St Lawrence Primary School

Behaviour and Discipline Policy

September 2026

Review date: November 2028

Reviewed By: Governing Body

Approved by: Alan Brannen

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Policy amendments may occur at any time, and you should consult the Policies page on the website for the latest update.

BEHAVIOUR AND DISCIPLINE POLICY

'Love your neighbour as yourself.' Matthew 22:39

Principles

We believe that good behaviour of pupils is essential if our school is to be an environment in which children can learn, stay safe and be happy.

It is our view that good behaviour in schools is central to a good education. Schools need to manage behaviour well to provide a calm and supportive environment which children want to attend and where they can thrive. Being taught how to behave appropriately is vital for all pupils to succeed in life.

A well-managed school creates a culture, where pupils and staff flourish in safety and dignity in every aspect of school life. Staff must make sure that they collectively embody this culture, upholding the school's behaviour policy at all times and responding to misbehaviour consistently and fairly.

When pupils do misbehave, we will always aim to respond promptly and thoroughly, before considering how to prevent the behaviour from recurring.

This policy aims to ensure high standards of pupil behaviour permeate throughout St Lawrence CE Primary School and that any unacceptable behaviour is addressed effectively.

At all times, we will take into account the age, needs and cognitive ability of pupils when addressing behaviour concerns.

THE ST LAWRENCE WAY

We teach our pupils to:

Be responsible

Encourage others

Show respect

Try their best

BRITISH VALUES

Democracy; Rule of law; Individual liberty; Mutual respect and Tolerance of those with different faiths and beliefs.

As a Church of England school, we promote Christian values as well as universal human values. We aim to teach The St Lawrence Way and British Values through all that we do.

REWARDS

There are four levels of rewards, increasing in significance.

Level 1	Verbal praise	House token	Verbal message to parents	Teacher's sticker
Level 2	Text or Parentmail to parents	Headteacher's sticker		
Level 3	Headteacher's award certificate presented in assembly and mentioned in newsletter			
Level 4	Formal letter to parents from Headteacher and Governors			
Level 5	Good Samaritan Award presented in a special assembly			

In addition to the above, class teachers usually determine a system of rewards for individuals and groups in their classrooms. This sometimes involves additional play for a short period of time.

There will a collective reward for the 'house' which collects the most tokens each half-term. This reward is often a visit to the local play park. All pupils are placed in a 'house' when they start school: Caradoc, Hazler, Lawley and Ragleth (local hills).

BIG FEELINGS

We teach our pupils knowledge of following core emotions (big feeelings):

- Happiness
- Sadness
- Anger
- Disgust
- Surprise
- Fear

We use Kay Brophy's 'Lifeland' resources to deepen understanding.

ACTIONS/CONSEQUENCES

When a pupil's behaviour is unacceptable and the values we teach are not upheld, there will most likely be a follow -up action, input of support or a consequence. Members of staff should consider which of the following actions/consequences would be most appropriate, often liaising with members of the Senior Leadership Team, the SENCo and the headteacher.

- The pupil is given a verbal warning and reminded of the school rules.
- An apology (verbal or written) is requested of the pupil.
- A verbal reprimand is given by a member of staff or headteacher.
- Parents/carers are informed verbally by a member of staff (1 to 1, Parentmail or via telephone).
- The pupil is given a period of 'time out' just outside the classroom or in another class.
- A break-time detention is given (morning break or lunch-time).
- A letter or email is sent home from a member of staff or the headteacher.
- Pupil is placed on report for a period of time with targets set.
- A privilege or responsibility is removed (but NOT access to a curriculum subject or representing the school in a sport, music or similar event).
- A formal meeting of parents/carers and members of staff/headteacher is held.
- An after-school detention is given (parents/carers will receive 24 hours written notice).
- An internal exclusion for a fixed period in another classroom or in isolation.
- Pupil is moved to another class on a permanent basis.
- Suspension from school for one day or a period of days/lunchtimes.
- Permanent exclusion.

All incidents of unacceptable or worrying behaviour will be recorded on pupils' electronic files (CPOMS). Actions will be recorded too.

N.B. In the Early Years Foundation Stage, our approach to managing the behaviour of pupils will be different, as two, three and four year olds require a more nurturing approach when they are still developing an understanding of how to manage feelings and make relationships.

When determining a sanction, a child's age and level of understanding should be considered. If a pupil's behaviour is directly related to a special need or medical condition, then a consequence might not be appropriate.

Serious consequences or robust action will result if child-on-child or child-onadult behaviour is substantiated:

- Violence or the threat of violence;
- Hate-related incidents in which the victim has protected characteristics (e.g. racism or homophobia). Such incidents will be reported immediately to the victim's parents and the Local Authority (anonymised);
- Bullying or intimidation;
- Discrimination based on sex, gender, disability, religion or another protected characteristic.
- Harmful sexual behaviour.

N.B. Any adult behaviour deemed inappropriate in school (member of staff, volunteer, parent, governor etc.) will be dealt with via other policies and processes.

RADICALISATION/TERRORISM

A Prevent referral should be considered by the headteacher/DSL where there are concerns that a pupil may be susceptible to radicalisation or at risk of being drawn into terrorism

Not all concerning behaviour, prejudice, fixation on violence or safeguarding concerns will meet the Prevent threshold.

The Prevent duty: practical guidance for designated safeguarding leads - GOV.UK

CLUBS

If a pupil behaves unacceptably in Breakfast Club or an after-school club, he/she may not be permitted to attend for a period of time. Additionally, sanctions and consequences can be applied if a pupil from the school behaves inappropriately outside of the school setting (e.g. in the community).

EDUCATIONAL and RESIDENTIAL VISITS

We will always do out utmost to include all pupils in educational visits and on residential visits. This could involve deploying additional members of staff or asking a family member to volunteer as a helper. However, if a pupil's behaviour is so challenging/dangerous that it could put him/her or others at risk, if he/she was to attend, then it is possible that a decision would be made for the child to remain at school or only join the rest of the class for part of the visit.

REASONABLE FORCE

All members of staff have the legal power to use reasonable force (control or restraint) if pupils do not follow instructions or if there is a need to prevent injury, damage or disorder. If physical contact has been necessary, parents will always be informed and the incident will be logged on the child's electronic file (CPOMS) using the 'Team Teach' category. Members of staff can also use force if needed to search for prohibited items (weapons, drugs, stolen items, alcohol, tobacco, fireworks). Force must never be used as a punishment or when other methods would be safer and/or more effective.

GAINING ATTENTION OF PUPILS

If a member of staff or another adult leading a session raises a hand in the air, ALL pupils and members of staff should follow on - stopping all activities and being silent. It is essential that the leader waits until the attention of all in the group has been gained, before giving instructions, information etc.

Before raising the hand a member of can choose to give a short countdown, play a musical instrument etc. if that helps to gain attention swiftly.

PLAYGROUND WHISTLE

If a whistle is blown on the playground, all pupils should stand still and listen. A second whistle can then be blown to signal that pupils can walk into the school building.

YELLOW, RED & SPARKLY CARDS

In all classrooms there are yellow, red and sparkly cards which a member of staff can use when behaviour is out of the ordinary and a member of the Senior Leadership Team is needed. A yellow card is sent when support is needed soon and a red card when support is needed immediately. A sparkly card is sent when there is excellent behaviour evident that needs to be celebrated. The cards should be taken to the School Office or straight to a member of SLT, by a reliable pupil, volunteer or another available member of staff.

ROLES OF RESPONSIBILITY FOR PUPILS

Pupils are given roles of responsibility as both a reward for excellent behaviour and also as a strategy to encourage acting responsibly. Whole school roles such School Councillors, Mentors, Play Leaders, Assembly Crew and Sports Ambassadors are allocated at the start of each academic year. In each classroom there are often monitor roles for children.

SUPPORTING SEND and OTHER VULNERABLE PUPILS

When vulnerable pupils (e.g. those with SEND or who are 'looked after') behave inappropriately or dangerously, we will always assess the underlying reasons for the behaviour before deciding on next steps. Sometimes dysregulation can be as a result of conditions which are difficult for a child to manage: sensory overload, home circumstances, a change of routine or personnel, unfamiliar resources/environment etc. There are often other professionals involved with supporting vulnerable pupils and their advice will often be sought.

Teachers and teaching assistants will always consider if they need to make adaptations and use bespoke visuals to lessons in order to help pupils with SEND have more success and regulate well.

Research underpinning the Education Endowment Foundation's guidance report 'Special Educational Needs in Mainstream Schools' indicates that supporting high-quality teaching improves outcomes for pupils with SEND. Five specific approaches - the 'Five-a-day' indicated below - are particularly well-evidenced as having a positive impact. Teachers should develop a repertoire of these strategies, which they can use daily and flexibly in response to individual needs, using them as the starting point for classroom teaching for all pupils, including those with SEND and others who are vulnerable.

- Explicit instruction;
- Cognitive and meta-cognitive strategies
- Scaffolding;
- Flexible grouping;
- Use of technology.

Five-a-day-poster_1.1.pdf

MOBILE PHONES

Pupils are not permitted to have mobile phones (or any other smart technology with similar functionality to mobile phones) in school. All members of staff have statutory powers to search a pupil and his/her possessions where there are reasonable grounds to suspect that a pupil is in possession of a prohibited item. Headteachers are backed by the DfE to confiscate mobile phones and similar devices. If for a particular reason a child brings a mobile phone to school, it must be handed in to the School Office first thing in the morning and can be collected at the end of the school day. Any confiscated phones will be kept by the school until parents/carers attend for a meeting to discuss the matter.

Mobile phones in schools - GOV.UK

SAFEGUARDING AND CHILD PROTECTION

Staff will always be sensitive and aware that a pupil's behaviour (especially if it has noticeably changed) could be as a consequence of abuse or harm occurring in a child's life. Senior staff will always assess situations and determine if a pupil's behaviour should be regarded as a cry for help or a sign that safeguarding/child protection strategies are required.

OTHER COURSES OF ACTION WHICH WILL BE CONSIDERED

- Support from a pastoral member of staff or a counsellor.
- Support from the school's Family Support Worker.
- Lunchtime mentoring.
- Referral to Children's Services (Social Services).
- Police involvement.
- School Nurse referral.
- Referral to Outshine (Shropshire Council's Intervention and Engagement Programme)
- Peaceful problem-solving or circle time.
- Family Help Assessment and referral to other services.
- Educational Welfare Officer from the Local Authority involved.
- Referral to CAMHS (Child & Adolescent Mental Health Service).
- Consultation between staff, including the Special Educational Needs Co-ordinator.
- Staff and parents/carers may write an individual support plan with targets for a child.
- Advice and involvement of a Neuro-Diversity Practitioner, Learning Support Advisory Teacher, Educational Psychologist, Police Officer or other professional.
- A Pupil Planning Meeting or early EHCP review is called with an officer from the Local Authority.
- A temporary reduced timetable via a Personalised Learning Plan agreed with L.A. and parents.
- Pupil Referral Unit (PRU) place is sought for education off-site for a period of time.

Alan Brannen