	Reviewed	**September 2026**
	Next Review	**September 2027**

St Lawrence C of E (Aided) Junior School

Behaviour Management Policy

This Behaviour Management Policy has been updated in line with the 2024 DfE guidance: *Behaviour in Schools - advice for Headteachers and school staff*. If you would like to know more about this guidance, please read the attached link here.

Introduction

The Governing Body accepts that excellent behaviour is necessary for effective teaching to take place and seeks to create, with staff, an environment in the school which encourages and reinforces excellent behaviour. Parents and carers are instrumental in working with the school to ensure that this happens effectively.

Aims:

- To set high and consistent standards of behaviour in line with our St Lawrence values
- To create an environment which encourages and reinforces excellent behaviour
- To encourage consistency of response to both wanted and unwanted behaviour
- To promote self-esteem, self-discipline and positive relationships
- To ensure that the school's expectations and strategies are widely known and understood
- To encourage the involvement of both home and school in the implementation of this policy
- To align this policy with other relevant documents and policies, such as KCSIE 2026 and the Safeguarding, Restrictive Physical Intervention and Positive Touch policies.

Standards of behaviour

The school has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals and to make good choices.

The children bring to school a wide variety of behaviour patterns and norms based on differences in home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

School ethos

At St Lawrence we believe in creating a culture that promotes excellent behaviour, ensuring the pupils can learn in a calm, safe, and supportive environment. We understand that good behaviour has to be taught through modelling, showing, demonstrating, rehearsing and practising regularly. By doing this, we are setting the norms that we wish to see in and around school. It is not effective simply to *tell* the children how to behave, but rather they must be *taught* how to behave. We believe that at the very heart of our behaviour policy must be consistent routines and predictability which in turn builds trust amongst the children and adults in the school.

As adults at the school we aim to:

- Develop consistent, predictable routines
- Follow the Behaviour Ladder (Appendix 2) consistently
- Follow through with consequences
- Encourage relationships based on kindness, respect and understanding of the needs of others;
- Create a positive climate with realistic expectations;
- Emphasise the importance of being valued as an individual within a group;
- Promote, through example, honesty and courtesy;
- Provide a caring and effective learning environment;
- Ensure fair treatment for all regardless of age, gender, race, ability and disability;
- Adapt our policy to suit the needs of all learners, particularly those with SEND
- Show appreciation of the efforts and contribution of all.

Classroom management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave. Teachers will have the highest expectations of both learning and behaviour.

Classrooms will be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources will be arranged to aid accessibility and reduce uncertainty and disruption. Working Walls – learning displays - support the learning process by providing a useful resource to

lessons and displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should ensure whole-class inclusion and active participation for all, following the QFT blueprint. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work.

It is the responsibility of the class teacher to ensure that rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

Breaktime and lunchtime behaviour system

A structured approach is applied to breaktime and lunchtime behaviour systems, such as the lining up system. Posters around the school, regular assemblies and practical reminders support the children in their understanding of this simple system. Please see Appendix 4 for more detail.

Teaching Behaviour

'Teach the behaviour you want to see' is the mantra we follow at St Lawrence. We understand that positive behaviour has to be *taught* to all pupils so that they understand what behaviour is expected. Our wider curriculum offer provides opportunities for the children to learn what we mean by positive behaviour.

We teach behaviour regularly through:

- Modelling and rehearsing the behaviour we expect to see at regular intervals: 'The behaviour you walk past is the behaviour you accept' and 'You promote what you permit'
- Building in regular behaviour re-boots throughout the year in assembly and in class
- Using the Whole School Recognition Board as a visual reminder and discussion point
- Conducting regular Collective Worship based on our Christian values
- Discussing respect, rights and responsibilities during our Jigsaw PSHE lessons
- Setting online behaviour expectations during IT lessons
- Drawing up and discussing the Jigsaw Class Charter
- Talking about the Home-School Agreement

Partnership with parents and carers

It is important to us to develop a positive partnership with parents and carers as this is crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns must also be communicated to the Headteacher so that strategies can be discussed and put into place.

Where behaviour is causing concern parents and carers will be informed at an early stage, as deemed appropriate by the class teacher, and given an opportunity to discuss the situation. Parental and carer support will be sought in devising a plan of action, and further disciplinary action will be discussed with the parents and carers.
Parents and carers are expected to sign a copy of the Home/School agreement which is an undertaking on the part of the parent/guardian, school and pupils of the school to co-operate and support each other throughout their partnership.

We expect parents and carers to behave in a reasonable and civilised manner, and adhere to our expectation of a well-behaved adult. Any aggressive or threatening behaviour, whether verbal or physical, will be reported immediately to the Headteacher who will take appropriate action.

