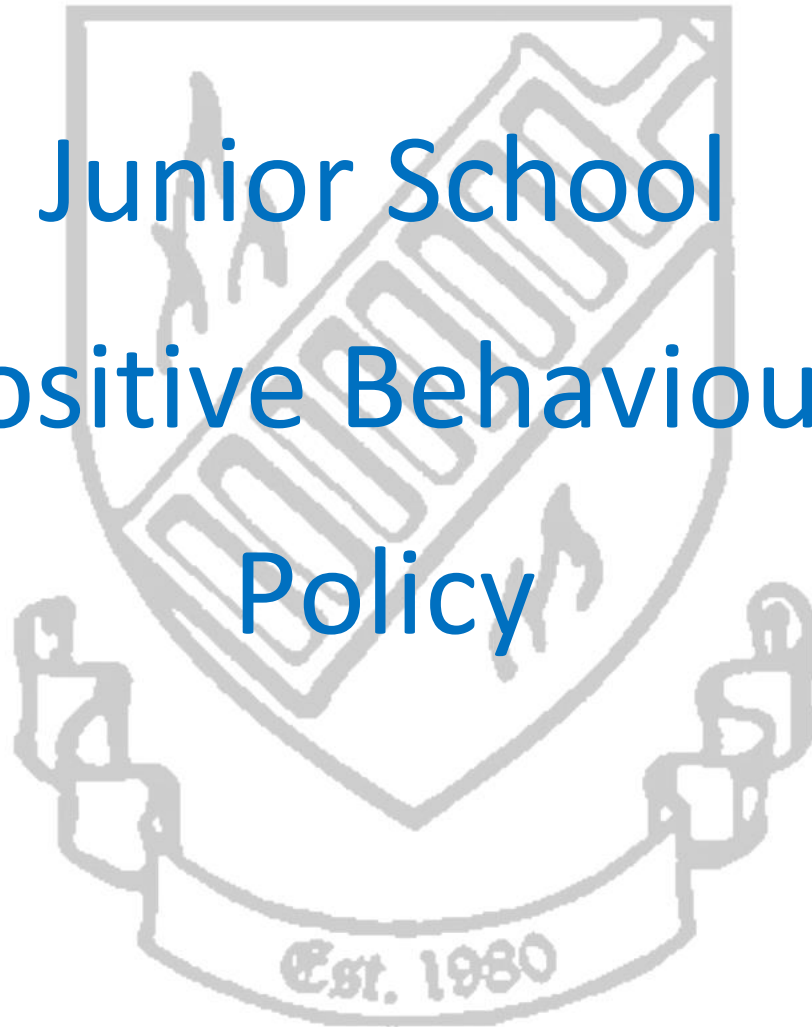


# St. Lawrence College

## Junior School

### Positive Behaviour Policy



Our school is one community, united in our respect for each other, tolerant of differences and proud of our diversity, honest and positive about our learning and behaviour every day.

Issued: 2019

Most recent review: 2021

## OVERVIEW

St. Lawrence College is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standard of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

## AIM OF THE POLICY

- To develop a sense of self – discipline and an acceptance of responsibility for one's own actions
- To create a culture of exceptionally good behaviour: for learning, for community, for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships
- To create conditions for an orderly school which enables effective learning to take place
- To develop mutual respect between all members of the school
- To have consistent expectations and guidance about routines and procedures
- To ensure that excellent behaviour is a minimum expectation for all.

## PURPOSE OF THE POLICY

To provide simple, practical procedures for staff and learners that:

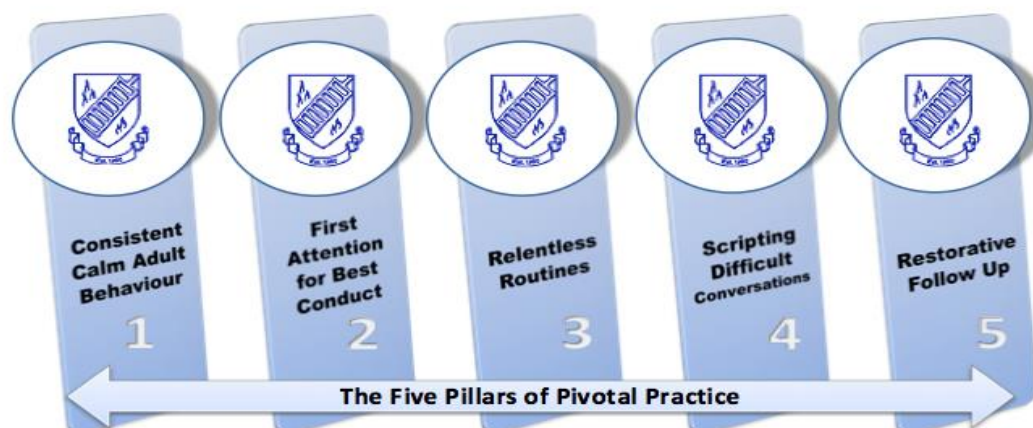
- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

## BEHAVIOUR FOR LEARNING

### **St Lawrence College's principles: 'Be Ready, Be Respectful and Be Safe'**

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book *'When the adults change, everything changes'*. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private. We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans, which may include rewards to reinforce positive behaviour. In certain cases, the SEND department may be involved in creating this plan.

