



St Laurence Primary School

Behaviour Policy

Date policy last reviewed: July 2025

Signed by:

K. Shields Headteacher Date: 14.7.25

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Statement of intent

St Laurence Church of England Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

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Reasonable and proportionate consequences will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

It is acknowledged that members of our school community may have different parenting experiences and views on behaviour. The aim of our policy is to bring everyone together to adhere to some basic key principles and practices that reflect our school values so that we can consistently help our children to thrive.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

"Students only perform to their best when they feel safe, secure, valued, and respected." – UK Parliament Education Committee

We are an inclusive school and our vision, though distinctively Christian, welcomes and values all faiths and cultures within our diverse school community. Our school's core values **of Community and Responsibility, Resilience, Integrity** sit at the heart of our school community and underpin every aspect of school life.

These values are explicitly and implicitly taught throughout our curriculum and Collective Worship. We seek to be positive role models to our children and support them as they learn to understand their own behaviours and emotions. **Principles of our school behaviour curriculum:**

Our practice is aligned with current research and theory from the fields of attachment and trauma, behaviour and on effective support for personal development. These approaches are based around the principles that:

- All behaviour is a form of communication.
- Emotions matter to learning.

- **Positive Relationships:** We prioritise building positive relationships between staff, children, and families. We aim to create a secure base for our children, where they feel valued, respected, and supported. By fostering a sense of belonging and trust, we can create an environment where children can develop healthy attachments.
- **Emotional Regulation:** We understand that children who have experienced trauma may struggle with emotional regulation. Our staff are trained to recognise signs of distress and respond appropriately. We provide tools and strategies to help children manage their emotions effectively, promoting self-regulation and resilience.
- **Sensory Considerations:** We recognise that sensory experiences can significantly impact a child's behaviour and well being. Our classrooms and learning spaces are designed to be sensory-friendly, considering factors such as lighting, noise levels, and visual stimuli. We can provide sensory breaks and calming areas where children can regulate their sensory input.
- **Trauma-Informed Approaches:** We adopt trauma-informed practices throughout the school. Our staff receive training in trauma awareness and understanding the impact of adverse childhood experiences. We prioritise creating a safe and predictable environment, with clear routines and expectations. We utilise strategies such as trauma-sensitive language, de escalation techniques, and trauma-informed interventions when needed.
- **Social-Emotional Learning:** We incorporate social-emotional learning into our curriculum to support the development of

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empathy, self-awareness, and positive relationships. Through activities, discussions, and role modelling, we help children develop essential social and emotional skills that positively contribute to their overall well-being and behaviour.

All our children are taught to be: **Ready, Respectful, Safe** when in and around school and throughout their lives. These three words underpin everything we do in school and enable everyone to learn.

We are:

Ready to learn and participate in school life

Respectful of others' opinions, beliefs and right to learn

Safe in our actions and behaviours

What this looks like in our school:

Ready

- on time to school and after break and lunch time
- wearing the correct uniform
- using the correct equipment e.g. pencil, ruler, whiteboard pen
- trying your best