If the school has to use reasonable sanctions with a child, parents and carers should support the actions of the school. If parents and carers have any concerns about the way that the incident has been dealt with, they should initially contact the class teacher. The Headteacher may then become involved and, if the concern remains, they should contact the school governors in writing. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented. (Details are available on the school website.)

Rewards and Sanctions

We aim to create a healthy balance between rewards and sanctions with both being clearly specified. Pupils should learn to expect fair and consistently applied sanctions for unwanted behaviour. All systems are flexible to take account of individual circumstances and children with SEND. The emphasis of the school behaviour policy is consistency with a focus on REWARD and PRAISE, which should be given whenever possible for both work and behaviour.

Rewards may include:

- Verbal praise and smiling at children
- Verbal praise to parents about their children
- Gems (Recognition Board)
- Class wide rewards, including raffle tickets
- Certificates (Achievement and Headteacher)
- Sending good work to SLT

- Special responsibility jobs
- Special privileges, e.g. extra break time
- Positive phone call home
- House points
- HT Lottery
- Top Table

Sanctions

At times, it is necessary for a child to be given an opportunity to reflect on unwanted behaviour. As with matters relating to reward, consistency is vital and should be appropriate to each individual situation. The main aim of a sanction is to give the child an opportunity to reflect on their behaviour and to think about how they could change it next time, bringing it back to green on the Behaviour Ladder.

Sanctions may include:

- Verbal and non-verbal warnings
- Independent Work Station in class
- Blue Box work – to complete unfinished work
- Reflection Card completed during breaktime/Lunchtime (see Appendix 1)
- Sent to another class for a period of time
- Sent to a Year Lead for a longer period of time
- Sent to a Senior member of staff
- Sent directly to the Headteacher
- Internal Exclusion

See Appendix 2 and 3 for a breakdown of the Behaviour Ladder.

SEND pupils

We understand how important it is to adapt all aspects of our curriculum to suit the needs of our pupils. This also applies to our behaviour curriculum. We know that some behaviours are more likely be associated with particular types of SEND and will adapt our behaviour expectations to ensure they are suitable for each pupil with SEND. Regular training on specific needs, guidance from our SENCO and discussions with parents will help to support all staff in this area.

Part Time Timetable (PTT)

A part-time timetable will only be considered in exceptional circumstances and where it is in the best interests of the pupil. It must not be used as a strategy for managing behaviour or as a form of informal exclusion. Where a part-time timetable is necessary, it will be agreed with parents/carers, be time-limited, regularly reviewed and supported by a clear plan for the pupil's return to full-time education. The school will work closely with the pupil, parents/carers and, where appropriate, relevant professionals to identify and address the

underlying needs or circumstances affecting the pupil's attendance and behaviour.

Fixed term suspensions or permanent exclusions

Only the Headteacher (or the Deputy Head acting in the Headteacher's absence) has the power to suspend or permanently exclude a child from a school.

Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. The SENDCO will become involved in monitoring the behaviour and additional specialist help and advice may be sought from the behaviour support consultant or another member of the Multi-Professional team.

Reasons for fixed term suspensions or permanent exclusions:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

Safeguarding and behaviour

Good behaviour management and safeguarding are intrinsically linked and all staff should be aware of the measures outlined in the St Lawrence Behaviour Policy and how they should implement these measures. It is essential that all staff are aware of their safeguarding responsibilities, as set out in statutory guidance Part 1 of Keeping children safe in education 2025 (KCSIE).

The St Lawrence Safeguarding Policy should be read in conjunction with this Behaviour Policy, particularly information on child-on-child abuse – including measures to prevent child-on-child abuse and the response to incidents of such abuse.

We aim for this policy to be both aligned and linked to other school policies, including the Safeguarding, Restrictive Physical Intervention and Positive Touch policies and Exclusion Policy.

Appendix 1

Behaviour Reflection Card

Name
Class Date
What happened and what did I do?
How did I feel?
What could I have done differently?
Which St Lawrence treasure did I not use? **ASPIRATION COURAGE PERSEVERANCE** **FAITH SELF ESTEEM COMMUNITY** **GENEROSITY FORGIVENESS COMPASSION**
Issued by:

Appendix 2

<table>
<tr><td>Always trying your best in all areas of school life

Always showing the St Lawrence values to everyone</td><td>Trophy

</td><td rowspan="2">When I reach the Trophy, I get a raffle ticket to put in the class raffle box. My behaviour is celebrated by my class and teacher.

Regular good behaviour is reported to my parents.</td></tr>
<tr><td>Continuous good behaviour

Very good effort in class/homework/ assembly/playtime</td><td>Gold</td></tr>
<tr><td>Following the St Lawrence values

Following the class charter

Following the Whole-school Behaviour Charter</td><td>Start

Everyday, everybody starts on Green.

