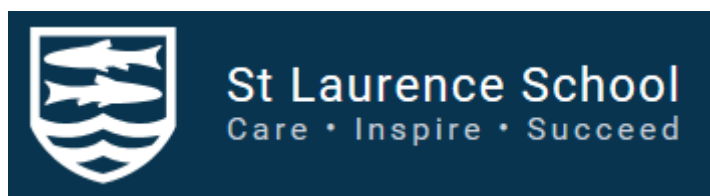




Behaviour in School

St Laurence School Academy Trust

Date of last review:	February 2025	Review period:	2 years C&E
Date of next review:	February 2027	Owner:	DHT – Quality of Education Attitudes



St Laurence School Policy on Behaviour in School 2025

1) Introduction

St Laurence School is committed to maintaining high standards of behaviour for the benefit of all members of our school community; students, parent/ carers and staff. Supporting good behaviour is everyone's responsibility. We are committed to embedding a school culture that is fully inclusive to reflect our mission statement that 'people are our treasure'. A culture that encourages respect for difference and diversity and ensuring that all students are able to learn in a supportive, caring and safe environment within the Christian values that underpin our ethos as a Church of England School. We set out to educate students about what constitutes appropriate behaviour and to deal effectively with incidents when and where they arise in the best interest of all.

2) Purpose

To enable a clear strategy in the managing the behaviour of students by ensuring that all members of the school community understand our moral responsibility to ensure we afford all students the equal opportunity to achieve their personal best educational outcomes and support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society. We have high expectations of our students' behaviour and conduct in school. When students are in school, we expect them to follow all of the expectations set out below to keep themselves and the rest of the school community safe and best able to learn. Staff will be familiar with these expectations and will make sure they are followed consistently. Parents and carers should read the expectations and ensure that their children meet the expectations outlined in this policy.

3) Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how students are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

4) Legislation and statutory requirements

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and student referral units](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)

- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#), which explains that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

5) Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Malicious reporting of incidents – staff or student (please see section 9.3)
- Vandalism
- Theft
- Fighting including 'play fighting'
- Smoking including vaping and other associated paraphernalia
- Racist, sexist (including sexualised language), homophobic or discriminatory behaviour
- Truancy
- Mobile devices – please see the Mobile Device Policy
- Throwing of objects with perceived malicious intent

- Swearing at or threatening behaviour to a member of staff or student
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Vapes and associated paraphernalia
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

6) Bullying

There is no legal definition of bullying. We have chosen to adopt the Anti-Bullying Alliance definition of bullying which is:

“Bullying is the repetitive, intentional hurting of one person or group by another person or group where the relationship involves an imbalance of power. It can be physical, verbal or psychological. It can happen face-to face or online”

Full details of our school’s approach to preventing and addressing bullying are set out in our anti-bullying policy that is available in the policy section on the school website.

7) Roles and responsibilities

7.1 The board of trustees

The board is responsible for monitoring the effectiveness of this behaviour policy and holding each headteacher / local governing body to account for its implementation.

7.2 The Headteacher

The Headteacher is responsible for:

Reviewing and approving this behaviour policy

Ensuring that the school environment encourages positive behaviour

Ensuring that staff deal effectively with poor behaviour

Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students

Ensuring that all staff understand the behavioural expectations and the importance of maintaining them

Providing new staff with a clear induction into the school’s behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully

Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy

Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary

Ensuring the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy (see section 13.1)

Staff (All)

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Clear routines, expectations, objectives, instructions, explanations, discipline and language aligned with the School's Code of Conduct.
- Recording behaviour incidents

7.3 The Senior Team

The Senior Team will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The Deputy Headteacher (Quality of Education: Attitudes),

The Deputy Headteacher (Quality of Education: Attitudes), is responsible for the strategic oversight of the school's behaviour management practices. They also manage whole school attendance and the house system.

In addition they support behaviour management in the school through:

- Line management of the Head of Behaviour and Inclusion
- Line management of the Heads of House

7.4 The Head of Behaviour and Inclusion

The head of behaviour and inclusion is responsible for the operational management of school behaviour systems. They provide leadership of behaviour intervention programmes, the school rewards system and the school's anti-bullying work. They also manage students attending alternative provision.

