



St. Lawrence Primary School



Teaching Good Behaviour Policy

Introduction

The following policy has been written with contributions from the whole school community including the staff (teaching and non-teaching), pupils and parents. This agreed behaviour policy needs to be supported and followed by the whole school community, based on a sense of community, fairness and shared values of Success, Independence and Responsibility.

Aims

The broad aim of the policy is to encourage our school community to teach good behaviour through a supportive, restorative and compassionate approach. To achieve this together, we will:

- Ensure a consistent approach and set boundaries for children and adults
- work together in an effective and considerate way to produce an optimal learning environment where we all feel happy, safe and secure
- teach through the school curriculum, values and attitudes as well as knowledge and skills.
- reassure parents/carers that their children are growing personally, socially and academically
- instil a sense of right and wrong in the children
- promote good behaviour, emphasising the positives
- promote self-esteem and positive relationships so that our pupils become responsible, independent successful members of society

This is consolidated by

- all staff and helpers providing a nurturing environment where everyone feels valued;
- all staff and helpers modelling high standards of behaviour and interpersonal interactions;
- providing clear guidelines and agreed strategies for behaviour management;
- all staff having high expectations of pupils' (and each other's) standards of behaviour including self-discipline, dress code, concern for others and the environment.
- all staff applying the agreed guidelines which reward positive behaviour and provide strategies for dealing with inappropriate behaviour;

The core values of the school - success, independence and responsibility - will underpin our philosophy.

It is imperative that this policy is supported, practised and owned by the whole school community, and that review should be on-going.

House System

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The school has 4 houses. Each house has a colour that relates to the colour of the beads (red, purple, blue and green). Children are allocated a house before entrance to the school. Siblings are in the same house. Beads are awarded when children demonstrate the core values of the school. Beads are collected in each week and put into a house jar at the entrance to the school. There are golden beads (worth 20 house points) and super platinum beads (worth 50 house points) which can be awarded when children go 'above and beyond'

Seymour – blue, Kempt – green, Rocco – red, Lewis – purple

In addition, class teachers will reward positive behaviour with a variety of incentives personal to their own class.

Organisation and procedures

Each class agrees a charter at the start of the year which sets the standard expectations around general behaviour. There is a whole school charter that all staff can refer to. This was written by school council.

Independence:

- We are confident to be unique – it's good to be different
- We respect each other inside and out
- We are happy for our own and for each other's successes

Responsibility:

- We treat others how we would like to be treated
- We tell the truth
- We care about each other's feelings

Success

- We ask questions and figure things out for ourselves
- We listen in a respectful way
- We try our best and learn from our mistakes

We believe that encouraging children and praising them for displaying specific positive behaviour is more effective than reprimanding them for inappropriate behaviour.

Some examples of positive behaviour that we encourage are:

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In the corridor and walking to and from play

Children should:

- line up quietly when queuing for entry to hall or classrooms
- keep noise at a 'talking' level
- greet adults and visitors that they meet and remember to give eye contact
- stand aside to let others through

In the hall (assemblies)

Children should:

- enter and leave the hall in quietly and calmly
- sit in the line order selected by their teacher
- celebrate by clapping, but not shouting out

In the hall (P.E)

Children should:

- enter and leave the hall in silence
- enter in a single file, sit and wait for instructions
- stop and listen on an agreed command or sound
- follow PE guidelines for assembling, using and putting away equipment

Lunchtime

Children should:

- children will enter and leave the hall calmly
- be given the opportunity to join their hands and say the prayer/grace
- speak quietly to the children on his/her table
- put up their hand if they require assistance
- demonstrate good table manners whilst eating
- ensure that all rubbish is disposed of appropriately and that surfaces are clear and clean
- Put up their hand and stop talking when the lunch supervisors put up their hand

Any inappropriate behaviour that children do not change following advice from lunchtime supervisors needs to be reported to the lunchtime supervisor's line manager who will report to teachers if necessary. Teachers will deal with the behaviour in line with the policy.

