



St Lawrence Catholic Primary School Behaviour Policy

Our school mission and motto

#KIND

"Our school is a place where we all come together as one community to learn, have fun and make lasting friendships all under God's love and care"

Our aim

Every child should feel safe, valued and ready to learn. We teach positive behaviour, recognise good choices and respond fairly and consistently when behaviour does not meet our expectations.

This policy explains the behaviour standards expected at school, how positive behaviour is recognised, what happens when expectations are not met and how the school works with families and supports individual needs.

Approved by	Leo Duggan
Date	October 2026
Review date	October 2028, or earlier if guidance changes

Parent quick guide

The school's behaviour approach is designed to be easy for children and families to understand. Most concerns are resolved with a calm reminder and a fresh start. More serious or repeated behaviour leads to a clear consequence and appropriate support.

What we expect

Be ready	Be respectful	Be safe	Be kind
Listen, follow instructions and take part in learning.	Use good manners and look after people, work and property.	Move and play safely and avoid physical or verbal aggression.	Use words and actions that include and help others.

What happens when expectations are not met

Stage	What happens	Parent contact
Reminder	An adult explains the expected behaviour and gives the child an opportunity to make a better choice.	Usually not needed for a single reminder.
Warning	If low-level behaviour continues, a visual warning is given by turning the yellow card sideways or recording a W on the behaviour chart.	Parents are contacted if the same concern becomes persistent.
Yellow card	Used when behaviour continues after a warning or when Level 2 behaviour occurs. A proportionate consequence follows.	Parents are informed.
Red card	Used for serious Level 3 behaviour, or when behaviour continues despite yellow cards. A member of the leadership team becomes involved.	Parents are informed and meetings escalate for repeated red cards.

Children start each new day on green. A child who has had a difficult day can begin again the next day.

When to speak to school

- Contact the class teacher promptly if you have a concern or if circumstances at home may affect your child's behaviour.
- The school will explain what happened, the action taken and any support or next steps that are appropriate.

1 Purpose and principles

St Lawrence's Primary School is committed to a calm, safe and supportive environment in which every pupil can learn and flourish under God's love and care. Positive behaviour is taught, modelled and recognised. When behaviour falls below expectations, adults respond consistently, fairly and proportionately, while helping the pupil to understand what needs to change.

This policy aims to:

- promote a positive culture with high expectations for conduct and learning;
- protect every pupil's right to feel safe, be respected and learn without disruption;
- explain expected behaviour, recognition and consequences clearly;
- provide a consistent approach that takes account of individual circumstances; and
- identify unacceptable behaviour, including bullying, discrimination, sexual harassment and violence.

The smallest effective sanction will normally be used. Sanctions are not intended to shame a child. They should be applied calmly, promptly and consistently, with an opportunity to repair harm and make a fresh start.

2 Scope

This policy applies during lessons, around the school, at break and lunchtime, on school visits and activities, and when pupils are travelling to or from school or are otherwise identifiable as pupils of the school. It also covers online behaviour where the behaviour affects a pupil, the orderly running of the school, or the school community.

3 Behaviour expectations

Pupils are expected to:

- treat pupils, staff and visitors with respect;
- follow reasonable adult instructions promptly;
- use good manners and kind language;
- work to the best of their ability and allow others to learn;
- use classrooms, corridors and outdoor areas safely;
- look after school property and other people's belongings; and
- report behaviour that makes them or someone else feel unsafe or uncomfortable.

Expectations and routines are taught directly, revisited when needed and adapted so that all pupils can understand them. Pupils joining during the year receive an appropriate introduction.

4 Recognising positive behaviour

Adults notice everyday effort, kindness, consideration and improvement. Recognition may include:

- specific verbal praise;
- stickers, stamps, stars or positive comments on work;
- classroom responsibilities;
- sharing achievements with parents and staff;
- certificates and weekly St Lawrence Awards;
- a purple certificate for a witnessed act of kindness; and
- house points from Year 1 for positive attitudes, effort, school participation, Christian and Olympic values, and being kind.

A pupil who remains on green for the whole week receives a Good to be Green stamp in their homework diary, or a sticker in EYFS, and an entry into the end-of-term draw.

5 Good to be Green

Good to be Green is used from Reception to Year 6. Nursery uses a Thinking Chair approach appropriate to the children's age and stage. Each pupil starts the day with a green card on the class chart. The visual system helps pupils understand how they are doing and what they need to do next.