In addition they support behaviour management in the school through:

- Triaging daily behaviour issues, managing and supporting SLS callouts
- Provide guidance and support for Heads of House, including meeting with parents
- Manage the Support to Learn provision, including line management and CPLD of Intervention and Inclusion team and overview of student engagement and progress.
- Manage the Internal Exclusion (and 'Alternatives to Isolation') provision, including line management and CPLD of Intervention and Inclusion team and overview of student engagement and progress.
- Manage the Social Time Supervision provision, including line management and CPLD of team.

The Intervention and Inclusion Team

The **Intervention and Inclusion** team are responsible for promoting positive behaviour to improve student engagement and progress and to work with individual students or groups of students to address poor behaviours.

- Manage the Support to Learn provision

- Manage the Internal Exclusion provision
- Manage the lesson removal room

7.5 Heads of House & Assistant Heads of House

Heads of House are responsible for maintaining and strengthen the Y7-13 House ethos within the vertical whole-School framework.

- To lead a team of tutors and manage their performance in line with whole-School policies
- To monitor students' academic, attendance and performance data across the House in collaboration with senior leaders, in order to secure and maintain good progress for all students
- To implement the school's rewards and sanction systems
- To monitor the progress of SEND students, contributing to individual intervention plans, as required, in liaison with the SEND team.
- To devolve responsibility to tutors for the appropriate personal development and well-being of all students
- To develop the role of the house Council and ensure that 'student voice' is heard
- To assist with transition of students from one phase to another in liaison with senior leaders and other staff involved in transition
- To ensure effective communication within the House and with colleagues, parents and external agencies

Assistant Head of House are responsible for supporting the maintenance and strengthen the Y7-13 House ethos within the vertical whole-School framework.

- Student absence messages, punctuality and attendance monitoring by House
- St Laurence Support (SLS rota)
- Levels 2 & 3 behaviour logging/communication/reports etc. by House
- Rewards and sanctions monitoring by House, supporting the HOH with relevant actions
- To assist with transition of students from one phase to another in liaison with HOH
- To ensure effective communication within the House and with students, colleagues, parents and external agencies

7.6 Tutors

Tutors are the first port of call for their tutees and have responsibility for managing behaviour in their classrooms and around the school through:

- a consistently high-quality learning environment that meets the needs of students in all tutorials, briefings, collective worship and other activities.
- clear routines, expectations, objectives, instructions, explanations, discipline and language aligned with the School's Code of Conduct.
- use of rewards and sanctions systems in a consistent way.
- challenging, encouraging and supporting students, keeping them on task and responding fully to their educational needs.
- recording conversations and contact home on SLS log.
- attending a weekly house meeting and raising concerns with the HOH at the earliest opportunity.

7.7 Heads of Department

Heads of department have responsibility for overseeing behaviour for learning within their departments through:

- Promoting positive behaviour management and use of techniques within their department via line managements meetings, departments meetings and CPLD
- Identification via Bromcom, when an individual student is not meeting behaviour expectations within their subject and use of a subject report to monitor and improve behaviour.
- Regularly review behaviour for learning within the department via meetings (and subsequent minutes)
- Discuss student concerns with the HOH and SLT link.
- Support the school's sanction system.

7.8 Teachers

Teachers have responsibility for managing behaviour in their classrooms and around the school through:

- a consistently high-quality learning environment that meets the needs of students in all lessons, tutorials and other activities.
- Providing a personalised approach to the specific behavioural needs of identified students. Being aware that students may require support when receiving a sanction e.g. take up time.
- clear routines, expectations, objectives, instructions, explanations, discipline and language aligned with the School's Code of Conduct.
- use of rewards and sanctions systems in a consistent way.
- challenging, encouraging and supporting students, keeping them on task and responding fully to their educational needs.
- Liaise with the HOD when a student's behaviour is a cause for concern.
- Support the school's sanction system.