In the playground

Children should:

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- follow the school charter (especially showing responsibility (We treat others how we would like to be treated / We tell the truth / We care about each other's feelings)
- keep to the designated areas for specific activities
- use equipment safely
- put equipment away that they have been using under the guidance of the staff on duty.
- Playground Friends will be appointed to support this

In the toilets

Children should:

- inform an adult before going to the toilet (Y1 – 6)
- flush toilets after use and wash hands
- return promptly to the classroom or playground and report any problems in the toilet area to an adult
- let an adult know if you see anyone not being sensible

Leaving school

Please note that the school day starts at 8:30am and finishes at 3:15pm. There is an expectation that children are not in school outside of these hours.

Children should:

- collect their belongings
- leave the classroom quietly
- sit quietly in class lines in the hall (R/Y1/Y2)
- leave the hall/classroom promptly
- those Y6 children who cycle home (who have completed their cycling course and have written consent), are required to wait until 3:15pm
- children who are allowed to walk (have written consent) must stay on the footpath
- children use talking voices while they are waiting to go home
- use talking voices
- (during covid restrictions and staggered home time, children wait for siblings in class, after school clubs wait in the library (where there is a list of children who are expected at the clubs)

Tiered consequences

Tier 1: Gentle Low level: i.e. distracted, off task

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- non-verbal communication (the teacher look)
- use proximity
- use the terminology of 'good talk/bad talk' to keep children's talk on task
- comment on other children who are on task
- discreet verbal communication
- refer to the class or school charter – allow time for compliance
- co regulation (seen, safe, soothed)
- diversion and distraction

Tier 2: Mild: i.e. breach of class charter

- temporary seat change
- sorry note
- private conversation
- brief time out with another member of staff (used with caution and consideration for the child's emotional state)
- occasionally a call home
- consider having a Restorative Practice conversation

Tier 3: Moderate: i.e. rudeness or ongoing low level disputes

- permanent seat change
- rehearsal of expected behaviour/procedure
- take away time from playtime (supervised)
- miss clubs/privileges
- withdraw from the situation under the supervision of a member of staff
- Have a Restorative Practice conversation

Tier 4: High level: i.e. bullying, persistent low level, aggression, disrespect, fighting, aggressive swearing, offensive language

- co regulation (seen, safe, soothed)
- diversion and distraction
- Restorative Practice – conflict resolution
- recorded on SIMS and reported to SLT
- phone call home
- meeting with SLT to agree the appropriate next steps
- possible involvement of outside agencies
- possible positive behaviour plan / consistent management plan written with the parents and child when appropriate
- note of apology
- missing playtimes
- completing learning in another classroom
- missing clubs

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Tier 5: Exceptional behaviour (see Education Dept. suspension tariff) which could warrant suspension

- physical assault on a member of staff
- physical assault on a pupil
- verbal assault to a member of staff
- verbal assault to a pupil
- sexual assault to a member of staff
- sexual assault to a pupil
- arson
- theft
- recorded on SIMS
- reported to SLT
- involvement of outside agencies
- suspension and modified SEBD plan

As children develop and mature, there will be times when their behaviour is deemed inappropriate. Most of the time, this is quite normal whereby the child is trying to establish boundaries.

Minor breaches of discipline are dealt with by the class teacher, Teaching Assistant or Lunchtime Supervisor in a compassionate, caring, supportive and fair manner, taking into account the age of the child, as well as considering any other background knowledge and individual circumstances. Poor behaviour is spoken about separately from the child so that the child knows this is something that they have the power to change.

It is always important to remember that children will respond best to talking about their behaviour in a private place rather than in front of their peers.

Support

Time (daily) has been set aside within the Curriculum to operate 'nurture' groups whereby pupils with SEBD ILPs are supported by the SENCO/ELSA for issues such as low self esteem, anger management and conflict resolution – see SEN Policy

Parents' Roles

An open and transparent relationship with parents is essential. Parents will be given access to a copy of this Policy so that rewards and consequences can be discussed with their child.

