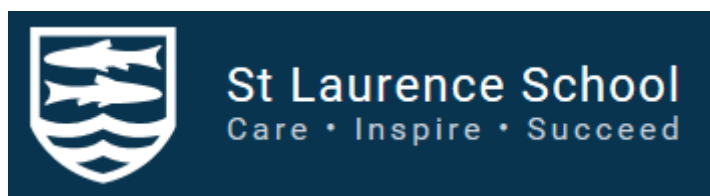




St Laurence School Academy Trust

Behaviour in School policy

| | | |
|---------------------------------------|--|---|
| Approved C&E February 2023 | | 2 year review or as required |
| Review February 2025 | | SLT link : Deputy Head (quality of education: attitudes) |



St Laurence School Policy on Behaviour in School 2023

1) Introduction

St Laurence School is committed to maintaining high standards of behaviour for the benefit of all members of our school community; students, parent/ carers and staff. Supporting good behaviour is everyone's responsibility. We are committed to embedding a school culture that is fully inclusive to reflect our mission statement that 'people are our treasure'. A culture that encourages respect for difference and diversity and ensuring that all students are able to learn in a supportive, caring and safe environment within the Christian values that underpin our ethos as a Church of England School. We set out to educate students about what constitutes appropriate behaviour and to deal effectively with incidents when and where they arise in the best interest of all.

2) Purpose

To enable a clear strategy in the managing the behaviour of students by ensuring that all members of the school community understand our moral responsibility to ensure we afford all students the equal opportunity to achieve their personal best educational outcomes and support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society. We have high expectations of our students' behaviour and conduct in school. When students are in school, we expect them to follow all of the expectations set out below to keep themselves and the rest of the school community safe and best able to learn. Staff will be familiar with these expectations and will make sure they are followed consistently. Parents and carers should read the expectations and ensure that their children meet the expectations outlined in this policy.

3) Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how students are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

4) Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting students with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

Review: Jan 2025

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

5) Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault or violence, which is any unwanted sexual behaviour or touching that causes humiliation, pain, fear or intimidation
- Harassment including sexual harassment, which is unwanted behaviour which causes offense, intimidation or humiliation. It can happen on its own or alongside other forms of discrimination. Unwanted behaviour could be: spoken or written words or abuse and include online sexual abuse.
- Malicious reporting of incidents – staff or student (please see section 9.3)
- Vandalism
- Theft
- Fighting including 'play fighting'
- Smoking including vaping and other associated paraphernalia
- Racist, sexist (including sexualised language), homophobic or discriminatory behaviour
- Truancy
- Throwing of objects with perceived malicious intent
- Swearing at or threatening behaviour to a member of staff or student
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers

- Vapes and associated paraphernalia
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

6) Bullying

There is no legal definition of bullying. We have chosen to adopt the Anti-Bullying Alliance definition of bullying which is:

“Bullying is the repetitive, intentional hurting of one person or group by another person or group where the relationship involves an imbalance of power. It can be physical, verbal or psychological. It can happen face-to face or online”

Full details of our school’s approach to preventing and addressing bullying are set out in our anti-bullying policy that is available in the policy section on the school website.

7) Roles and responsibilities

7.1 Staff (All)

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Clear routines, expectations, objectives, instructions, explanations, discipline and language aligned with the School’s Code of Conduct.
- Recording behaviour incidents

7.2 The governing body

The governing body is responsible for monitoring this behaviour policy’s effectiveness and holding the Headteacher to account for its implementation.

7.3 The Senior Team

The Headteacher is responsible for reviewing and approving this behaviour policy.

The Senior Team will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The Deputy Headteacher (Pastoral)

The Deputy Headteacher (Pastoral) is responsible for the strategic oversight of the school’s behaviour management practices. They also manage whole school attendance and the house system.

In addition they support behaviour management in the school through:

- Line management of the Head of Behaviour and Inclusion
- Line management of the Heads of House
- Line management of the AEN department.