Respectful

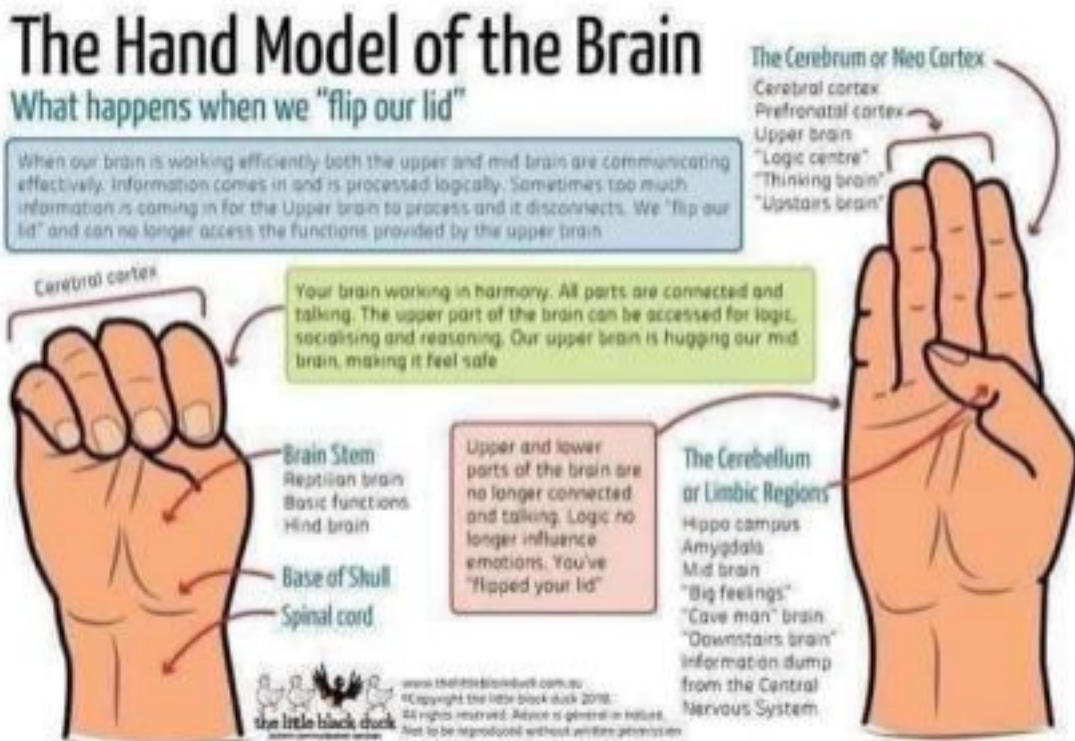
- listening carefully
- speaking respectfully
- keeping the school tidy

Safe

- walking inside the school
- keeping hands and feet to yourself
- acting in a calm manner
- using equipment correctly
- using the internet responsibly

We use Dr Dan Siegel's 'Flip Your Lid' model to explain to children what happens when they become dysregulated and to give them strategies to help them regulate themselves.

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'Too often

we forget that a disciple really means to teach, not to punish. A disciple is a student, not a recipient of behavioural consequences.' (Dr. Dan Siegel)

Instead of being considered 'problematic', angry and aggressive behaviours must be viewed as self-protective coping mechanisms. Instead of asking, "What is wrong with you?" and 'Why are you doing that?' we must extend our curiosity

outside of the child and ask: 'What happened to you?'

At St Laurence, we do not:

- refer to behaviour and/or emotions as positive (good) or negative (bad)
- use shame or punitive consequences
- shout (there is a clear difference between a raised voice and shouting as this is a loss of control. Although shouting must not be used as a classroom management technique, there may be occasions when it is necessary to use a raised voice i.e. to be heard on the playground etc).

Instead, we:

- refer to behaviour as wanted or unwanted in the correct context
- express our displeasure with the action and never the child i.e 'That was an unkind thing to do because...' and not 'You are an unkind boy'
- praise in public
- correct in private
- use consequences that focus on reflection, learning and growth

Thrive

Staff are trained in the principles of Thrive to enable them to effectively help children to learn about their emotions and

how they can recognise points of stress and how their brain and body reacts. All children have Thrive sessions on a Friday afternoon, where they learn through games and practical activities about how to communicate and relate with each other. Further information about the Thrive approach can be found at: <https://www.thriveapproach.com/>. 1.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years' • DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'

- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following school policies:

- Anti-bullying policy
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- DDAT Suspension and Exclusion Policy
- DDAT Complaints Procedures Policy
- DDAT Staff and Visitors Code of Conduct
- Physical Intervention Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy

2. Roles and responsibilities

The governing board will have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age,

disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.

- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The senior mental health lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and

parents with regards to the behaviour of pupils with SEMH difficulties. ● Supporting behaviour management in line with the SEMH Policy.

The SENCO will be responsible for:

- Collaborating with the governing board, headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

All members of staff, including teaching and support staff, and volunteers will be responsible for: ●

Adhering to this policy and applying it consistently and fairly.

- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.

Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:

- SENCO.
- Headteacher.
- DSL/DDSL

- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.
- Developing supportive, respectful, and trustworthy relationships with each other.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home. • Engaging with outside agencies that offer support regarding behaviour.
- Informing the school of any changes in circumstances which may affect their child's behaviour. 3.

