



Senior 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.

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THIS POLICY'S AIMS

- This policy aims to set out, for the benefit of pupils, parents and the staff of St. Lawrence College, our school's view on the need for excellence in behaviour from our pupils, why the school has that expectation and what counts as excellence in behaviour.
- This policy further aims to set out how the school promotes positive behaviour through the continual and ongoing teaching of pupils how to behave appropriately and why such practice makes a difference to their own school experience and those of others in the school.
- This policy aims to demonstrate that the school recognises and rewards pupils who have shown consistently excellent behaviour and also those whose behaviour has markedly improved over the passing of time.
- This policy aims to set out as fully as possible what constitutes inappropriate behaviour from pupils and how such instances are dealt with through a robust, yet practical and flexible system of sanctions.

PRINCIPLES UPON WHICH THIS POLICY IS CONSTRUCTED

Pupils can only hope to reach their potential if the standard of their behaviour and that of those around them is consistently high. The simple conclusion is that best learning from pupils of any age and any ability level takes place in a learning environment where good behaviour is the norm and expectation.

One pupil's behaviour has a direct influence on the learning of those around him. Pupils can support the learning of others by being well-behaved themselves.

Teachers set expectations of behaviour in the classroom and thus have a large influence on the quality of behaviour in a classroom, and by extension, on the quality of learning taking place. That said, it is ultimately the pupil's responsibility to behave appropriately and in accordance with the expectations of the school broadly and the teacher of that lesson specifically.

Teachers can promote positive behaviour by their own interaction with pupils and colleagues around the school and in classrooms. Teachers are role models for pupils.

Planning and setting out expectations of behaviour in a policy such as this one can help define what is and is not acceptable but can only ultimately act as a guidance tool. Every incident, every case, every pupil, every day is different – hence the need for professional judgement on the part of every teacher.

Teachers should familiarize themselves fully with this policy and recognize that it offers them guidance and support, but not always answers. Best practice will always occur through strong and immediate communication between teachers and pupils, teachers and colleagues, teachers and senior management of the school.

The school expects all pupils to be 'Ready, Respectful and Safe'; these three simple rules can be applied to a number of situations and are taught and modelled explicitly.

READY

- Arrive promptly to class & wait quietly
- Have your equipment & homework ready every lesson
- Dress in full school uniform

RESPECT

- When someone is speaking, listen
- Treat others as you would like to be treated
- Use appropriate language at all times
- Respect diversity - we are not all the same

SAFE

- Walk - Stay safe
- Report any concerns, such as bullying to your teacher
- Stay calm - Think before you act

The infographic is a vertical layout on a light grey background. It features three main sections, each with a title in large blue letters. The 'READY' section includes an icon of hands holding a book and a list of three bullet points. The 'RESPECT' section includes an icon of hands clasped together and a list of four bullet points. The 'SAFE' section includes an icon of a yellow warning triangle and a list of three bullet points.

Recognising & rewarding excellence in behaviour

This is expected to happen continually throughout the senior school, although accepting that excellence in behaviour is expected and not an exceptional occurrence. Recognition and reward may take place in the following ways:

- Open acknowledgement by the teacher in the classroom lesson or one to one acknowledgement of the class teacher.
- Being spoken to positively by a playground duty teacher.
- Being given a wrist band by a teacher.
- Being sent for commendation by a teacher to the Head of Department, a Deputy Head or Headmaster.
- Parents contacted by phone or email by teacher or senior school management to notify and commend the pupil.
- Acknowledgement in a school assembly.
- Promoted to the position of house captain.
- Promoted to the position of school prefect (Year 12 and 13 pupils only).
- Promoted to the position of Deputy Head Pupil or Head Pupil (Year 12 and 13 pupils only).
- Acknowledgement at the annual Awards Ceremony at the end of the school year, possibly through the award of a prize.

Achieving positive behaviour

Teachers, form teachers, staff with a pastoral role and senior managers of the school all have a duty to teach both formally and through example what the expectations of pupils' behaviour are and why this matters. Formally this may be achieved through:

- Form period
- Assemblies
- Classroom instruction
- Year group meetings
- Wall displays
- Citizenship-themed components of lessons

Expectations of Adults

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

The Senior Leadership Team must:

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

All staff must:

- Take time to meet and greet pupils at the door at the start of the 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 pupils who are failing to meet expectations
- Always redirect pupils by referring to **'Be Ready, Be Respectful and Be Safe.'**
- Maintain high staff visibility at short break/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

RESPONDING TO UNACCEPTABLE BEHAVIOUR

Clarity over what constitutes inappropriate behaviour

The following constitutes a list of unacceptable types of behaviour from pupils. It is neither prioritised nor exhaustive, and while there are degrees of seriousness within categories and while every case is unique, the list serves to clarify types of behaviour that will not be tolerated or left unchallenged.