7.4 The Head of Behaviour and Inclusion

Review: Jan 2025

The head of behaviour and inclusion is responsible for the operational management of school behaviour systems. They provide leadership of behaviour intervention programmes, the school rewards system and the school's anti-bullying work. They also manage students attending alternative provision.

In addition they support behaviour management in the school through:

- Triaging daily behaviour issues, managing and supporting SLS callouts
- Provide guidance and support for Heads of House, including meeting with parents
- Manage the Support to Learn provision, including line management and CPLD of coordinator and team and overview of student engagement and progress.
- Manage the Internal Exclusion (and 'Alternatives to Isolation') provision, including line management and CPLD of coordinator and team and overview of student engagement and progress.
- Manage the Social Time Supervision provision, including line management and CPLD of team.

The Behaviour Team

The Behaviour team are responsible for promoting positive behaviour to improve student engagement and progress and to work with individual students or groups of students to address poor behaviours.

- Manage the Support to Learn provision
- Manage the Internal Exclusion provision
- Manage the lesson removal room

7.5 Heads of House & Assistant Heads of House

Heads of House are responsible for maintaining and strengthen the Y7-13 House ethos within the vertical whole-School framework.

- To lead a team of tutors and manage their performance in line with whole-School policies
- To monitor students' academic, attendance and performance data across the House in collaboration with senior leaders, in order to secure and maintain good progress for all students
- To implement the school's rewards and sanction systems
- To monitor the progress of SEND students, contributing to individual intervention plans, as required, in liaison with the SEND team.
- To devolve responsibility to tutors for the appropriate personal development and well-being of all students
- To develop the role of the house Council and ensure that 'student voice' is heard
- To assist with transition of students from one phase to another in liaison with senior leaders and other staff involved in transition
- To ensure effective communication within the House and with colleagues, parents and external agencies

Assistant Head of House are responsible for supporting the maintenance and strengthen the Y7-13 House ethos within the vertical whole-School framework.

- Student absence messages, punctuality and attendance monitoring by House
- St Laurence Support (SLS rota)
- Levels 2 & 3 behaviour logging/communication/reports etc. by House
- Rewards and sanctions monitoring by House, supporting the HOH with relevant actions
- To assist with transition of students from one phase to another in liaison with HOH
- To ensure effective communication within the House and with students, colleagues, parents and external agencies

7.6 Tutors

Tutors are the first port of call for their tutees and have responsibility for managing behaviour in their classrooms and around the school through:

- a consistently high-quality learning environment that meets the needs of students in all tutorials, briefings, collective worship and other activities.

Review: Jan 2025

- clear routines, expectations, objectives, instructions, explanations, discipline and language aligned with the School's Code of Conduct.
- use of rewards and sanctions systems in a consistent way.
- challenging, encouraging and supporting students, keeping them on task and responding fully to their educational needs.
- recording conversations and contact home on SLS log.
- attending a weekly house meeting and raising concerns with the HOH at the earliest opportunity.

7.7 Heads of Department

Heads of department have responsibility for overseeing behaviour for learning within their departments through:

- Promoting positive behaviour management and use of techniques within their department via line managements meetings, departments meetings and CPLD
- Identification via classcharts, when an individual student is not meeting behaviour expectations within their subject and use of a subject report to monitor and improve behaviour.
- Regularly review behaviour for learning within the department via meetings (and subsequent minutes)
- Discuss student concerns with the HOH and SLT link.
- Support the school's sanction system.

7.8 Teachers

Teachers have responsibility for managing behaviour in their classrooms and around the school through:

- a consistently high-quality learning environment that meets the needs of students in all lessons, tutorials and other activities.
- Providing a personalised approach to the specific behavioural needs of particular students. Being aware that students may require support when receiving a sanction e.g. take up time.
- clear routines, expectations, objectives, instructions, explanations, discipline and language aligned with the School's Code of Conduct.
- use of rewards and sanctions systems in a consistent way.
- challenging, encouraging and supporting students, keeping them on task and responding fully to their educational needs.
- Liaise with the HOD when a student's behaviour is a cause for concern.
- Support the school's sanction system.