Our Behaviour Policy is based on the **Five Pillars of Pivotal practice**



Adult Behaviours "When the adults change, everything changes" (Pivotal Education)

## CODE OF CONDUCT

The school has 3 simple rules '**Be Ready, Be Respectful and Be Safe**' which can be applied to a number of situations and are taught and modelled explicitly.

All other rules fit under the umbrella of these overall rules. This is summarised below.

**Ready:** for learning, listening and using our growth mindset

**Respect** everyone, our school environment, our work and ourselves

Keep everyone **safe**

Some examples of the expectations of children's behaviour included in the **Ready, Respectful, Safe** rules are listed below:

- Be caring and help each other to stay safe.
- Everyone in our community should respect each other.
- Show respect to adults by doing as they ask
- Talk respectfully and politely to everyone. Rude, abusive or racist language have no place in our community.
- Bullying is unacceptable-see our anti-bullying policy.
- Physical violence is not acceptable, even in retaliation.
- Ask for help if you have a problem.
- Show respect for the school environment.
- Look after your own and other people's property.
- Always walk in school to keep you and others safe.
- Make sure you are a 'smart learner' before every learning opportunity.

## INCENTIVES

A major aim of the school policy is to encourage all children to practise good behaviour and to take pride in our school, by operating a system of praise.

At St. Lawrence College our approach is based on 'first attention to best conduct', which means that verbal praise is directed to children who are behaving well, in order to encourage other pupils to comply with our expectations.

All adults will have access to wrist bands/praise cards that should be given to children as an acknowledgement of good behaviour, effort and achievements, *this could include demonstrating our values*.

We recognise positive behaviour and achievement, rewarding those who demonstrate over and above behaviour in the following ways:

- Verbal and non-verbal praise
- Positive phone calls and emails home
- Wrist bands/praise cards
- House points
- Tea with the head teacher
- Pupil of the Month/Star of the Month
- Annual Awards Evening

Any reward given to a child will not be taken back in relation to any negative behaviour, as these two aspects are treated separately.

## EXPECTATIONS OF ADULTS

Consistent adult behaviour will lead to students consistently conforming to our expectations.

The Head teacher and The Senior Leadership Team must:

- Be a visible presence around the school
- Regularly celebrate staff and students whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/emails home and praise cards/certificates/stickers/wrist bands/house points
- Ensure staff training needs are identified and targeted
- Use behaviour records to target and assess interventions
- Support teachers in managing students with more complex or challenging behaviours
- Stand by staff to support restorative conversations

All staff must:

- Take time to meet and greet students at the start of the day
- Be at the door of their teaching rooms at the beginning and end of each lesson

- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Focus and give attention to positive behaviour, not negative
- Never walk past or ignore students who are failing to meet expectations
- Always redirect students by referring to **'Be Ready, Be Respectful and Be Safe'**
- Maintain high staff visibility at playtimes/lunch time
- Be assertive and able to communicate your needs in a way that is:
  - calm and in control
  - clear and direct
  - decisive with clear conviction
  - polite and fair

## DE-ESCALATION

De-escalation of inappropriate student behaviour by staff avoids low-level behaviours escalating and becoming more serious. When students are behaving in a way that is not appropriate, staff should use a range of strategies to support that student to get back on track without giving attention to the negative behaviour.

Some strategies we use to establish readiness for learning and maintaining a positive climate are:

- giving attention to positive behaviour, not negative
- using non-verbal (drive-by) strategies such as making eye contact, standing next to a student's desk, opening a student's book, pointing to the page in the book
- repeating instructions to get them started, asking the student next to them to help them get started, asking if they have what they need, praising the students who are engaged in learning
- using a space within the classroom to allow a student to have "thinking time"
- giving them a 'fresh start' every lesson

If a range of strategies, such as those described above, have been implemented and have not had the required impact, staff should get alongside the student and deliver a 'script'. Staff will create a script that they feel comfortable with.

An example of this could be:

- 1) *I've noticed that.... (you are not ready to learn), reference previous good behaviour*
- 2) *I need you to ... (give students choices, phrase the choices so that whatever the choice the student makes it will be the right choice)*
- 3) *I know you can do this/...you are better than this/ /thank you for listening*

This should be no more than a 30-second intervention. The shorter the intervention the less likely a member of staff is to 'improvise'.

Staff will then walk away and give students time to think and act positively.

