

Behaviour Principles

- The Governors of Lawnswood School strongly believe that high standards of behaviour and discipline lie at the heart of a successful school.
- Governors expect that a restorative approach is effectively supported through the school's Behaviour Policy.
- The Behaviour Policy should embed the school's mission statement: 'To create an inspirational community of learning where we combine our ambitions for academic attainment with an emphasis on students' moral, personal, social and spiritual needs, so that they may take their place as caring, committed, self-aware and confident members of society.
- Consequences to behaviour are upheld as crucially important to encourage high standards of behaviour and discipline. However, this should be done in a way which supports students to understand, take responsibility for and change their behaviour.

The approach should enable:

- All students to make the best possible progress in all aspects of their school life
- All students, staff and visitors have the right to feel safe and secure in school
- All staff to be able to teach and promote good learning without interruption or lost learning time
- All students to understand, take responsibility for and improve their behaviour
- Lawnswood School is an inclusive school which strives to ensure every child is free from discrimination of any sort (as laid down in the Equality Act, 2010). To support this, the school must have effective anti-bullying policy and procedures.
- Where bullying does occur, whether in school or outside of school, the school will respond and ensure the wellbeing of all students. Measures to protect students from bullying and discrimination, as a result of gender, race, ability, sexual orientation, religious belief (or lack of belief), CLA status, disadvantage or background, are set out in the anti-bullying policy.
- Lawnswood School is committed to working in partnership with parents and carers. A shared understanding of the school's behaviour policy is encouraged and parents and carers should have a key role in ensuring that they understand their child's behaviour progress as well as helping their child to understand their responsibilities at school, in the local community and in preparation for their life after school.
- Expected standards are clearly set out in the Behaviour Policy. Behaviour systems, routines and procedures are shared with and explained to all students, as part of assemblies and in tutor time. The Governors expect the rules to be consistently applied by all staff and regularly monitored for effectiveness.
- Student rewards should be known and understood by all staff and students and consistently applied.
- Consequences for unacceptable/poor behaviour should be known and understood by all staff and students and consistently applied. The full range of consequences are explained in the Behaviour Policy so that students, staff and parents can understand how these are applied.
- Suspensions are a necessary part of the school behaviour system, but must be used only as a last resort, particularly those that are permanent.

- The Headteacher may inform the Police if there is evidence of a criminal act or a fear that one may take place (e.g. if illegal drugs are discovered during a search; cyber-bullying; harassment).
- The Headteacher, or appropriate senior leader, should report back to Governors on key features of school behaviour and rewards.