The Senior Leadership, House team, Heads of Department and Behaviour team will support staff in responding to behaviour incidents.

7.9 Parents / Carers

Parents and carers share responsibility for the behaviour of their son/daughter both inside and outside of the School. They are expected to work in partnership with staff and assist the School in maintaining high standards of behaviour as outlined in the Home-School Agreement.

Parents / Carers are expected to:

- Support their child in adhering to the school code of conduct
- Support their child in adhering to the St Laurence School online safety policy
- Support the school in upholding our high standards of behaviour
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns regarding your child with the school promptly
- If a fixed term suspension has been given, parents / carers must supervise their child.

- Support the school in ensuring the good conduct of their child on the way to and from school, including the use of public and school transport.
- Support the school in monitoring your child’s conduct online.

8) School code of conduct (see appendix 2)

Students are expected to take responsibility for their own behaviour and be fully aware of the School’s policy, procedures and expectations as outlined in the School Code of Conduct (displayed in Tutor rooms). Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

Students are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all students to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

9) Rewards and sanctions

An ethos of encouragement is central to the promotion of good behaviour. The School achieves this through a wide range of strategies including praise, constructive feedback, awards and achievement points to celebrate individual and House success.

9.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Achievement points
- Letters or phone calls home to parents
- Special responsibilities/privileges
- Special rewards events / celebration events

There are three key strands to the way that we recognise and reward the positive behaviours and achievements of our students.

| Key Strands | |
|--------------------------------------|---|
| Collecting positive behaviour points | Track how many points students have individually, as a tutor group and as a House |
| | Lead to certificates at different thresholds |
| | Contribute to a House trophy at the end of the academic year |
| Recognition | Postcards, letters, certificates for specific success e.g. in subject areas, leadership |
| | Letters home for good reports, positive behaviour etc |
| Celebration | ‘Shout outs’ for those who have achieved success in different areas |
| | Publish names, achievements examples of work in Connect/on school website |

Whilst we will always endeavour to work with parent / carers, the school may use one or more of the following sanctions in response to unacceptable behaviour without prior parental / carer consent:

- A verbal reprimand
- Sending the student out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Detention or community service at break or lunchtime, or after school
- Referring the student to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a student 'on report'

We may use the internal exclusion in response to serious or persistent breaches of this policy.

Students may be removed from their lesson and sent to a host lesson or the lesson removal room during lessons if they are disruptive, and they will be expected to complete the same work as they would in class. Students will remain in the lesson removal for at least the remainder of the lesson, until it is judged that they will be able to return successfully to the classroom environment.

The Internal Exclusion room is managed by the behaviour team. We may use an internal exclusion in response to serious or repetitive breaches of this policy.

Support to Learn is to support students who require additional support to be successful in a particular subject.

We may use a fixed term external suspension in response to extremely serious or persistent and repetitive breaches of this policy. In these cases, it is the parent/ carers' responsibility to supervise this suspension at home.

9.2 Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school, including any time wearing St Laurence School uniform.

9.3 Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the student in accordance with this policy.

Please refer to our Child Protection policy for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

10) Behaviour management

Positive Behaviour Management

We have high expectations of behaviour at St Laurence as this is essential for success. Our positive approach to behaviour management reflects our school ethos: We care; We Inspire; We Succeed.

10.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

Review: Jan 2025

- Create and maintain a stimulating environment that encourages students to be engaged
- Treat all students with an unconditional positive regard
- Staff will reinforce the student code of conduct and their own classroom rules
- Develop a positive relationship with students, which may include:
 - Greeting students in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day / lesson afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

10.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

10.3 Confiscation

Any prohibited items (listed in section 5) found in students' possession will be confiscated. These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

10.4 Student support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's Head of Behaviour and Inclusion in consultation with the Special Educational Needs Co-ordinator and overseen by the Deputy Headteacher (Quality of Education: Attitudes), will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice may also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

11) Student transition

To ensure a smooth transition to the next year, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those students transferring to other schools.