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We expect parents to:

- Check that their child understands and agrees with the rewards and consequences outlined in the Policy
- Be available for consultations/telephone conversations/emails regarding their child's behaviour when necessary
- Meet their child's basic needs at home so that when they come to school they are in good health (not hungry, thirsty or tired); have the appropriate equipment for their learning; and are appropriately dressed (correct uniform or PE kit)
- Support the rewards and consequences given during the school day. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, then they should contact the Head teacher

The following list of strategies and approaches for encouraging positive behaviour in and around the school should be implemented by all staff:

Foundation Stage approaches

Wherever possible the Foundation Stage follows the Whole School Guidelines. However, this is not always appropriate. The age and maturity of the child is taken into consideration. The appropriate behaviour is modelled and activities are planned for the child to help reflect, develop and ultimately to make the right choices independently.

Further information about the need for a different approach in the early years:

<https://raisedgood.com/toddlers-meltdowns-brain-development-ditch-traditional-discipline/>

Appendix 1: 7 COMPASSIONATE BEHAVIOR MANAGEMENT STRATEGIES

There's a saying some educators use: "The best classroom management strategy is an engaging lesson plan." That may be true, but there are often a few students who act out in class no matter how well the *Our Mission: 'To develop responsible, independent individuals who have the knowledge and attitudes to be successful in an ever changing world'.*



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teacher prepares. Dearborn says when she started using compassion to help her students behave in school-appropriate ways, she had far more success. She often found that punishments embarrassed students and caused them to resent her deeply, damaging their relationship.

1. Tone, Volume and Posture

Dearborn empathizes with students who feel shame when they are called out in front of the entire class. Whenever possible, she tries to discipline privately, but classrooms are hardly private, so she often uses a combination of tone, volume and posture to get students on task.

First she adopts a calm and serious tone in her voice. Then, she squares her body to the student. She says this kind of communication can usually do the trick, but there are other steps if needed. For kids who might have oppositional defiant disorder or be emotionally disturbed, Dearborn advises a side posture with averted eyes so as not to trigger a violent response.

2. Avoid Standoffs

Dearborn said that in moments of escalation with students, often the best strategy is to offer a few alternative choices to the behavior a child is showing and then walk away. Dearborn calls this “drive-by discipline.”

“Say the kid’s name superfast and then move on,” she said. “Sometimes it’s the right thing to do. It startles her, and then I move on before she can bait me into an argument.”

3. Look for the Subtext: I Don’t Care

When kids are acting in a confrontational, dismissive or volatile way, Dearborn suggests looking for the deeper message the student is communicating, whether they know it or not. She imagines an invisible subtitle running in front of the student that communicates what she really needs. When things get tense, “everything out of their voice and their face and their body, that is just interference getting in the way of me reading the invisible subtitles,” Dearborn said. She has had to practice ignoring the loud anger and hostility in order to look for the invisible subtitle.

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“If you’re assuming the best about the kid, that they want to learn appropriate behavior, they want to be positively connected to you, but they somehow can’t, there’s something in the way. What can you imagine the invisible subtitle is for ‘I don’t care?’ ” Dearborn asked a crowd of educators at the [Learning and the Brain](#) conference.

“For me, the invisible subtitle for ‘I don’t care’ is, Mrs. Dearborn, I really, really care, but I can’t tell you that. Do *you* care?”

Reading the “subtitles,” as she calls them, has helped Dearborn to stop perceiving misbehavior as disrespect. That doesn’t make her a pushover, she said. It makes her an advocate for the student.

“So now when kids say, ‘I don’t care’ to me, I say, ‘That’s OK because I care, and I can care for the both of us right now, so let’s do this.’ ”

Approaching the student with the assumption that they want to behave appropriately changes the communication dynamic.