Definitions

For the purposes of this policy, the school will define "serious unacceptable behaviour" as any behaviour which may cause harm to oneself and others, damage the reputation of the school within the wider community, cause damage to school property and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation • **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco

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- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define "low-level unwanted behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following: • Lateness • Low-level disruption and talking in class

- Failure to complete classwork

- Rudeness
- Lack of correct equipment, for example the correct school PE kit
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

“Low-level unwanted behaviour” may be escalated to “serious unwanted behaviour”, depending on the severity of the behaviour.

4. Staff induction, development and support

All new staff will be inducted clearly into the school’s behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil’s behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

Staff will know where and how to ask for assistance if they’re struggling to build and maintain an effective culture of positive behaviour.

Staff voice will be considered when the school develops and refines its behaviour policies and procedures.

The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

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5. Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the Thrive Approach is used to develop pupils’ knowledge about health and wellbeing and their own mental health. The ‘flip your lid’ model will be used to explain the physical processes that occur during dysregulation.
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils’ health and wellbeing

All staff will be aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on

a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's SEMH Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

6. Managing behaviour

Instances of unwanted behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to help prevent such behaviour from recurring.

All behaviours are a communication of need. The School Leadership Team will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Pupils will be made aware of the support structures in place to help them manage their behaviour and how to engage with those structures when needed.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the negative behaviour recurring. **The following chart ensures that staff respond to behaviour in school consistently. The age and stage of the child and the context of the behaviour are important to consider.**

	A – Lacking thought	B- Lacking care	C – Lacking empathy	D – Lacking Safety	E – Intentional harm
	Low-level unwanted behaviour		Serious unwanted behaviour		

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	Mistake Ill judged Careless Impulsive	Disruptive Rude Unkind Rough play	Antagonistic Ignorant of others Dangerous play	Negligent Misadventure Dangerous Aggressive	Violent Abusive Criminal Planned Destructive
Input from	CT/TA/support staff	CT/TA	CT/SENCO	SLT/SENCO/Other professionals	HT/AHT/DDAT
My Concern?	No	No	Yes	Yes	Yes

Parental Involvement	No	Informally at home time by the CT	Yes	Yes	Yes
Action	Redirect Restore	Reminder Model	1:1 discussion Nurture/PP (if repeated)	Risk Assessment	Consideration of exclusion*
	1,2,3	4,5	4,5,6	7	7
Repeated incidents of A and B may lead to an escalation and recording onto My Concern					

NB: Some teacher discretion is always required e.g. there is a significant difference between a Reception child hitting another child over a toy Vs a Year 6 child involved in a fist fight with an intention to cause harm.

*At St Laurence's, we believe that all behaviour is communication, and our focus is on understanding and supporting our children. Suspensions and exclusions are only considered as a last resort when we need to enhance provision. **The following table is a guide to help staff respond to behaviour incidents in school consistently. When looking at the table, the age and stage of the child and the context of the behaviour incident are always important to consider.**

Remind – Redirect – Regulate - Reflect
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Steps		Actions
Step 1	Redirection	<p>A non-verbal cue in the form of a gentle encouragement (a 'nudge' in the right direction)</p> <ul style="list-style-type: none"> • Cue name: "Bob – all okay?" • Re-focus child: Child's Name, I would love to see that super work when you are done. • Distraction/ Redirection: Child's name– please pop next door and ask Miss if I can borrow a xxx – Thanks

Step 2	Verbal Reminder	<p>A reminder of our three rules – Ready, Respectful, Safe - delivered privately wherever possible.</p> <p>Make explicit the expectation, e.g. I am expecting you to...(not talk when I am talking etc.)</p> <ul style="list-style-type: none"> • Offer of support: “Are you okay?” • Name It to Tame It: Do you want to use the Colour Monsters to help tell me how you are feeling? (If there has been a change in emotion then an ‘emotion check-in’ needs to take place privately).
Step 3	Second Reminder Co Regulation Support	<p>A second reminder of our three rules – Ready, Respectful, Safe - delivered privately wherever possible. Make explicit the expectation followed by the natural consequences e.g. I am expecting kind hands at all times.</p> <p>When children don’t use kind hands, they need to play separately from others so everyone can be kept safe.</p> <ul style="list-style-type: none"> • Direct the child to support: I think choosing an activity from our regulation basket might help you • Direct an adult or give extra support: Staff member, could you see if child’s name needs help with.....? / Could you help them to do some deep breathing • Wondering question: Child’s name, I’m wondering if sitting too close to xxx is making it difficult for you to concentrate on your work. Come and sit here where I can help you.” • Name the need: You’re very angry because you wanted to go on the iPad. I can see that is hard. Everyone will get a go this week.
Step 4	Safe Space Regulation and support (in classroom)	<p>Take the child to the calming corner (where no conflict with other children would occur – this may be just outside the classroom in KS2 due to space constraints) for 5 minutes. Direct them to resources to help them to regulate.</p> <p>Micro-Script</p> <ul style="list-style-type: none"> • I wonder if you are feeling...(empathise with the emotion e.g. worried, upset, anxious about...) • This breaks our school rule of ... <p>Validate the emotion and prompt the child to choose a regulation resource from the basket.</p> <ul style="list-style-type: none"> • I sometimes feel... and ... helps me (e.g. squeezing a fidget toy hard)