- Physical or verbal intimidation.
- Being involved in behaviour that discriminates or demeans on the basis of race, religion, gender, sexuality or disability.
- Stealing, damaging or interfering with the property of others.
- Damaging the school's physical environment.
- Indulging in any form of violence.
- Possessing or using tobacco, drugs or alcohol.
- Possessing weapons or any other article that may be used to damage the health or cause injury.
- Being academically dishonest.
- Being flagrantly rude, insubordinate or dishonest to staff.
- Using foul or obscene language in any language.
- Behaving in a disruptive manner which prevents other students from learning or being able to freely participate in an activity.
- Behaving in a manner that undermines the school's ethos or diminishes its standing in the community.
- Indulging in offensive or obscene behaviour, including accessing or displaying offensive or obscene material.
- Participating in Bullying. Bullying may be exhibited as: - Physical and/or psychological harm. - Threat of physical harm. - Nasty name calling or teasing. - Extortion, demand for money or favours. - Exclusion, deliberately leaving someone out of an activity. - Humiliation through circulation of defamatory or embarrassing messages and images via electronic media.
- Repeated lateness to school and to lessons.
- Failure to comply with uniform or dress code.

- Inappropriate displays of affection involving close physical contact.
- The use of mobile phones during the school day (unless prior permission from staff member is given).
- The use of personal music players in lessons without the specific permission of the teacher.
- The recording and distributing (including posting on Internet sites) of any images and sounds recorded on school premises or during school trips, unless prior consent by a member of the Upper School Management Team has been given.

IT IS RECOGNISED THAT BULLYING AND CYBER BULLYING ARE SUCH GRAVE TYPES OF UNACCEPTABLE BEHAVIOUR AND CONSEQUENTLY A SEPARATE “**SENIOR SCHOOL ANTI-BULLYING AND ANTI-CYBERBULLYING POLICY**” EXISTS DEALING WITH THIS ISSUE.

PUPIL'S BEHAVIOUR AND THE SCHOOL RULES

A selection of school rules relating to behaviour are listed below. These school rules are pinned up in every classroom, are downloadable from the school's website and also reproduced in the Senior School Handbook in the following form:

SELECTED SCHOOL RULES

It is for pupils and parents to make themselves aware of these school rules. These rules will be enforced rigorously and consistently and claims of ignorance of the school rules will not be considered a valid reason for breaking rules. In all circumstances, the final interpretation of the rules of the school rests with the Headmaster. Furthermore, while this is an extensive list, it can never hope to be exhaustive. Pupils and parents must be aware that unique circumstances can and do arise that may not appear to be entirely and satisfactorily covered by the rules that follow. It is the Headmaster's duty to interpret the facts of any incident and choose the best course of action in their view.

The rules listed below are in addition to other rules outlined throughout this Senior School Handbook. A complete set of school rules can be obtained from the school website and from the school office.

Classroom behaviour during the school day

- Pupils must attend all their timetabled lessons. They must arrive promptly and only leave upon being dismissed by their teacher.
- Pupils must bring all relevant equipment to their lessons, as instructed by their subject teacher.
- Pupils must enter the classroom according to the instructions of their subject teacher. This may require waiting outside the room until the teacher arrives.
- Pupils must sit where instructed by their teacher.
- Pupils must raise their hands if they wish to ask/answer a question or contribute verbally in any way during a lesson.
- Pupils must address the teacher appropriately, using 'Sir' or 'Mr xxxxx' for male teachers and 'Miss' or 'Miss/Mrs yyyy' for female teachers.
- Shouting or swearing is forbidden in all lessons.

- Chewing gum or eating or drinking is completely forbidden in all classes, with the exception of bottled water.
- Pupils arriving late for a lesson must explain their lateness. It is entirely the teacher's discretion whether the late pupil is allowed in the class.
- If a member of staff enters a lesson, pupils must stand up and only sit when instructed to do so.
- Rocking on chairs during a lesson is forbidden.
- Chairs and desks must be left in an orderly state at the end of a lesson before leaving the room.

Subject specific school rules relating to behaviour in lessons

- All P.E. lessons are compulsory and pupils will only be excused upon possessing a note from the nurse or a medical professional external to the school.
- Behaviour in science laboratories, computer rooms and art rooms require specific accordance with the teachers' demands. Materials should be handled appropriately, instruments treated with care. Wasting of materials and negligence when using school equipment is forbidden.