The Senior Leadership, House team, Heads of Department and Behaviour team will support staff in responding to behaviour incidents.

7.9 Parents / Carers

Parents and carers share responsibility for the behaviour of their child/ren both inside and outside of the School. They are expected to work in partnership with staff and assist the School in maintaining high standards of behaviour as outlined in the Home-School Agreement.

Parents / Carers are expected to:

- Support their child in adhering to the school code of conduct
- Support their child in adhering to the St Laurence School online safety policy
- Support the school in upholding our high standards of behaviour
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns regarding your child with the school promptly
- If a fixed term suspension has been given, parents / carers must supervise their child.
- Support the school in ensuring the good conduct of their child on the way to and from school, including the use of public and school transport.
- Support the school in monitoring your child's conduct online.
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

8) School Behaviour Curriculum (School code of conduct - see appendix)

Students are expected to take responsibility for their own behaviour and be fully aware of the School's policy, procedures and expectations as outlined in the School Code of Conduct (displayed in Tutor rooms). Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

Students are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all students to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all students can meet behavioural expectations in the curriculum.

9) Responding to behaviour

Positive Behaviour Management

We have high expectations of behaviour at St Laurence as this is essential for success. Our positive approach to behaviour management reflects our school ethos: We care; We Inspire; We Succeed.

9.1 Classroom management

Teaching and associate staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with students, which may include:
 - Greeting students in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh and with unconditional positive regard
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
 - Use the school's common language to help student's self-correct inappropriate behaviour

9.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection.

We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information [Model school Safeguarding and Child Protection Policy website](#)

9.3-Responding to good behaviour

An ethos of encouragement is central to the promotion of good behaviour. The School achieves this through a wide range of strategies including praise, constructive feedback, awards and achievement points to celebrate individual and House success.

List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Achievement points
- Letters or phone calls home to parents
- Special responsibilities/privileges
- Special rewards events / celebration events

There are three key strands to the way that we recognise and reward the positive behaviours and achievements of our students.

Key Strands	
Collecting positive behaviour points	Track how many points students have individually, as a tutor group and as a House
	Lead to certificates at different thresholds
	Contribute to a House trophy at the end of the academic year
Recognition	Postcards, letters, certificates for specific success e.g. in subject areas, leadership
	Letters home for good reports, positive behaviour etc
Celebration	'Shout outs' for those who have achieved success in different areas
	Publish names, achievements examples of work in Connect/on school website

9.4) Responding to misbehaviour

Whilst we will always endeavour to work with parent / carers, the school may use one or more of the following sanctions in response to unacceptable behaviour without prior parental / carer consent:

- A verbal reprimand and reminder of the expectations of behaviour
- Sending the student out of the class
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention or community service at break or lunchtime, or after school
- Loss of privileges – for instance, the Prom
- Referring the student to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a student 'on report'
- Removal of the student from the classroom
- Internal exclusion
- Time spent on an EdClass seat with the Intervention and Inclusion team
- Suspension
- Permanent exclusion, in the most serious of circumstances

We may use the internal exclusion in response to serious or persistent breaches of this policy.

Students may be removed from their lesson and sent to a host lesson or the lesson removal room during lessons if they are disruptive, and they will be expected to complete the same work as they would in class. Students will remain in the lesson removal for at least the remainder of the lesson, until it is judged that they will be able to return successfully to the classroom environment.

The Internal Exclusion room is managed by the behaviour team. We may use an internal exclusion in response to serious or repetitive breaches of this policy.

Support to Learn is to support students who require additional support to be successful in a particular subject.

We may use a fixed term external suspension in response to extremely serious or persistent and repetitive breaches of this policy. In these cases, it is the parent/ carers' responsibility to supervise this suspension at home.

Personal circumstances of the student will be taken into account when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

9.5) Reasonable force

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student from:

Causing disorder

Hurting themselves or others

Damaging property

Committing an offence

Incidents of reasonable force must:

Always be used as a last resort

Be applied using the minimum amount of force and for the minimum amount of time possible

Be used in a way that maintains the safety and dignity of all concerned

Never be used as a form of punishment

Be recorded and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

9.6 Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (listed in section 3) found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents/carers, if appropriate.