		<ul style="list-style-type: none"> • I think you need a break and then we can work this out together, I’ll come and help you in 5 minutes • Remember, you are safe and I am here for you. If the child’s emotions and behaviour are regulated, return to main class teaching in 5 minutes.
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Step 5	Safe Space Regulation (Regulation Station)	<p>Take the child to the Regulation Station in the corridor (where no conflict with other children would occur) for 10 minutes. Here, they will have access to more resources/activities to support with regulation e.g. weighted blanket. Direct them to resources to help.</p> <p>Micro-Script</p> <ul style="list-style-type: none"> • I wonder if you are feeling...(empathise with the emotion e.g. worried, upset, anxious about...) • This breaks our school rule of ... <p>Validate the emotion and suggest a regulation strategy e.g. I sometimes feel... and ... helps me (e.g. squeezing something, colouring in)</p> <ul style="list-style-type: none"> • Let's pop outside of the classroom and you can choose something to help you • I think a break will help you and then we can work this out together, I'll come and help you in 10 minutes • Remember, you are safe and I am here for you. <p>Then after they are calm</p> <ul style="list-style-type: none"> • Can you remember yesterday when/last week when you...? (refer to previous wanted behaviour)? That is who I need to see today, I know you can do it.... <p>Thank you for listening to me. If the child's emotions and behaviour are regulated, return to main class in 5/10 minutes</p>
Step 6	Time in	Support from a TA may be requested and the child supported 1:1. Use a support card if necessary.
Step 7	SLT Time in	If there is still no improvement, then the child is to be supported by a member of SLT.
<p>It is important that teachers manage as much of the behaviour in their class as is appropriate. Children should see their teachers as being responsible and managing the behaviour in the classroom. Teachers should be aware of the subtle message they are sending to children if they constantly refer behaviour incidents to other staff to deal with.</p>		
<p>Where behaviour poses a risk or hazard to the safety of an individual or a group (categorised as D and E), the incident must be immediately directed to a member of SLT and recorded on MyConcern. Examples being: assault on staff/peers; any form of bullying; possession of an offensive weapon; sexual violence/harassment; criminal activity; theft; possession of controlled substances; possession of any prohibited/restricted items (alcohol, tobacco, pornographic images, fireworks, psychoactive substances)</p> <ul style="list-style-type: none"> • If physical intervention of any kind is required then a 'Physical Intervention Form' record should be completed as soon as possible and alongside MyConcern. • Any other incident resulting in injury should be recorded on Medical Tracker. 		

Following repeated incidents of unacceptable behaviour, the following sanctions will be implemented:

- The headteacher will consider whether the pupil should be suspended, in line with the school's Suspension and Exclusion Policy, and will determine the length of the suspension
- Although unwanted behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this

stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour

- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school's national SEND budget – this does not preclude any of the above sanctions from being implemented.
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behaviour Plan or Risk Assessment will be created to outline the necessary provisions in place

Following further incidents of serious unwanted or dangerous behaviour, the following will be implemented:

The headteacher will consider whether a permanent exclusion is necessary, in line with the school's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction to improve behaviour.

For disciplinary sanctions to be lawful, the school will ensure that:

- The decision to sanction a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to sanction a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to sanction a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all disciplinary sanctions are reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

7. Prevention strategies, intervention, and consequences for unwanted behaviour

This section outlines the school's strategies for preventing unwanted behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

Initial interventions

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and pastoral staff are aware of any pupil that is:

- Persistently displaying unwanted or dysregulated behaviour.
- Not improving their behaviour following low-level sanctions.

