



St Laurence School

Addendum to Behaviour Policy September 2020



1. Introduction

The implementation of the [latest government guidance](#) for the full opening of schools during the COVID-19 pandemic necessitates adjustments to existing policy and practice. The adjustments are underpinned by our school values and ethos and are in place to ensure the safety of all members of our school community. In addition, the changes have been made to support the re-engagement of students and the return to an orderly and calm environment in which all students can achieve and thrive.

2. Scope

This addendum applies until further notice. It sets out changes and exceptions to our usual behaviour policy. Students, staff and parents should continue to follow our existing behaviour policy with respect to anything not covered in this addendum. We may need to amend or add to this addendum as circumstances or official guidance changes. We will communicate any changes to staff, students and parents.

3. Expectations of Students in School

We have high expectations of our students' behaviour and conduct in school and will continue to do so as we welcome students back to 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. 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 follow the new procedures that have been put in place.

If a parent or carer is concerned that their child might have specific reasons why they may not be able to comply with some or all of the rules, they should contact their child's Head of House in the first instance. We can consider alternative arrangements and make any necessary reasonable adjustments, based on need, to support students to integrate back into school life.

a) Hygiene

- Follow instructions about the use of handwashing stations on arrival to school and during the school day
- Follow instructions about using hand sanitizer during the school day
- Avoid touching your mouth, nose and eyes with your hands
- Follow the recommended approach when sneezing or coughing ('Catch it, Bin it, Kill it'); sneeze and cough into a tissue (or the sleeve of your arm if a tissue is not available), dispose of your tissue immediately and then sanitise your hands
- Tell a member of staff if you experience symptoms of coronavirus
- Show that you understand the serious nature of coronavirus by avoiding the exaggeration of known symptoms such as coughing or sneezing or by pretending to exhibit those symptoms
- Bring your own frequently used equipment such as pens and pencils
- Use your own stationery where possible or stationery from your year group zone if needed

b) Routines for arriving or leaving the school

- Observe social distancing on journeys to and from school
- Follow all health and safety rules on buses and taxis and any requests from bus operators/drivers
- Use your allocated year group entrance on arrival and departure
- Remove face coverings that are worn on the journey to school, packing re-usable face coverings into bags or placing disposable masks into the bins provided at each entrance to school
- Wash your hands at the allocated handwash stations before entering any school buildings
- Wash your hands before leaving the school site at the end of the school day
- Vacate the school site as quickly as possible at your allocated time



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c) Moving around the school site

- Stay within the permitted areas for your year group bubble, unless supervised by a member of staff to move across the site
- Only use the toilet facilities in your year group zone
- Use only your allocated lunch time space and enter using the allocated route
- Maintain a 1m distance from other students in your year group bubble when queueing
- Follow the social distancing recommendations to maintain a distance of 2 metres from any adult and any student who is not in your year group bubble (unless receiving first aid or momentary learning help requiring closer contact)
- Observe the markings and signs displayed around the school site to keep the year group zones apart
- Observe the markings which indicate routes of travel and any one-way systems if you need to move outside of your year group bubble

d) Mixing with other students

- All contact with other students in school, including those who are members of your own household or known to you in another context outside of school, will only be with students from your year group bubble
- Follow the recommendations for social distancing when mixing within your year group bubbles in lessons, social time and on the journeys to and from school

e) COVID-specific threats

Whilst unlikely to occur, it is important to make explicit that we do not expect students to use the COVID situation as a pretext to make threats to other students and staff. These threats could include (but the list is not exhaustive):

- Spitting
- Threatening to infect another student or member of staff through getting close
- Coughing in an aggressive fashion towards another child or member of staff
- Describing another pupil, member of staff or family member as 'Covid'
- Accusing people of any ethnicity of being the cause of the pandemic (this is racial abuse)

f) School uniform

We are hoping that families will have their uniform orders fulfilled and students will be able to attend St Laurence from the start of term in their school uniform and we will be expecting students to:

- Wear school uniform (as detailed [here](#)) except on days where you have practical PE or Dance lessons when you should wear your school PE kit (as detailed [here](#))

However, if your order has not been fulfilled, we are able to support families by offering the following adjustments:

- Wear unbranded items of uniform instead of branded items. Once your uniform order arrives, you can choose whether to continue wearing your unbranded items or whether to replace them with the items in your order
- Wear school PE kit (all students will be wearing PE kit, all day, on days where they have practical PE or Dance lessons so students would not need to worry about this seeming unusual)

These adjustments will be in place until further notice when we will return to the expectation detailed above for all students.



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g) Conduct in lessons

Our usual high expectations of behaviour in lessons remain in place and these are outlined clearly in the School Code of Conduct which can be found in the student planner (see Appendix A). However, to enable us to implement our plan for full opening safely and effectively, some existing rules need greater emphasis and are detailed below with any new expectations:

- Listen carefully to staff and follow all instructions
- Sit in your allocated place on the seating plan in the classroom
- Keep all personal items in your bags and under your desk if they are not in use
- Wait sensibly for your teacher to arrive, completing the 'exit activity' provided by your previous teacher at the end of the lesson
- Respect the 2 metre zone for members of staff which is indicated clearly in classroom spaces by floor markings
- Maintain the recommended distance from staff and other students as outlined in section b) above
- Maintain safe behaviour at all times by following all of the expectations outlined in section a) above

4. Encouraging Students to Meet Expectations

We recognise the importance of utilising a variety of means to ensure that students are supported and encouraged to meet the expectations of their behaviour on return to school. Whilst the list below is not exhaustive, it outlines the key approaches that will be used to embed positive behaviours and the steps that will be taken if students fail to meet the expectations outlined.

a) Communicating expectations

To ensure that students understand the expectations outlined in section 3, we will:

- Produce a short film which shows some of the key changes to the school site for families to watch before returning to school
- Ensure the short films are updated if needed and readily available on the school website and the school media stream for families to refer to once term begins
- Allocate extended tutorial time on the first full day of school to explain the rules, providing opportunities for questions and discussion
- Use visual reminders around the school site to reinforce expectations
- Provide regular opportunities within tutorial sessions to re-visit the rules
- Actively reinforce expectations during lessons and around the school site
- Use our regular *Behaviour and Ethos Briefings* to provide clarification of key rules and expectations
- Use our regular *Safeguarding Briefings* to provide clarification of key rules and expectations

b) Rewards

To help encourage students to follow the expectations in section 3, we will:

- Make use of our existing system for recognising individual contributions to school life as detailed in the student planner (see Appendix B)
- Ensure that tutors review the allocation of reward points on a regular basis so that the success of individual students and groups of students can be recognised within tutorial time
- Celebrate the success of students, and groups of students, in House Briefings and our regular *Behaviour and Ethos Briefings*
- Use the House '*Shout Out Boards*' to celebrate notable student contributions



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c) Providing additional support

We recognise that some students may need additional support to successfully re-integrate at school and will:

- Listen to any concerns and work with students and their families to make reasonable adjustments to support a full return to school
- Be alert for changes of behaviour that may indicate an underlying cause for concern
- Explore concerns openly so that appropriate support can be identified
- Encourage identified students to make use of the TA Hubs in each year group zone to support positive behaviour choices
- Make use of existing AEN and Pastoral support processes to support individual students and their families
- Continue to work with local services and external agencies to ensure that identified students have the appropriate support to enable a successful return to school

d) Sanctions

If students fail to follow the expectations outlined in section 3, we will:

- Make use of our existing consequence system for responding to poor behaviour choices as detailed in the student planner (see Appendix C).
- Remove students from lessons or social time if they fail to change their behaviour following a warning, formal warning (L1) and issuing of a detention (L2). Students will be withdrawn from lessons via our SLS call out system and will be accommodated in our internal exclusion provision. Students will remain in the internal exclusion for the remainder of the lesson and for at least ONE more lesson when it is judged that they will be able to return successfully to the classroom environment. The lesson removal will be logged so that we are able to monitor patterns of removal for individual students and wider groups of students. In addition, parents and carers will be informed of the removal from lesson. Due to the year group zoning, there will be no other form of 'hosting' in response to negative behaviour choices.
- Ensure that there is a positive working environment in our internal exclusion area by removing any students who are unable to demonstrate positive behaviour choices. These students will work under the supervision of a senior member of staff until they are able to return successfully to the internal exclusion area and will receive a formal half day internal exclusion which will run during the PM session and will include removal from lunch time and a P6 session which runs until 4pm.
- Ensure that a response to incidents distinguishes between accidental and purposeful rule-breaking
- Take extremely seriously any incident that presents a threat to the health, safety or well-being of any member of the school community. Incidents of this nature are likely to result in an immediate Fixed Term Exclusion.

5. Expectations for Students at Home

All expectations for remote learning are detailed in the *Online Lessons Safeguarding Agreement* which is located on the school website.

6. Monitoring Arrangements

We will monitor the effectiveness of these adjustments to our policy through our usual mechanisms which include the regular monitoring and analysis of positive and negative behaviour points at both individual and group level. We will use our analysis to intervene at individual student and group level whilst also making any necessary adjustments to the detail in the addendum. In addition, we will and gather feedback from staff, students and parents about how new systems are embedding and use this feedback to inform any adjustments to our approaches.



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7. Links with other Policies

This policy links to the following policies and procedures:

- Student Code of Conduct
- Home-School Agreement
- Child Protection Policy
- Online Lessons Safeguarding Agreement
- Behaviour Management Policy
- Attendance Policy
- School Uniform Policy
- Equalities Policy
- SEND Policy
- Supporting Students with Medical Needs Policy
- Health and Safety Policy

8. Review

We may need to amend or add to this addendum as circumstances or official guidance from the local authority or Department for Education changes. Any adjustments will be approved at the next scheduled Community and Ethos Committee Meeting. We will communicate any changes to staff, students and parents.



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Appendix A: 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.



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Appendix B: Rewards

Our reward system aims to:

- Create a culture of celebration;
- Value the contributions of all students;
- Encourage students to feel proud of themselves and others;
- Emphasise recognition over physical reward.

Our reward system is built around the school's values and the grid below shows examples of the different positive behaviours that will be rewarded at St Laurence School.

Value	Understood as...	Positive behaviours
Care	about self, others, the school community and the wider community	<ul style="list-style-type: none"> • actions that are polite, kind, helpful or respectful • charity work, volunteering • peer support e.g. buddying, mentoring • making a stand e.g. anti-bullying, environmental issues • wearing uniform well
Inspire	motivating others, leadership, attitude	<ul style="list-style-type: none"> • mentoring e.g. spelling and reading challenge • role modelling e.g. lead learners • taking a lead e.g. literacy leaders, school council, • showing team spirit and motivation e.g. sports • displaying a positive attitude • sustaining effort even when it's tough • participating in after school clubs • contributing to the success of lessons
Succeed	achievements in and out of school, behaviours sustained over time, a significant change	<ul style="list-style-type: none"> • displaying pride in work • demonstrating focus, independence, reflection • quality of HW • challenging self • attendance • punctuality • achievements out of school e.g. sports, music, arts, • academic progress • positive learning profile • participating in school events

Positive reward points will be awarded in ClassCharts at 3 different levels:

Bronze	Expected Behaviours	2 points
Silver	Regular, Significant Contribution	10 points
Gold	Sustained, Exceptional	25 points

Students will be able to collect points by displaying positive behaviours in the different areas: Care, Inspire, Succeed. They will be recognised individually as they reach significant milestones: 250, 500, 850 and 1000 points across the academic year. All individual points will contribute to the tutor group totals for competition in the House and to the House totals which will lead to the prestigious House Trophy that is awarded to the winning House in the House competition at the end of the academic year.

We will also share success with parents and carers through postcards and letters home as students have told us how much they value their success being shared in this way.

Finally, to add a little fun into our new rewards system, there will be an opportunity to 'win' prizes in our Rewards Raffle. Many of the ideas for prizes have been suggested by the students themselves and there should be something to inspire everyone to succeed.



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Appendix C: Consequences (Page 1 of 2)

All students at St Laurence have a responsibility to follow the school's Code of Conduct and to meet our expectations of behaviour whether that is in a classroom setting, during social time, travelling to or from school or in an environment outside of school where students are representing the school. All students, whatever their age, are expected to play their part so that relationships are strong, we support each other and everyone is able to learn and socialise in a safe environment so that our school community continues to flourish.

We work hard to support students to demonstrate high standards of behaviour by:

- having very clear expectations
- rewarding good behaviour
- promoting positive relationships
- understanding our students as individuals.

When behaviour falls below expectations, it is met with consequences which are then recorded on ClassCharts as negative behaviour points. Key members of staff monitor the behaviour record of each student so that support can be offered to ensure that all students are able to make any necessary changes to their behaviour in order to meet to our high expectations. We will contact parents and carers at an early stage if we have concerns about negative behaviour patterns so that we can all work together to support students to make the right choices.

Behaviour Consequence

Warning

Where students do not meet behaviour expectations, they can expect to receive a warning from a member of staff. Usually, the warning is sufficient to allow students to adapt their behaviour and no further consequence is needed.

Formal Warning

If students do not respond to the warning and continue to display behaviour that does not meet expectations, the member of staff will issue a formal warning. The warning will be recorded on ClassCharts as a Level 1.

Behaviour Support

Restorative Conversations

Whenever behaviour falls below expectations and a consequence has been issued, there will be a conversation with the student to rectify any issue and support students to take responsibility for negative behaviour, enabling a positive way forward.

Tutor Phonecall

Behaviour Points on ClassCharts are regularly monitored by the House Team and the Deputy Headteacher. If necessary, the tutor will make contact with parents and carers at an early stage if we have concerns about negative behaviour patterns. This will enable us to work together in supporting students to make the right behaviour choices.



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Appendix C: Consequences (Page 2 of 2)

Detention/Host Lesson

If a student chooses not to change their behaviour following the formal warning, the member of staff will issue either an after-school detention, often to catch up on work missed, or a host into another classroom for the next lesson where work will be completed that has been set by their usual subject teacher. This will be recorded on ClassCharts as a Level 2.

Internal Exclusion/Community Service

There are occasions where repeated examples of negative behaviour or single incidents that are more serious will result in a senior member of staff issuing either an internal exclusion or a period of community service. This is recorded on ClassCharts as a Level 3.

External Exclusion

On the very rare occasions where behaviour is extremely serious, the Headteacher may decide to externally exclude a student for a fixed amount of time. This is recorded on ClassCharts as a Level 4.

Behaviour Reports

If early intervention is not successful and a student's behaviour becomes cause for concern, the HoH will ensure that steps are taken to support the student in displaying the high standards expected. This will involve further contact with parents and a series of behaviour support reports monitored by the tutor, AHoH, HoH or a member of senior staff.

Support to Learn

If, when monitoring behaviour, it is noticed that patterns of behaviour have developed, either in a particular subject or across many subjects, the HoH or HoD might refer the student to Support to Learn for a fixed period of time. They will work with staff to make changes to their behaviour so that they can make a positive return to their usual class(es).

SLS Calls

If a student does not take heed of warnings and consequences in a lesson and disrupts the learning of others, they will be removed from the lesson and hosted to another classroom. This will be recorded on ClassCharts as a minimum of a Level 2 and further action would be taken to ensure that the behaviour is not repeated.