We always ask: How can we get back to Green?</td><td>I am proud to be part of St Lawrence Junior School

I demonstrate the school values every day</td></tr>
<tr><td>Not following our Class Charter or school values

• Chatting when you've been asked to work silently or when an adult is speaking
• Calling out
• Answering back
• Getting out of your seat at inappropriate times
• Flicking pencils or rulers
• Annoying others to get a reaction
• Not working at your full capacity</td><td>Yellow</td><td>I have not shown the St Lawrence values. I need to change my behaviour to show compassion to my class community

A: Reminder
B: Move name to Yellow
C: Time out in another class – work sent/ Reflection Card filled out

If a child reaches C in the school day…

Add to CPOMS.

Class teacher to speak to parent at end of the school day or phone call home.</td></tr>
<tr><td>• If child reaches C of Stage 1 in a school day and the low level behaviour continues on the same</td><td>Red</td><td>I have not shown the St Lawrence values. I need to change my behaviour to show compassion to my</td></tr>
</table>

day • Name calling • Repeatedly arguing back or disrespecting adults • Repeatedly arguing with another child • Purposely damaging pupil/school property • Throwing small objects • Leaving class without permission • Physical towards others • Inappropriate contact with others		class **community.** Child's name is moved to Red on the Behaviour Ladder. Child sent to Year Lead. Class teacher and Year Lead to decide the length of time out needed. Reflection Card completed at break or lunch with TIS conversation. Add to CPOMS **Class teacher to speak to parent at end of the school day or phone call home.**
• Swearing • Bullying • Prejudice (including racism or sexism) • Fighting • Throwing large objects • Extreme or persistent violence towards pupils or staff	SLT	**HT, DH, Inclusion Lead to speak to parent during or at end of the school day** • Child's name is moved to Red on Ladder. • Internal exclusion • Possible external exclusion • Add to CPOMS

Appendix 3

	Behaviour examples	Comments/strategies	Sanctions
Stage 1 Yellow	**Low level disruption** • Chatting when you've been asked to work silently or when an adult is speaking • Calling out • Answering back • Getting out of your seat at inappropriate times • Flicking pencils or rulers • Annoying others to get a reaction • Not working at your full capacity	• Build positive relationships with children that have the potential to pose a challenge • Continue to build positive relationship with parents • Catch pupil being good and praise • Redirect • Expectations reinforced • Non-verbal signs: stop, wait, frown, eye contact • Time-frame agreed for desired improvement • Minimum use of language to correct behaviour in front of class	A: Reminder B: Move name to Yellow C: Time out in another class – work sent/ Reflection Card filled out If a child reaches C in the school day… **Class teacher to speak to parent at end of the school day or phone call home.** Add to CPOMS
If child reaches C of Stage 1 in a school day and the low level behaviour continues on the same day then this becomes **Serious behaviour.** If a child reaches C of Stage 1 three times in one week then this becomes **Serious behaviour** and the sanctions for this are followed.			
Stage 2 Red	**Serious behaviour** • If child reaches C of Stage 1 in a school day and the low level behaviour continues on the same day • Name calling • Repeatedly arguing back or disrespecting adults • Repeatedly arguing with another child • Purposely damaging pupil/school property • Throwing small objects • Leaving class without permission • Physical towards others • Inappropriate contact with others	• Class teacher and Year Lead build a positive relationship with the child, eg: by chatting to them during duty/ finding out about their interests - TIS approach used • Continue to build positive relationship with parents • Catch pupil being good and praise • Inclusion lead informed • Home/school log considered • Behaviour chart considered • Risk assessment considered	Child's name is moved to Red on the Behaviour Ladder. Child sent to Year Lead. Class teacher and Year Lead to decide the length of time out needed. Reflection Card completed at break or lunch with TIS conversation. Add to CPOMS **Class teacher to speak to parent at end of the school day or phone call home.**

age 3 Black	• Swearing • Bullying • Prejudice (including racism or sexism) • Fighting • Violence towards pupils or staff • Throwing large objects	• Catch pupil being good and praise • HT, DH, Inclusion Lead informed and involved • Risk assessment considered • Possible involvement of external agencies	**HT, DH, Inclusion Lead to speak to parent during or at end of the school day** • Child's name is moved to Red on Ladder. • Internal exclusion • Possible external exclusion • Add to CPOMS

Appendix 4

At St Lawrence all staff teach a very simple 1,2,3 approach to lining up.

1 means freeze
2 means walk
3 means ready

We talk consistently about being 'ready for learning' at whistle 3. The children are expected to walk silently into school after whistle 3. Posters around the school, regular assemblies and practical reminders support the children in their understanding of this simple system.