- Displaying a sudden change in behaviour from previous patterns of behaviour.

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents – in person, over the phone or via Class Dojo
- Providing mentoring and coaching
- Short-term behaviour plans (including part-time timetables)
- Long-term behaviour plans
- Engagement with local partners and agencies including Educational Psychologists, Inclusion Support Advisory Services, Early Help Services and Alternative Provision
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such as an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

Behaviour curriculum

Positive behaviour will be modelled and taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge positive behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combating unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Protective consequences: these are required to protect the rights of others and keep a child safe. At St Laurence's, this may include:

- increased staff ratio
- slight changes to the school day/timetable
- arrangements for access to outside space
- child escorted in social situations
- differentiated teaching space

- appropriate use of exclusion (using the time to reflect, amend plans and identify needs and other appropriate interventions to support the child upon return).
- coregulation between adult and child

Educational consequences: We use these to teach, encourage, support and motivate the child to behave differently next time through a better understanding. Examples include:

- providing the child with an opportunity to 'put things right' through a restorative process e.g. writing an apology letter/drawing, tidying up if they have made a mess
- ensuring the child completes the interrupted task
- rehearsing/modelling situations through social stories and providing educational opportunities for the child to learn about the impact of certain actions and behaviours

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil. Steps may need to be taken to ensure every child's safety in school.

Where a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of behaviour and put in place support to prevent these, considering the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- A short term part-time timetable to support with overwhelm and dysregulation at certain times of the day
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

De-escalation strategies

Where unwanted behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice.
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.

- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. “if you don’t return to your seat, I won’t help you with your work” becomes “if you return to your seat, I can help you with your work”.

Physical intervention

In line with the DDAT Physical Intervention Policy, members of staff will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the pupil will be supported to regulate their emotions and behaviour. Where appropriate, the headteacher may decide to temporarily remove the pupil from the school via a suspension. Where suspension is carried out, the pupil’s parent will be asked to collect the pupil and take them home for the rest of the day – pupils will not be sent home without the school contacting their parent.

Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension in the first instance. It is at the discretion of the headteacher to determine what behaviour necessitates an exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

Removal from the classroom

Occasionally it may be necessary to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be moved to a space that is:

- In an appropriate area of the school.
- Stocked with appropriate resources.
- Suitable to learn and refocus.
- Supervised by trained members of staff.

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to

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regain calm in a safe space

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The pupil's class teachers will set them appropriate work to complete and they may be required to complete an Educational Consequence as set out above.

Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

Pupils will be permitted to eat during the allocated times of the school day and may use the toilet as required.

Time in

The school will make it clear to parents and pupils that they are able to use Time-In as a sanction to deter future misbehaviour, during school hours (at break or lunchtime). The use of Time-In as a sanction will be applied fairly and consistently, and staff and pupils will be made aware of when it may be used. Time-In is a chance for pupils to reflect on their behaviour and, where appropriate, complete restorative tasks e.g. a conversation with the teacher, a letter of apology, tidying mess made.

All teachers at the school will be permitted to impose Time-In on a pupil, unless the headteacher decides to withdraw this power from any teacher.

Parental consent will not be required for Time-In and, therefore, the school will be able to issue it as a sanction without first notifying the parents of the pupil, including for same-day incidents.

When issuing Time-In, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil. If the Time-In is during lunchtime, a minimum of **30** minutes will be allocated to allow the pupil time to eat, drink and use the toilet.

Suspension and Exclusion

St Laurence's believes that, in general, exclusions are not an effective means of moving behaviour forward. However, in order

for children to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. The DDAT Suspension and Exclusion policy outlines the procedures that may be implemented if a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the child or others in the school.

8. Sexual abuse and harassment

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

9. Smoking and controlled substances

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils will be instructed not to smoke on school grounds. Pupils will not be permitted to bring smoking materials or nicotine products to school.

The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Child Protection and Safeguarding Policy.

10. Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the DDAT Physical Intervention Policy. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.

- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

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Pupils will not be permitted to use their mobile phones during the course of the school day. Any pupil found using their mobile phone during the school day will have their device confiscated. Staff members will consider whether confiscation is proportionate and consider any special circumstances relevant to the case. The headteacher will determine the proportionate length of time for confiscation.