Level	Typical response
Green	The pupil is meeting expectations. Positive behaviour is noticed and reinforced.
Reminder and warning	An adult names the expected behaviour. If Level 1 behaviour continues, a visual warning is shown.
Yellow card	The card is displayed over the green card and the relevant Infant or Junior consequence is applied.
Red card	The yellow card is moved behind the pocket, the red card is displayed and leadership becomes involved.

Behaviour incidents that result in a card are recorded on the school's behaviour system. Lunchtime supervisors report incidents to the class teacher, who decides the appropriate response.

6 Levels of behaviour

Examples help adults and pupils understand the usual response. They are not an exhaustive checklist; staff consider the context, seriousness, impact and the pupil's individual needs.

Level 1 behaviour

A reminder is given first. If the behaviour continues, the pupil receives a visual warning. Examples include:

- calling out, not listening or distracting others;
- being out of place or out of the seat without permission;
- running indoors, pushing in line or unsafe movement;
- not working, not clearing up or disrupting through persistent muttering;
- interfering with another person's property; and
- minor deliberate damage or throwing a small object to distract rather than hurt.

Adults may use a quiet gesture, move the pupil, give a private reminder, or require unfinished work to be completed at an appropriate time. A single warning does not normally require parent contact. Repeated similar warnings are treated as persistent disruption; parents are informed and a yellow card may be issued.

Level 2 behaviour and yellow cards

A yellow card may be given without a warning for more serious behaviour, including:

- inappropriate physical contact such as poking, flicking or hair pulling;
- persistent rough play;
- leaving the room without permission;
- hiding work or resources;
- lying, including a lie intended to get another person into trouble; and
- using deliberately unkind words to hurt another person.

Level 3 behaviour and red cards

A red card is used for serious behaviour or where yellow-card behaviour has continued. Examples include:

- intentional physical harm, fighting, violent assault or threats of violence;
- verbal abuse of an adult, serious refusal to follow an instruction, or obscene language used to offend;
- bullying, theft or deliberate damage to work or property;
- racist, sexist, homophobic or other discriminatory language or behaviour;
- sexualised behaviour, sexual harassment or sexual violence; and
- repeated yellow-card incidents where behaviour has not improved.

Possession of a prohibited item, including a weapon, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images, or an article intended to cause injury, damage or an offence, is treated seriously and managed under the school's safeguarding and searching procedures.

7 Consequences and parent contact

Consequences are intended to protect learning and safety, help pupils reflect and reduce the chance of repetition.

Infants

Incident	Consequence and School Response
First yellow card in the school week	Loss of 5 minutes of playtime, with a brief supported reflection. A parent/carer will be notified via Arbor, and the card will be displayed on the child's Arbor page. Class teacher will inform parent or carer at pick up.
Second yellow card in the same school week	Loss of 10 minutes of playtime, with a supported reflection. Parent/carer notified through Arbor and informed by the class teacher that another yellow-card incident that week will normally lead to a red card.
A further incident that would warrant a third yellow card in the same school week	A red card is issued for repeated negative behaviour. Parents/carers are notified through Arbor, and the school follows the red-card procedures. Staff review what additional support is needed.

Repeated yellow-card behaviour

Yellow-card incidents are counted within each school week, from Monday to Friday. These may involve the same behaviour or different behaviours that warrant a yellow card.

If a pupil has already received two yellow cards that week, a further incident warranting a yellow card will normally result in a red card for repeated negative behaviour. The red card replaces the third yellow card; both cards are not issued for the same incident.

Children continue to start each day on green. This daily fresh start does not remove the record of cards received during the week. The weekly count starts again at the beginning of the next school week, while staff continue to monitor longer-term patterns.

Staff consider the pupil's age, understanding, individual circumstances and SEND, including any reasonable adjustments, before deciding the response. Serious behaviour may result in an immediate red card without preceding yellow cards.

Juniors

Incident	Consequence and School Response
Yellow card	Loss of the whole playtime. The pupil completes a reflection sheet during the missed playtime. The class teacher retains the sheet. A parent/carer will be notified via Arbor, and the card will be displayed on the child's Arbor page. The class teacher will speak with the parent/carer at collection or make a follow-up telephone call.
A further incident warranting a yellow card after two yellow cards in the same school week (Monday-Friday)	A red card is issued. A parent/carer will be notified via Arbor, and the card will be displayed on the child's Arbor page. A meeting is held with the parent/carer, teacher and behaviour assistant headteacher.