9.7 Off-site misbehaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a student of our school

Sanctions may also be applied where a student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student
- Could adversely affect the reputation of the school
- Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member (e.g. on a school-organised trip).

9.8 Online misbehaviour

The school can issue behaviour sanctions to students for online misbehaviour when:

- It poses a threat or causes harm to another student
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The student is identifiable as a member of the school
- It contravenes the Acceptable Use Policy

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member.

9.9 Suspected criminal behaviour

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

The school will not interfere with any known police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

9.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive

- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information [School Policies | St Laurence School](#)

9.3 Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the student in accordance with this policy.

Please refer to our Child Protection policy for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

9.2) Responding to misbehaviour from students inc those with SEND

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

The school's Head of Behaviour and Inclusion in consultation with the Special Educational Needs Co-ordinator and overseen by the Deputy Headteacher (Quality of Education: Attitudes), will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice may also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9.3) Supporting students following a sanction

We treat all students with an unconditional positive regard and following a sanction e.g. suspension, students are welcomed back into our school community via a reintegration meeting. At this meeting individual personalised behaviour goals can be set.

Should we be unable to meet the behavioural needs of a student, despite the extensive support that will have been afforded, then we will seek alternative provision or time spent in another setting under an off-site direction.

9) Student transition

To ensure a smooth transition to the next year, staff members hold transition meetings.

10.1 Inducting incoming students

The school will support incoming students to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

10.2 Preparing outgoing students for transition

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those students transferring to other schools.

10) Training

Our staff are provided with training on managing behaviour, as part of their induction process.

Behaviour management will also form part of continuing professional development.

A staff training log is maintained.

12. Monitoring this policy

This behaviour policy will be reviewed by the Headteacher and the full governing board every two years. At each review, the policy will be approved by the Headteacher.

13. Links with other policies

This behaviour policy is linked to the following policies:

- Child Protection and Safeguarding policy
- Anti-bullying policy
- Attendance policy
- Online Safety Policy
- Mobile Device Policy
- Uniform Policy
- Social Media Policy
- Acceptable Use Policy



St Laurence School

Care • Inspire • Succeed

Student Code of Conduct - People are our Treasure

Your actions matter. Be in the right place, at the right time, doing the right thing.

Good behaviour choices will be celebrated and rewarded. Poor behaviour choices will be sanctioned.

We will	So we can
Be punctual - <ul style="list-style-type: none">• Arrive on time, every time, ready to start lessons with coats off, bags on floor and equipment ready to start lessons promptly• Keep mobile phones switched off, and kept in bags, between 8:30am – 3:00pm• Only access Student Reception during social times except by agreement of staff	Enable a prompt and positive start to all lessons, free from disruption to maximise learning, improve outcomes for students.
Be respectful - <ul style="list-style-type: none">• Follow requests from all staff• Be polite and kind to all• Respect the school environment and other people's property and personal space• Move around the school in a quiet and safe manner• Wear our uniform correctly and with pride• Eat only in designated area• Engage in meaningful conversations and improve wellbeing	Demonstrate that we are an inclusive environment, where everyone can feel a sense of belonging. Ensure that learning is not disrupted and that everyone is safe in narrow corridors
Be our best self - <ul style="list-style-type: none">• Try your best, actively listen and learn; not talk over others; respecting other's point of views	Ensure teachers can maintain excellent learning progress for all students, maximising learning and improve outcomes for students so we get the best results we possibly can.
Be responsible - <ul style="list-style-type: none">• Treat all members of the wider community with respect• Behave appropriately at all times; avoid doing anything which might damage the St Laurence School community reputation• Behave appropriately on school transport and in the community	Be good citizens and be proud of our communities, ensuring they are pleasant places to be in.

Please note: The following items will be confiscated if brought into school: Aerosol containers e.g. deodorants, chewing gum, any form of weapon/sharp implement, alcohol, tobacco, vape paraphernalia or any illegal substances