



St Lawrence Primary School

Behaviour and Discipline Policy

September 2025

Review date: November 2027

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

We believe that good behaviour of pupils is essential if our school is to be a healthy and safe environment in which children can enjoy and achieve.

AIM OF THE POLICY

This policy aims to ensure high standards of pupil behaviour so that all children make positive contributions and achieve their full potential.

THE ST LAWRENCE WAY

Be responsible
Encourage others
Show respect
Try our best

The full document outlines what each statement means and the values that we promote.

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 also promote Christian values as well as universal human values. We aim to teach The St Lawrence Way and its values through all that we do.

REWARDS

There are four levels of rewards, increasing in significance.

Level 1	verbal praise	or sticker	or verbal report to parents
Level 2	text or email to parents	or headteacher or deputy head sticker	or certificate
Level 3	headteacher's award certificate		or postcard home
Level 4	letter to parents	or special mention in the whole school assembly/newsletter	

In addition to the above, class teachers usually determine a system of rewards for individuals and groups in their classrooms.

CONSEQUENCES

When a pupil's behaviour is unacceptable and a school rule is broken, there will be a consequence. The consequence could be one or more of the following:

- The pupil is given a verbal warning and reminded of the school rules.
- An apology (verbal or written) is requested.
- 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 or via telephone).
- The pupil is given a "time out" period in his/her class or another class.
- A break-time detention is given.
- A letter or email is sent home from a member of staff, deputy head or headteacher.
- Pupil is placed on report for a period of time with targets set.
- A privilege or responsibility is removed.
- 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 moved to another class on a permanent basis.

- Suspension from school for one day or a period of days/lunchtimes.
- Permanent exclusion.

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 will result if the following 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;
- Bullying or intimidation, including harmful sexual behaviour (child-on-child abuse).
- Discrimination based on sex, gender, disability, religion or another protected characteristic.

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).

All incidents of unacceptable or worrying behaviour will be recorded on pupils' electronic files.

N.B. 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. Members of staff can also use force if needed to search for prohibited items (weapons, drugs, stolen items, alcohol, tobacco, fireworks). Force will never be used as a punishment.

OTHER COURSES OF ACTION

One or more of the following courses of action may be needed instead of or as well as a sanction:

- Support from a pastoral member of staff or a counsellor.
- Support from Family Support Worker.
- Lunchtime mentoring.
- Referral to Children's Services.
- Police involvement.
- School Nurse referral.
- Peaceful problem-solving or circle time.
- Early Help Assessment and referral to other services (e.g. Strengthening Families, Protecting Children (SFPC)).
- 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 Behaviour Support Teacher, Learning Support Advisory Teacher, Educational Psychologist, Police Officer or another professional may occur.
- 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