Break time, lunchtime and the canteen

- Pupils must be outside during break and lunch, unless they have specific permission to be in a classroom from a teacher.
- Pupils should not litter, but dispose of rubbish appropriately. Pupils who are instructed to pick up litter by an adult must do so without question.
- Pupils are not to involve themselves in activities that are dangerous during break and lunch. Thus no dangerous games or body contact games. Ball games can only be played on the courts.
- Pupils must move to their next lesson immediately following the ringing of the bell signalling the end of break or lunch.
- Pupils using the canteen must queue up, regardless of what year they are in.
- Pupils are not allowed to use the canteen when it is not break or lunch time – with the exception of Year 12 and 13 pupils in free periods. Pupils must not visit the canteen between lessons and must not be late for form (08:40am) because of a trip to the canteen.
- Pupils must leave the canteen when the bell rings signalling the end of break or lunch time.

Behaviour on School Buses

- All school rules apply as stringently on buses as they do within the school itself. Failure to follow school rules on a bus will lead in the first instance to a warning to parents and after that to the pupil not being allowed to use the school bus.
- Pupils must at all times respect the authority of the bus monitor.
- Pupils must not, in any way, distract the driver.
- Pupils on buses must remain seated with their seatbelt fastened and keeping from blocking the aisle of the bus with their bag.
- Pupils must not use inappropriate/bad language on the bus.
- Pupils must never take photos or make videos of themselves or others on the bus.
- They must not lean out of windows, nor put their hand or any object outside windows.
- They must not litter the bus.
- Pupils must not cause any damage to the buses.

- Pupils must be at their stop, ready to be collected 5 minutes prior to pick-up time.
- Parents are never to negotiate with drivers concerning pick-up and drop-off points or times. Such requests should be submitted in writing to the transportation office and they will be considered in relation to all pertinent factors.
- The school cannot be held responsible when a bus arrives late, does not run, or does not make a given stop due to bad weather, break-down etc.
- The school reserves the right to change routes, time and costs after adequate notice has been given to parents.
- Pupils are not allowed, for whatever reason, to get on to a different bus on any particular day.

Social Media Policy

Pupils using social media sites such as Instagram are not allowed to speak negatively about other pupils of our school or staff of the school or the school itself. Evidence that they have will be treated strongly and seriously. Our school will not tolerate such behaviour even though it has not occurred on school grounds.

Most Serious Offences

These offences are deemed the most serious and those pupils found to be committing these offences can expect the harshest punishments, including suspension or permanent exclusion from the school. Such offences include:

- **Bullying** – verbal or physical, face-to-face or electronic, bullying in any form will not be tolerated in our school. Pupils should be allowed to expect a safe and friendly environment in which to learn and bullying prevents that as well as causing immense distress. Whether a single occurrence or repeated bullying, bullies can expect strong discipline. It will be the Headmaster's decision to assess the extent and seriousness of the bullying that has taken place.
- **Smoking/Vaping** – As of September 2012 St. Lawrence College became an entirely smoking-free campus. Pupils who choose to smoke or vape within the school grounds (including buses) not only break this rule but endanger the health of themselves, of others, create a fire risk and cause littering. A first offence will likely lead to suspension from school and repeat offenders may face more even more significant sanctions. Parents will always be notified of pupils who have been found smoking.
- **Alcohol and drugs** – Possession of, or consumption of alcohol or drugs in our school by pupils, regardless of who brought the material to school or the extent to which it was consumed will cause, at a minimum, suspension. Pupils who are with users of alcohol or drugs who claim they were not using them will not be exempt from punishment. If appropriate, the police will be asked to be involved.
- **Plagiarism** – the wilful passing off another's work as one's own is unacceptable behaviour by pupils of any year and will be dealt with accordingly. Pupils and parents should note that in UK higher education instances of plagiarism result in students being ejected from degree courses.

