

When appropriate, a multi-disciplinary approach is implemented to address needs, through referral, with parental agreement, to the Newbattle Integration Team (0-12 Forum) or the Lawfield Community Project.

We also work with the following educational agencies in support of pupils with social, emotional and/or behavioural concerns.

- **Psychological Services:** Psychological Services have a key role in supporting pupils, school and parents, through the provision of advice, guidance and /or direct involvement.
- **Support and Reintegration Services:** The Support and Reintegration Service in Midlothian works in partnership with schools so that pupils with a serious behaviour difficulty, can be offered support to preclude possible exclusion.

Consequences of not meeting behaviour expectations:

Our system for Rewards and Consequences is clearly outlined in our Better Relationships, Better Behaviour, Better Learning Policy. This behaviour system is designed to be **Restorative**, i.e. allowing the pupils the opportunity to work their way back to *Green*. If over a prolonged period of time, i.e. an hour and a half, children have shown that they are able to turn their behaviour around then they can move back up **one stage at a time on the system diagram** which is visible in all classrooms. Consequences of not meeting behavioural expectations may include:

- Loss of 'Skills Choice Time' on a Friday.
- A restorative meeting with a member of the Senior Management Team.
- A written assignment, to be completed at home, to enable the pupil to demonstrate that he/she can rationalise what he/she has done and recognise the need for more positive behaviour.
- Set work to be completed in the pupil's own time, should classwork be unfinished for reason of misbehaviour.
- Detention over break time or lunch time. This also provides opportunity for a senior member of staff to reflect with the pupil the background to the detention and, if appropriate, for the pupil to complete a written assignment encouraging more positive behaviour.

Serious Misconduct and/or Bullying

Bullying, or behaviour seriously disruptive to the normal class or school routine, is unacceptable in Lawfield. In these situations, parents are fully involved. In consultation with parents, support strategies and clear positive behavioural targets are set for the pupil(s).

Should pupil behaviour continue to raise serious concern, despite all school support strategies, authority led procedures may follow. Exclusion is viewed as the most extreme sanction available to a school and is used for clear, explicit purposes:

- To safeguard the well-being and education of other pupils
- To safeguard the well-being of school staff
- To safeguard the well-being of the excluded pupil
- To notify a serious breakdown in communication between parent(s) /carer(s) and school

Important Note: Under the terms of the Disability Discrimination Act 1995, it is illegal to exclude a pupil as a result of behaviour caused by their disability. The definition of disability under the Act covers pupils with physical, sensory, intellectual or mental impairments.

Within a positive whole-school ethos in Lawfield, we develop trust, self-awareness and self-discipline, promoting in our pupils an expectation of good behaviour and a sense of responsibility towards self and others.