“I’m not doing it because I’m frustrated and now I want to punish them. And even though the words and the consequences I’m giving might be the same in either case, it is the quality of interaction that shifts, and kids pick up on quality and our unspoken intention more than anything else in a disciplinary interaction.”

The subtext could also be simpler. Maybe a student is talking in class, and when the teacher calls her out on it, she denies talking. “For me, the subtitle for ‘I wasn’t talking’ is, ‘Mrs. Dearborn, I was totally talking. You know I was talking. I know I was talking. Everybody in the room knows that I was talking. But I’m embarrassed that you called me out about it right now, so if you walk away, I’ll stop.’ ”

Dearborn says to accept the student’s answer and move on.

4. Choice, Timeline, Walk Away

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Dearborn said that when people come to her workshops, they arrive with hopes of an exotic new solution that will solve everything. But changing behavior comes down to hard work. And to help students learn appropriate classroom behaviour, she presents a series of choices that are connected to consequences, not punishments. Students can be given choices, including ones that lead to undesired consequences.

“The sooner we can get our students to internalize this truth — that their choices matter, that they are in charge of whether they receive the sweet or bitter fruit based on how they choose in any given situation — the sooner they internalize that concept, the better off they’re going to be.”

Giving students space to make their own choices means that sometimes they’ll choose to act in ways teachers wish they wouldn’t. But even in those moments, incidents that could lead to an office referral, students are testing whether their teacher cares enough to hold her accountable.

“[The student] understands I can go to the wall without abandoning or abusing, without lashing out,” Dearborn said. “And she for whatever reason needs to learn that lesson, apparently. So I can be that person. It’s not how I want it to go, but if we need to go here a couple of times so she can learn who we are together, that’s OK with me.”

It’s counterintuitive, but Dearborn said it would be easier for the student if she lashes out at them because then the student can blame her for how the interaction ends. That way, the student doesn’t have to confront her own actions.

“But if I just maintain choices, leave them with her, with kind eyes, in the end, even if she ends up out of the room, she understands at some level, maybe not consciously and right then, later, that could have gone differently,” Dearborn said.

5. Visual Cues

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When kids don't follow through with a teacher's verbal command, it might not be because they're being defiant. Sometimes they're not listening because of attention issues, learning differences or auditory processing issues. They could also be English language learners or they're fatigued by a teacher talking too much.

"Because they're hearing my voice too much, they're tuning me out," Dearborn said. "If I don't have another way to communicate with them I'm losing half of them half the time."

This is where she can communicate expected behavior [with an image](#). She has had kids line up, for example, in what they thought was a straight line. When she showed them a photo of how they were actually lined up, they did it again.