12) Training

Our staff are provided with training on managing behaviour, as part of their induction process.

Behaviour management will also form part of continuing professional development.

A staff training log is maintained.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and the full governing board every two years. At each review, the policy will be approved by the Headteacher.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Child Protection and Safeguarding policy
- Anti-bullying policy
- Attendance policy
- Online Safety Policy

Appendices :

Appendix 1

School Uniform Requirements

At St Laurence we value our school uniform and consider it important for a number of reasons:

- To reinforce a sense of shared membership and pride in the School;
- To identify students as part of the St Laurence School community, creating a sense of belonging;
- To act as an equalizer, enabling all students to avoid pressures associated with following fashion trends or wearing branded or designer clothing;
- To mark the formality of being educated at St Laurence School.

The demands of particular religious beliefs are taken into account but there is an expectation that all students follow the uniform requirements and that uniform will be worn with pride by all students.

| Items | Requirements | Additional Guidance |
|------------|---|---|
| Polo shirt | Navy blue St Laurence polo shirt with school logo and House initial | <ul style="list-style-type: none"> ▪ No T shirts should be worn underneath the polo shirt |
| Jumper | Navy blue 'V' neck St Laurence jumper with school logo | <ul style="list-style-type: none"> ▪ No cardigans, alternative jumpers, sweatshirts or hooded sweatshirts instead of the school jumper |
| Trousers | Navy blue and standard school style | <ul style="list-style-type: none"> ▪ Trousers should be formal in style and of full length to the ankle ▪ No 'chino' or 'jeans' style trousers ▪ No visible outer pockets or external stitching |
| Skirt | As an alternative to trousers, the St Laurence skirt may be worn. Plain black or navy blue opaque tights should be worn with skirts. | <ul style="list-style-type: none"> ▪ Skirts should sit on the waist and not be rolled up or taken in in order to shorten or narrow them ▪ Tights must not be ripped or have tears in them ▪ Socks should not be worn in addition to tights ▪ Socks should be worn with regular school shoes if tights are removed |
| Shorts | As an alternative to trousers and skirts, the St Laurence tailored shorts (available from Price and Buckland although an equivalent) may be worn. | <ul style="list-style-type: none"> ▪ Socks and regular school shoes should be worn with shorts ▪ Alternatives to the St Laurence shorts are not permitted |
| Footwear | Black, flat shoes. Black leather upper and solid black sole. Boots no higher than ankle | <ul style="list-style-type: none"> ▪ No trainers (fabric upper and foam / bubble sole) or sandals ▪ No platform or canvas shoes |
| Outerwear | Coats should be plain | <ul style="list-style-type: none"> ▪ No denim or leather ▪ No hooded jumpers or sweatshirts ▪ Outerwear should not be worn indoors |
| Items | Requirements | Additional Guidance |
| Jewellery | | <ul style="list-style-type: none"> ▪ Piercings should only be worn in the earlobe ▪ Maximum of ONE plain stud per earlobe ▪ No nose studs or other facial piercings – clear retainers should be worn ▪ No rings, necklaces or chains |

| | | |
|----------------|---|--|
| Hair style | Hair should be of a natural colour | <ul style="list-style-type: none"> No extremes in style There may be times where hair should be tied back for health and safety reasons |
| Make up | | <ul style="list-style-type: none"> Discreet make up only No nail varnish or acrylic nails No strip false eyelashes |
| Bags | Ruck sacks required | <ul style="list-style-type: none"> Large enough for A4 books and at least one A4 folder |
| Mobile devices | Phones and other mobile devices should be stored in bags, not carried in hands or placed in pockets from 8.35am | <ul style="list-style-type: none"> Wired headphones should not be worn beneath clothing or threaded through the polo shirt. No air pods should be visible. |