Mobile phones will be handed in on arrival – pupils will be permitted to access their mobile phones before and after school but will be required to hand their phone in at the beginning of the school day to be collected at the end of the school day.

Staff members will have the power to search a pupil or their possessions where they have reasonable grounds to suspect a pupil is in possession of a prohibited item. Mobile phones and similar devices will be items that staff may search for. 11.

Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school behaviour expectations, which require pupils to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Arrive for lessons on time and fully prepared.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Report unacceptable behaviour.

- Show respect for the school environment.

Classroom rules and routines

The school will have an established set of clear, comprehensive and enforceable classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. “walk in the corridor”, rather than “don’t run”.

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The school will also have an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

The headteacher will ensure all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers will support pupils to understand and follow classroom rules and routines. Teachers will inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers will explain the rationale behind the rules and routines to help pupils understand why they are needed and will model rules and routines to ensure pupils understand them. Teachers will also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils’ continued awareness and understanding of classroom rules and routines, teachers will reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers will also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

All rules outlined in the classroom rules agreement are applicable to pupils’ behaviour elsewhere on the school premises and outside of the school – teachers will ensure that pupils understand this.

Pupils will be confident in asking for help if they’re struggling to meet expectations of behaviour in the classroom. Individually targeted support will be provided to these pupils when necessary.

The classroom environment

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating children who may require additional support closest to the teacher
- Seating those who frequently model poor behaviour away from each other and others that they may distract.

- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Praise and rewards

The school will recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- The school values are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

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Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

Rewards for good behaviour will include, but are not limited to:

- Verbal praise
- Communicating praise to parents
- Dojo points
- Certificates, prize ceremonies and special assemblies
- Positions of responsibility, e.g. being entrusted with a particular project

12. Effective pupil support

The school recognises that the core purpose of providing alternative provision for pupils who struggle to meet expected standards of behaviour is to successfully integrate them back into the regular classroom environment. Alternative provision may also be required for pupils with additional needs.

Designated support sessions such as Nurture or Positive Play will be implemented to work with children who require help in the classroom with skills such as turn-taking, organisation or peer work. This is not limited to children with SEND or who struggle to regulate themselves but to any child who the class teacher feels would benefit.

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13. Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in this policy will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can sanction pupils for misbehaviour outside of the school premises, including conduct online, provided the pupil is:

- Wearing a school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also sanction pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying, including cyberbullying, witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school may impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

14. Mobile Phones

The government has updated its guidance on mobile phones in schools, strongly encouraging

schools to operate as mobile phone-free environments during the school day.

To maintain a focused, respectful, and safe learning environment, mobile phones must not be used or visible at any point during the school day. This includes lessons, social times, transitions between lessons, and while on school premises before and after school hours.

Only children who walk to and/or from school without an adult may have a mobile phone in school. Mobile phones brought by other children will be held in the office to be collected by a parent or guardian.

On arrival at school, pupils are required to switch off their phone and hand it in to the school office or to a member of staff on corridor duty. Phones will be securely stored and returned to pupils at the end of the school day.

Any pupil found to be in possession of a phone during the day, or using one without permission, will be subject to the school's behaviour procedures. The mobile phone will be stored in the office and collected at the end of the school day. Repeated instances may lead to that child being banned from bringing a mobile phone (even if the child in question has walk home permissions) and it being held to be collected by a parent or guardian.

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Phones should not be used at the school gate and absolutely no photographs or videos should be taken at this time for safeguarding reasons. Repeated instances may lead to that child being banned from bringing a mobile phone (even if the child in question has walk home permissions) and it being held to be collected by a parent or guardian.

This expectation supports pupils in engaging fully with their learning, building positive relationships, and contributing to a calm school atmosphere free from distraction, disruption, and online harm. It also protects pupils' privacy and wellbeing by reducing opportunities for inappropriate recording, messaging, or social media use. By removing phones from the school day, we reinforce our shared commitment to integrity, responsibility, and respectful conduct throughout the school community.

15. Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed [termly](#) by the headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

Staff will help to paint a whole-school picture of an effective behaviour culture by being held accountable for their part in maintaining the school's behaviour systems and processes.

15. Monitoring and review

This policy will be reviewed by the headteacher and senior mental health lead on an [annual](#) basis; they will make any

necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request. The next scheduled review date for this policy is [July 2026](#)