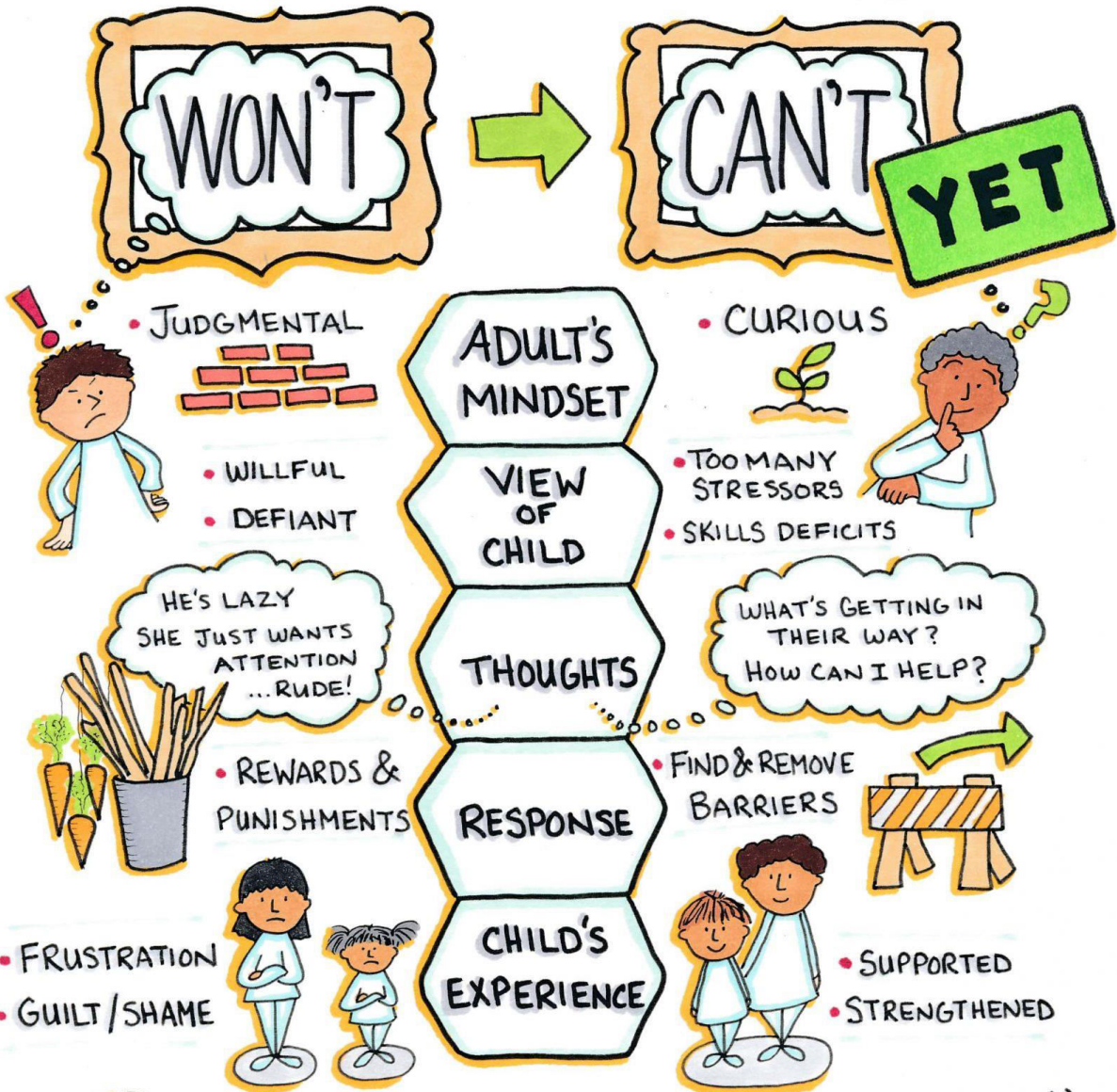
Managing a classroom of over 30 students is hard work and no one is perfect. But Dearborn has found these tips keep her in a compassionate frame of mind, looking for the best in her students, and checking her own assumptions before interacting with them. When she can follow her own advice, she finds she's building students up, rather than tearing them down, and helping them to be accountable for the choices they make.

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REFRAME THE BEHAVIOUR

“KIDS DO WELL IF THEY CAN”
~ ROSS GREENE



“SEE A CHILD DIFFERENTLY, YOU SEE A DIFFERENT CHILD”
~ Dr. Stuart Shanker

When kids exhibit challenging behaviour we can be “STRESS DETECTIVES”...finding and removing barriers.

- FIND STRESSORS → REDUCE THEM
- FIND UNMET NEEDS → MEET THEM
- FIND SKILLS DEFICITS → TEACH THEM

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CHANGE HISTORY

Version	Date Issued	Issued by	Reason for Change	Presented To (initials to agree policy has been read and understood)	Approved by:	Date
0.1	July 18	Amory Charlesworth	Draft	Staff and School Council		
0.2	September 20	Amory Charlesworth	Restorative practice training	Whole Staff (inset day) Parents (meet the teacher day)		
0.3	May 22	Astrid Jansen	Adjustment to Tier 2 consequences	Staff		