Red cards

Red card in a half term	School response
First	A parent/carer will be notified via Arbor, and the card will be displayed on the child's Arbor page. A meeting is held with the parent or carer, teacher and behaviour assistant headteacher.
Second	A parent/carer will be notified via Arbor, and the card will be displayed on the child's Arbor page. A meeting is held with the parent/carer, teacher and Deputy Headteacher.
Third	A parent/carer will be notified via Arbor, and the card will be displayed on the child's Arbor page. A meeting is held with the parent/carer, class teacher and Headteacher.

After any sanction, staff consider what the pupil needs to understand, repair harm, return successfully to learning and meet expectations next time. This may include a restorative conversation, reflection, additional teaching of routines, pastoral support or an individual plan.

Where serious or persistent behaviour continues despite appropriate sanctions and support, the headteacher will review the pupil's circumstances and consider further action in line with Section 9 and the school's Suspension and Exclusion Policy.

8 Serious incidents and safeguarding

A change in behaviour may show that a pupil needs help or protection. Staff consider whether behaviour may be linked to harm, abuse, exploitation, mental health needs or another safeguarding concern. Where appropriate, the school follows its child protection procedures and considers early help, children's social care or police involvement.

Bullying

Bullying is not tolerated. Reports are taken seriously, investigated and managed in line with the Anti-Bullying Policy. The school supports the pupil who has experienced bullying and addresses the behaviour of the pupil responsible.

Sexual harassment and sexual violence

Sexual harassment and sexual violence are never ignored. Pupils are encouraged to report anything that makes them feel uncomfortable, however small it may seem. The response will be proportionate, considered, supportive and decided case by case. The school may manage the matter internally, seek early help, refer to children's social care or report to the police. Parents will be involved where appropriate and in line with safeguarding duties.

Discriminatory behaviour

Racist, sexist, homophobic and other discriminatory language or behaviour is challenged and recorded. The school supports those affected, applies an appropriate consequence, helps the pupil understand the harm caused, monitors for recurrence and informs parents as appropriate.

Malicious allegations

If an allegation is found to have been deliberately invented or malicious, the school may apply this policy. It will also consider whether the allegation was a sign that the pupil needs help and will consider the pastoral needs of anyone accused.

9 Removal, suspension and permanent exclusion

Removal from a classroom is a serious measure used for serious or persistent breaches, or immediately when necessary for safety. A removed pupil is supervised and continues to receive meaningful education. Removal may be used to restore order, maintain safety, allow learning to continue or give the pupil a safe place to regain calm.

- Parents are informed on the same day.
- The pupil returns to the classroom as soon as it is appropriate and safe.
- The school considers support for successful reintegration and reviews repeated removals.
- Prolonged removal requires the headteacher's explicit agreement.

Only the headteacher may decide to suspend or permanently exclude a pupil. Suspension or permanent exclusion may be used for a serious incident or persistent poor behaviour that has not improved following appropriate school sanctions and support. Any decision and review process will follow the current statutory guidance and the school's Exclusions Policy.

10 Pupils with SEND and other individual needs

The school recognises that behaviour may be affected by special educational needs, disability, mental health, communication needs, medical conditions, trauma or other circumstances. Not every incident is caused by an additional need, so decisions are made case by case.

Before deciding on a response, staff consider:

- whether the pupil understood the rule or instruction;
- whether the pupil could act differently at the time;
- whether the behaviour was connected to SEND, disability or another identified need;
- whether a reasonable adjustment is required; and
- what support may prevent the behaviour recurring.

The school will take reasonable steps to avoid substantial disadvantage to disabled pupils, use its best endeavours to meet pupils' SEND. The SENCO may assess whether challenging behaviour indicates an unmet or unidentified need and may seek specialist advice. Parents are involved in planning and reviewing support.

Support may include adapted routines or communication, planned movement or sensory breaks, a trusted adult, teaching of social or emotional skills, a behaviour support plan, pastoral work or external-agency involvement. A reasonable adjustment changes how the policy is applied; it does not mean that unsafe behaviour is ignored.

11 Behaviour outside school and online

The school may respond to behaviour outside school when a pupil is taking part in a school activity, travelling to or from school, wearing uniform, or otherwise identifiable as a pupil. It may also respond where behaviour could disrupt the school, threaten another pupil or harm the school community. Online behaviour may be addressed when it causes harm, poses a threat, affects school order or involves a pupil who is identifiable as a member of the school.