- **Business activity** – Pupils are forbidden from buying or selling items in school. They are not to trade any items whatsoever. Money should not be changing hands between pupils for any reason.
- **Tuancy** – Pupils skipping lessons can expect appropriate disciplinary actions. Repeat offenders will be suspended. In the case of VI formers, records are kept by A-Level teachers of absences from lessons and direct reference will be made of attendance performance on UCAS references and school reports. Frequent unjustified absences will lead to the withdrawal of permission to arrive late and leave early which is enjoyed by Year 12 and 13 pupils who have free periods at the start and end of the school day.
- **Physical Violence/ Use of physical force** – this school believes there is never a justification for the use of physical violence, whatever the provocation there is always an alternative course of action. Consequently any use of physical violence (as judged by the Headmaster) will result in a suspension.
- **Vandalism** – Pupils causing significant wilful damage to school property or the property of other pupils or staff will be suspended as a minimum punishment and asked to financially compensate for the repair or replacement of the damaged property.
- **Computer hacking** – attempted access to school computer records (successful or not) will be considered both an act of vandalism and theft of information. Hence such pupil behaviour will be dealt with severely.
- **Online identity theft** – pupils using personal information of another member of the school community, such as their name/image, will be dealt with harshly.
- **Theft** – Of school property or property belonging to another pupil or member of staff will be dealt with by a minimum of suspension.
- **Overt rudeness to staff** – including the use of bad language, refusal to act upon an instruction, walking away when being spoken to, shouting at a member of staff (mere examples – the final judgement of what constitutes overt rudeness rests with the Headmaster) will never be tolerated and must lead to strong punishment.
- **Racism, sexism and homophobia (and other equity issues)** - behaviour that targets an aspect of an individual's social identity will not be tolerated and serious disciplinary measures will be taken.

THE SENIOR SCHOOL SANCTIONS SYSTEM

The sanctions described below are set out in an order of ascending severity. Where a teacher concludes they need support to implement a higher level of sanction they should raise this with their Head of Department initially, with the Assistant Head of Key Stage, with the Deputy Head (Pastoral) and ultimately with the Headmaster. In all cases, staff are required to set out in writing the details of the poor behaviour / the infringement of the school rules and the specifics of the sanction applied.

- **Low-level Sanctions for teachers during a lesson** - have an array of potential disciplinary measures at their disposal and pupils must recognise the authority of the teacher and must accept punishments such as break and lunchtime detention, a repeated homework exercise, extra homework exercises, a home punishment such as the writing of an essay or lines.

While regrettable, being sent for a short period to stand immediately outside the classroom for a few minutes may be appropriate to diffuse a situation and give a child time to reflect when the pupil is preventing others in the lesson from learning. Being sent to a figure of higher authority within the school such as Head of Department, Senior Mistress, Deputy-Head or Headmaster may also be used.

- **Community Service** - a more serious disciplinary action given by a pastoral school leader; this is for a lunchtime (1.15pm-1.45pm) where a pupil contributes positively to the school community through an activity like sweeping, collecting litter etc. They are supervised by the senior teacher on duty. Parents are informed about the behavioural incident that has occurred and a permanent record is made.
- **The Headmaster's Detention** – a more serious disciplinary action than those given by subject teachers, this is a lunchtime detention (1.15pm-1.45pm) which is held once a week and is supervised by either the Headmaster or a Deputy-Head. Given that staff that put a pupil on this detention must make a written statement of what happened to the Headmaster, a permanent record of a pupil's detention is made. Pupils who accumulate a number of these detentions can anticipate reference made to that fact in their Winter or Summer report.
- **Internal exclusion** – pupils still come to school but are excluded from contact with classes. They follow their timetable with work set from each lesson but they work not in the lesson but on their own in a specially assigned classroom. They are also kept apart during break and lunch. The purpose is not to interrupt the pupil's learning while still demonstrating to the pupil the inconvenience and cost of their offence/misdemeanour.
- **Suspension** – from one day up to two weeks depending on the severity of the pupil's behaviour. The pupil is temporarily excluded from the school and left to consider their offence and its consequences at home. It is hoped that the suspension gives the pupil time enough for reflection and consideration of what they have done and how they will act upon their return to school. A permanent record of the suspension is kept in the pupil's school file. The decision to suspend a pupil, and for how long, will be taken in conjunction with the Headmaster and the senior management of the school. The final decision rests with the Headmaster. In cases of suspension, the pupil will be sent home following contact being made with a parent. Written explanation of the suspension decision will be sent to parents in every case. Upon returning to school from the suspension, the pupil will have a meeting with the Headmaster (or a Deputy Head if the Headmaster is unavailable) before joining lessons.
- **Permanent exclusion** – permanent removal from the school. In the case of the most extreme offences this ultimate action may be deemed necessary by the school. In such cases, a pupil may be suspended while their case is discussed and parents of the pupil will be invited to meet with school authorities. Such cases will be discussed by the school's Management Committee before a decision is taken.

Permanent exclusion may be decided upon if it is the opinion of the Management Committee that:

- I. the interests of the pupil and the school would best be served by the pupil leaving the school
- II. the pupil has had sufficient warnings about serious behaviour failings but has no meaningful intention to moderate their behaviour
- III. the reputation and integrity of the school would be significantly damaged if the pupil were to remain at the school.

A behaviour incident report (Appendix 1) is used by a member of senior school staff to record significant incidents and a discipline record is made on ISAMS by a member of the pastoral team.

Appendix 1