PE and Dance Kit Requirements

| Tops | Requirements |
|--|---|
| PE Polo Shirt (Unisex) or PE Polo Shirt (Fitted) | Royal Blue St Laurence PE Polo with logo |
| Rugby Shirt for Rugby and Football | Blue St Laurence reversible shirt with logo |
| Blue PE Hooded top | Blue St Laurence hooded top with logo |
| Bottoms | Requirements |
| Rugby/Football shorts or Plain Navy Blue Sports leggings | Navy Blue with St Laurence logo Plain, navy. Must be suitable for PE activity |
| Indoor PE/Athletics shorts or Plain Navy Blue Sports leggings | White/Royal Blue St Laurence shorts with logo. Plain, navy. Must be suitable for PE activity |
| Optional | Requirements |
| Plain Navy Blue Tracksuit bottoms | Plain, navy. Must be suitable for PE activity |
| Fitted Shorts | Navy Blue with St Laurence logo |

| Footwear and Socks | Requirements |
|--|--|
| White sports socks | |
| Football/Rugby/Hockey Socks | Navy Blue St Laurence socks |
| Trainers | Suitable for Sporting activities with non-marking soles. Not leisure or canvas shoes |
| Boots | Football or Rugby boots |
| Protective equipment (Compulsory) | |
| Shin Pads and gum shields | |

| Dance kit | Requirements |
|---------------------------------|--|
| PE polo shirt | Royal Blue St Laurence PE Polo with logo |
| Plain Navy Blue thick leggings. | Plain, navy |
| Indoor PE/Athletics shorts | White/Royal Blue St Laurence shorts with logo. |

Appendix 2

School Code of Conduct

We expect high standards of behaviour from all members of St Laurence. Everyone at school has the right to learn and socialise in a safe environment.

- Good behaviour will be celebrated and rewarded
- Poor behaviour will be met with sanctions

In and Around School

- Arrive on time
- Be polite and courteous to all
- Follow requests and tasks set by staff
- Wear your uniform correctly
- Respect the buildings, environment and other people's property
- Eat in designated area
- Move around the school in a quiet, safe and orderly way
- Mobile phones should be switched off during lessons.

In Lessons

- Arrive on time
- Follow the agreed procedures for entering and leaving the classroom
- Settle quickly in the classroom with your coat off
- Put books, pens and planners on the desk
- Follow instructions quickly, carefully and without argument
- Concentrate on listening and learning
- Get involved in the activities organised and try your best
- Treat other students, their work and equipment with respect
- Avoid inappropriate behaviour which disrupts learning.

To and From School

- Treat other people with respect
- Avoid doing anything which might harm the School's reputation
- Behave appropriately on school transport.

Some Don'ts

The following items must not be brought into school:

- aerosol containers e.g. deodorants
- chewing gum
- Tippex
- any form of weapon
- alcohol, tobacco or any illegal substances.

Sanctions

In all cases staff will need to use their professional judgement when deciding on a sanction and consider particular circumstances. There are four levels of sanction used by the school and these are detailed below.