## CONSEQUENCES

If the behaviour continues and escalates, it is not ignored. Staff will reference it and re-assure the rest of the group that it will be dealt with.

When students have been given the support and opportunities to make the right choices but do not modify their behaviour staff will use the agreed consequences.

- Reminder: quiet word / drive-by strategies
- Warning
- Choice given (may include moving seat)
- Calming Time (Staff to use professional discretion and judgement to decide on course of appropriate action to reflect on their behaviour)
- Removal from lesson (This may include withdrawal from a social time that day or, if necessary, the following day. In some cases a pupil may be given a reward chart for the week by either the head or deputy head teacher to monitor behaviour and celebrate good behaviour displayed)
- Staff to follow-up with phone call to parent and restorative conversation with student

## RESTORATIVE CONVERSATIONS

Where issues between staff and students were not resolved, a restorative conversation needs to take place. Another colleague or member of the senior leadership team could support this. This should take the form of a coaching conversation for the student. It should take place at the earliest opportunity, before they are to meet again.

Staff will have a script for the restorative conversation that they feel comfortable with. An example of a script for a restorative conversation is:

1. Ask the student what happened and why they made the choice to behave like that.
2. Ask the student what were they feeling at the time and how have they felt since.
3. Ask the student who they think was affected by their behaviour.
4. Ask them what they should do to put things right.
5. Ask the student what they could have done differently.
6. Agree to achievable strategies, goals and targets with the student for the future.
7. Ask the student if they have anything they want to say. An apology is only of value if it is meant. Forcing a student to apologise is not going to change the situation.

It should be noted that if the behaviour of a pupil causes such concern that it is deemed they cannot continue at the school, the Senior Management Team of the school will decide this. However, this is an extremely rare occurrence.

In all cases, the school staff will investigate incidents in a fair and open manner, giving all children the opportunity to 'have their say'. It will be up to the investigating adult to decide (based upon all of the information provided) the most accurate picture of events.

We request that parents trust the school staff in their impartiality and work with us to help bring about improvements in behaviour where they are required.

All records of significant behaviour incidents are to be recorded in a Behaviour Incident Record (see Appendix 1) and kept in a file in the Head teacher's office.

#### CONFISCATION:

If students bring materials or articles on to the school site that are inappropriate and/or used inappropriately, staff are authorised to remove them from the student. Depending on the article and the circumstances, the item will generally be returned to the student at the end of the school day or returned to parents following a discussion on future expectations of students. The school will not return items thought to be dangerous or inappropriate to students. These will be returned to parents upon agreement about future expectations.

#### MOBILE TELEPHONES:

Mobile phones brought to school must be switched off and stored securely during the school day. Any student seen using their mobile phone during school hours will have their phone confiscated. Phones must not be seen or heard.

Inappropriate use of mobile phones can cause distress and upset to other school members if they are used to:


- Take photographs/videos of staff/other students without their permission
- Bully or harass any member of the school community/through inappropriate use of text messaging, camera or video
- Bring the school into disrepute through posting of images onto social networking sites and You Tube.

Mobile phones used to send or receive texts and phone calls and to access social networking sites during lessons will significantly disrupt the learning of students. Staff have the authority to confiscate mobile phones from students. Mobile phones will be returned to parents following a discussion on future expectations of students. In exceptional circumstances, mobile phones may be returned to students at the end of the school day. A senior leader will make this decision.

#### HOW PARENTS CAN HELP:

- By recognising that an effective school behaviour policy requires a close partnership between parents, teachers and children.
- By discussing the school rules with their child, emphasising their support of them and assisting where possible with their enforcement.
- By attending parent consultation evenings.
- By working closely in partnership with staff in school

## Appendix 1

 <b>St. Lawrence College</b> The British School in Greece				
<b>INCIDENT REPORT</b>				
DATE		TIME	LOCATION	
DURATION OF INCIDENT		FULL NAME/S OF STAFF INVOLVED		
FULL NAMES OF PUPIL/S EXHIBITING CHALLENGING BEHAVIOUR				
<b>PUPIL ACTIONS</b>				
Kicking	Slapping	Punching	Scratching	Spitting
Throwing	Head butting	Biting	Hair pulling	Undressing
Bullying	Pushing	Other (please specify)		
TRIGGER/S				
BRIEF DESCRIPTION OF INCIDENT (If more space is needed, write overleaf.)				
FULL NAME OF PERSON/S INJURED OR AFFECTED (Staff / Pupil)				
WAS THERE FIRST AID INTERVENTION?			YES	NO
NAME OF FIRST AIDER (if relevant)				
WAS PHYSICAL INTERVENTION USED?			YES	NO
FURTHER ACTION / FOLLOW UP (if applicable)				
COMPLETED BY				
FULL NAME (PLEASE PRINT)		DATE	SIGNATURE	