School sanctions are applied on school premises or while a pupil is under the lawful control of a staff member. Safeguarding action, support and liaison with parents or other agencies may still be appropriate for incidents that happen elsewhere.

12 Reasonable force and searching

Staff may use reasonable force only when lawful and necessary, for example to prevent injury, serious disorder, damage or an offence. It is a last resort, uses the minimum force for the minimum time, protects dignity and is never used as punishment. Staff consider SEND, medical needs and other vulnerabilities. Searching, screening and confiscation are carried out only in line with current law, Department for Education guidance and the school's relevant procedures.

13 Working with parents and carers

The school and families share responsibility for helping pupils behave well. Parents and carers are asked to:

- read and support this policy;
- ensure regular, punctual attendance and appropriate uniform and equipment;
- tell the school about changes or needs that may affect behaviour;
- discuss concerns promptly with the class teacher;
- support reflection, repair and agreed interventions; and
- raise concerns directly with school while continuing to work in partnership.

The school will communicate respectfully, explain significant incidents and consequences, listen to relevant family information and involve parents in support plans. The class teacher is normally the first point of contact. Unresolved concerns may be raised with the behaviour assistant headteacher and then the headteacher.

Arbor notifications for yellow and red cards

Parents and carers will be notified through Arbor whenever their child receives a yellow or red card for negative behaviour. The card will be recorded on the pupil's Arbor page, providing a record that parents and carers can view.

The class teacher will provide further information through a conversation at collection or a telephone call. For infant pupils, parents and carers will also be informed briefly by the class teacher, as outlined in the infant consequences table.

When a red card is issued, the class teacher will inform the parent or carer as soon as possible. Further meetings and involvement from school leaders will follow the procedures outlined in the red-card section of this policy. Arbor notifications support these conversations and meetings.

Communication will focus on the pupil's behaviour, the school's response and the support needed to help the pupil make positive choices. Information about other pupils will remain confidential.

Parents and carers are encouraged to check their child's Arbor page regularly and discuss notifications calmly with their child. Families who cannot access Arbor should contact the school office so that an alternative way of receiving this information can be agreed.

14 Responsibilities

Governing body

- Approve the written statement of behaviour principles.
- Review this policy with the headteacher, monitor its effectiveness and hold the headteacher to account for implementation.

Headteacher

- Maintain a positive, safe behaviour culture and ensure consistent implementation.
- Ensure induction, training and support for staff.
- Align behaviour, safeguarding and SEND practice and review data for disproportionate impact.
- Make decisions about suspension and permanent exclusion.

Staff

- Teach and model expectations, establish clear routines and maintain a calm environment.
- Recognise positive behaviour and respond to concerns consistently, fairly and proportionately.
- Consider individual needs, record relevant incidents promptly and communicate with parents.
- Seek leadership or safeguarding support when needed.

Pupils

- Follow the school's expectations and routines.
- Treat others respectfully, make safe choices and allow others to learn.
- Reflect, repair harm and accept support after an incident.
- Tell a trusted adult about behaviour that causes concern.

15 Recording, monitoring and training

Relevant incidents, cards and removals are recorded promptly on the school's agreed systems. The behaviour assistant headteacher monitors patterns and reports concerns to the headteacher and SENCO. Leaders review data for repeated behaviour, effectiveness of support and any disproportionate impact on groups of pupils.

Staff receive induction and continuing professional development on this policy, behaviour management, de-escalation, reasonable force, safeguarding, SEND, mental health needs and the school's recording systems.

The headteacher and governing body review this policy at least at least every two years and sooner when legislation, guidance or school practice changes.

16 Related policies

- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- Complaints Policy
- Suspension and Exclusion Policy
- Physical Restraint Policy
- SEND Policy
- Relationships and Sex Education Policy
- Online Safety Policy

17 Legislation and guidance

This policy should be read in line with current legislation and Department for Education guidance, including:

- Behaviour in schools: advice for headteachers and school staff (Department for Education, updated February 2024)
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (statutory guidance effective July 2026)
- Keeping children safe in education 2026

- Searching, screening and confiscation at school
- Use of reasonable force in schools
- Equality Act 2010
- Children and Families Act 2014
- SEND Code of Practice: 0 to 25 years
- Supporting pupils at school with medical conditions

Official guidance is available at www.gov.uk. The school will apply the current version in force, even if guidance changes before this policy is next reviewed.