Level 1: *Sanctioned by all staff*

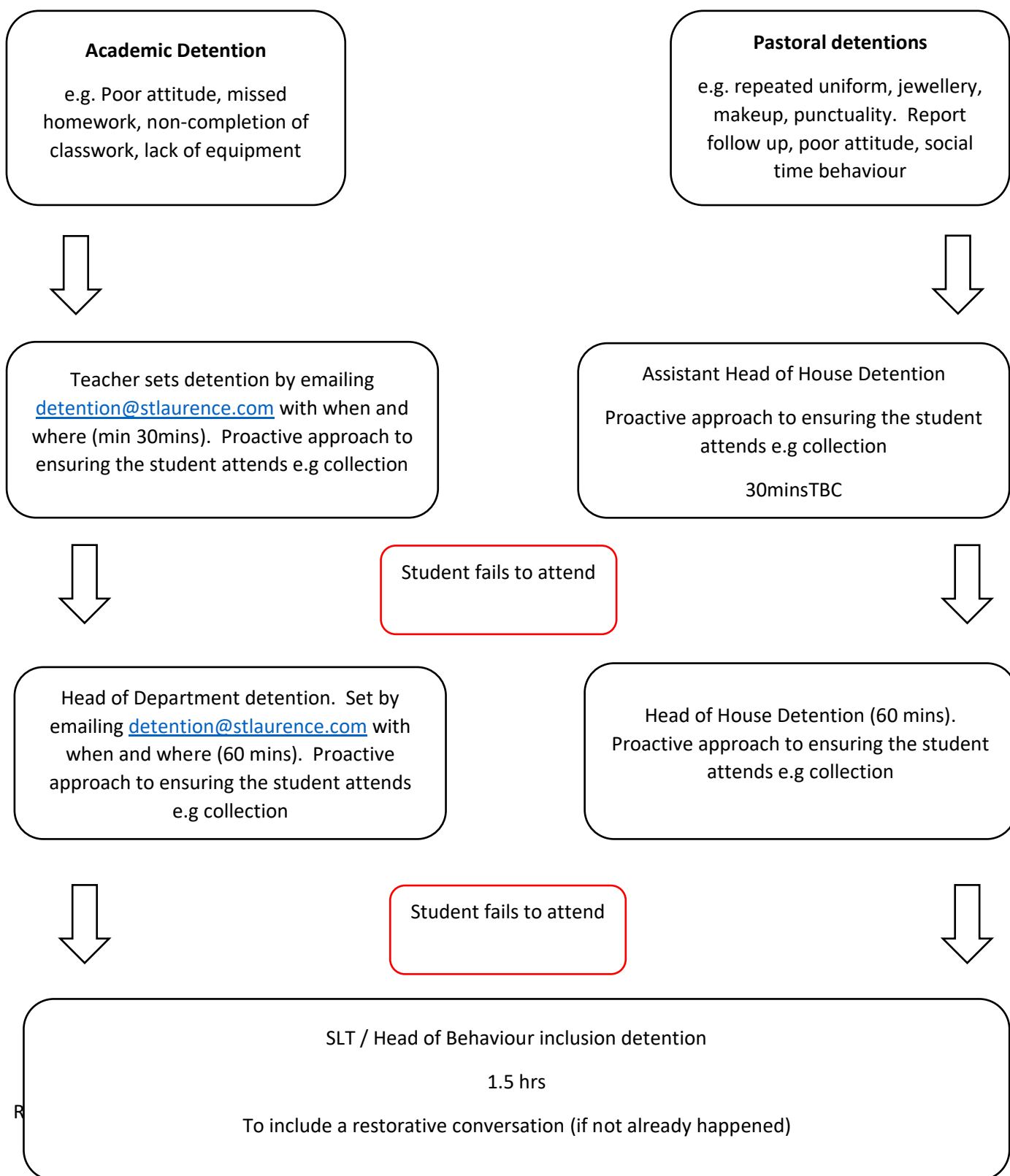
Level 2: *Sanctioned by all staff. Detentions issued by House Team*

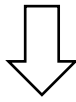
Level 3: *Sanctioned by HoH or Senior Leadership Team - Internal Exclusion*

Level 4: *Sanctioned by Headteacher- Fixed Term Suspension*

Detentions

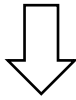
A Level 2 can be given by a member of staff and will result in a sanction.





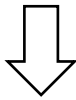
HOH / SLT Friday night detention
HOH 3-4pm

Student fails to attend



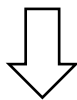
Half Day Internal Exclusion (Parent and student to meet HOH)

Student fails to attend



Full Day Internal Exclusion
(Parent and student meet with HOH and Head of Behaviour and Inclusion)

Student fails to attend



Fixed Term Suspension
(Parent and student meet with HOH and SLT)