion point
- Conducting regular Collective Worship based on our Christian values
- Discussing respect, rights and responsibilities during our Jigsaw PSHE lessons
- Setting online behaviour expectations during IT lessons
- Drawing up and discussing the Jigsaw Class Charter
- Talking about the Home-School Agreement

Partnership with parents and carers

It is important to us to develop a positive partnership with parents and carers as this is crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern it is important that all those working with the child are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns must also be communicated to the Headteacher so that strategies can be discussed and put into place.

A positive partnership with parents and carers is crucial to building trust and developing a common approach to behaviour. Parental and carer participation in all aspects of school life is encouraged. The school will communicate expectations to parents and carers.

Where behaviour is causing concern parents and carers will be informed at an early stage, as deemed appropriate by the class teacher, and given an opportunity to discuss the situation. Parental and carer support will be sought in devising a plan of action, and further disciplinary action will be discussed with the parents and carers.

Parents and carers are expected to sign a copy of the Home/School agreement which is an undertaking on the part of the parent/guardian, school and pupils of the school to co-operate and support each other throughout their partnership.

We expect parents and carers to behave in a reasonable and civilised manner, and adhere to our expectation of a well-behaved adult. Any aggressive or threatening behaviour, whether verbal or physical, will be reported immediately to the Headteacher who will take appropriate action.

If the school has to use reasonable sanctions with a child, parents and carers should support the actions of the school. If parents and carers have any concerns about the way that the incident has been dealt with, they should initially contact the class teacher. The Headteacher may then become involved and, if the concern remains, they should contact the school governors in writing. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented. (Details are available on the school website.)

Rewards and Sanctions

We aim to create a healthy balance between rewards and sanctions with both being clearly specified. Pupils should learn to expect fair and consistently applied sanctions for unwanted behaviour. All systems are flexible to take account of individual circumstances and children with SEND. The emphasis of the school behaviour policy is on REWARD and PRAISE, which should be given whenever possible for both work and behaviour.

Rewards may include:

- Verbal praise and smiling at children
- Verbal praise to parents about their children
- Gems (Recognition Board)
- Certificates (Achievement and Headteacher)
- Sending good work to SLT
- Special responsibility jobs
- Special privileges, e.g. extra break time
- Positive phone call home
- Class wide rewards
- House points
- HT Lottery
- Top Table

Sanctions

At times, it is necessary for a child to be given an opportunity to reflect on unwanted behaviour. As with matters relating to reward, consistency is vital and should be appropriate to each individual situation. The main aim of a sanction is to give the child an opportunity to reflect on their behaviour and to

think about how they could change it next time, bringing it back to the St Lawrence school values. This policy is to empower both teaching and support staff in our mutual desire to create a just, secure and happy learning environment.

Sanctions may include:

- Verbal and non-verbal warnings
- Concentration Station
- Blue Box work – to complete unfinished work
- Reflection Card completed during breaktime/Lunchtime (see Appendix)
- Sent to another class
- Sent to a Year Lead
- Sent to a Senior member of staff
- Sent directly to the Headteacher
- Internal Exclusion

SEND pupils

We understand how important it is to adapt all aspects of our curriculum to suit the needs of our pupils. This also applies to our behaviour curriculum. We know that some behaviours are more likely be associated with particular types of SEND and will adapt our behaviour expectations to ensure they are suitable for each pupil with SEND. Regular training on specific needs, guidance from our SENCO and discussions with parents will help to support all staff in this area.

Reduced Timetable

When a risk assessment of children's behaviour has been carried out and they are still found to be a high risk without one to one supervision, a reduced timetable may be used. Reduced timetables will be reviewed on a weekly basis with the parent/carer and the child. They would be used whilst the school ensures other measures are put in place to support the child or whilst a statutory assessment is taking place. The school feels strongly that a reduced timetable is much more positive than possible suspensions that may occur without one to one support when such support is deemed necessary.

Suspensions and permanent exclusions

Only the Headteacher (or the Deputy Head acting in the Headteacher's absence) has the power to suspend or permanently exclude a child from a school.

Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. The SENDCO will become involved in monitoring the behaviour and additional specialist help

and advice may be sought from the behaviour support consultant or another member of the Multi-Professional team.

This policy links with the Restrictive Physical Intervention and Positive Touch policy.

Safeguarding and behaviour

Good behaviour management and safeguarding are intrinsically linked and all staff should be aware of the measures outlined in the St Lawrence Behaviour Policy and how they should implement these measures. It is essential that all staff are aware of their safeguarding responsibilities, as set out in statutory guidance Part 1 of Keeping children safe in education 2023 (KCSIE) [here](#).

The St Lawrence Safeguarding Policy should be read in conjunction with this Behaviour Policy, particularly information on child-on-child abuse – including measures to prevent child-on-child abuse and the response to incidents of such abuse.

We aim for this policy to be both aligned and linked to other school policies, including the Safeguarding, Restrictive Physical Intervention and Positive Touch policies.

Appendix



Behaviour Reflection Card

Name

Class

Date

What happened and what did I do?

How did this affect other people?

What could I have done differently?

Which St Lawrence treasure/s could I improve?

ASPIRATION COURAGE PERSEVERANCE
FAITH SELF ESTEEM COMMUNITY
GENEROSITY FORGIVENESS COMPASSION

What have I learned?

Issued by: