



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

The aim of this policy is to ensure high standards of pupil behaviour so that all children make positive contributions and achieve their full potential.

THE ST LAWRENCE WAY

- B**e responsible
- E**ncourage others
- S**how respect
- T**ry 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
- 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 values through all that we do.

REWARDS

Some rewards are more significant than others.

Level 1	verbal praise	sticker	golden time	verbal report to parents
Level 2	text or email to parents	head/deputy sticker		certificate
Level 3	headteacher's award certificate			postcard home
Level 4	letter to parents	golden book		

In each classroom there will most probably be a system of rewarding individuals or groups, which is determined by the class teacher.

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 own class or in another class.
- A break-time detention is given.
- A letter 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 is removed (e.g. not allowed to attend an after school activity such as a disco).
- 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.
- Exclusion from school for one day or a period of days/lunchtimes or permanently.

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 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 incident (e.g. racism or homophobia). Such incidents are also reported to Local Authority;

Bullying or intimidation;

Discrimination on grounds of sex, gender, disability or religion.

If a pupil behaves unacceptably in Breakfast Club or in any other 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 and school day.

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.
- Support from Family Support Worker.
- Lunchtime mentoring.
- Referral to Social Services.
- Police involvement.
- School Nurse referral.
- Peaceful problem solving or circle time.
- Counselling for pupils.
- Early Help Assessment and referral to other services (e.g. ENHANCE).
- Educational Welfare Officer 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 support from a Behaviour Support Teacher, Learning Support Advisory Teacher, Educational Psychologist or another professional may be requested.
- A Pupil Planning Meeting 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.

