

Langford Village

Behaviour Policy 2026-2027

Draft for review in October 2026
Date agreed and ratified by Governing Body: 14th October 2026
Review date: October 2027

LANGFORD VILLAGE COMMUNITY PRIMARY SCHOOL

Policy to promote positive relationships and behaviour ethos we can all be proud of at Langford

At Langford Village Community Primary School, our vision is to develop the 'whole child' to ensure that all pupils can achieve their personal best. We want to create an inclusive environment, where exemplary behaviour allows children to learn productively, both emotionally and educationally, in all areas of the curriculum, resulting in safe and happy learners.

We are committed to creating this environment by having high expectations of personal conduct, both from the adults and the children. We achieve this by having three simple rules, clear and consistent steps for managing behaviour and consistent and fair consequences.

This Behaviour Policy informs our practice when dealing with a range of behaviours, including bullying. It was written with our STARS values of Safe, Thoughtful, Adventurous, Resilient and Smiling in mind, as well as our 3 School Rules of 'Be Ready, Respectful and Safe'. Any incidents of bullying will be dealt with quickly, sensitively, and fairly, within our school ethos based on a restorative approach.

This policy is carried forward for 2026–2027 with essential updates to reflect the behaviour management and resources in school for this academic year. The existing ethos and support arrangements remain in place. Work with Relational Schools will inform the next substantive policy review.

Aims

We aim to:

- Work together to create a school community with a high level of trust, where all feel safe and secure
- Set up clear and consistent expectations of behaviour based on a restorative approach
- Promote self-discipline, independence and motivation
- Help all members of the school community to develop self-respect and a sense of personal worth
- Strengthen an ethos where individuals can empathise and understand that their behaviour is a choice and their own responsibility
- Celebrate achievement and success within the school community
- Support individuals to be the best version of themselves, acknowledging the neurodiverse profile of our school community
- Acknowledge and praise positive behaviour choices

Rules

Langford Village Primary has three simple rules:

- Be Ready
- Be Respectful
- Be Safe

These rules echo our school vision and ethos, where all children in our care are STARS.

Values

At Langford, we are all STARS, the Langford STARS.

Safe - we look after each other, know our trusted adults, and how to keep ourselves safe.

Thoughtful - we show care, kindness and respect to everyone.

Adventurous - we are on a journey, seeking challenge, fun and excitement in all our learning.

Resilient - we work hard and bounce back, when situations are tricky, leading to success.

Smiling - smiling brings happiness to ourselves and others.





Roles

Role of the Pupil

Within the primary age range, children are still learning to socialise, develop emotionally and positively offer their opinions. Occasionally, despite all efforts, conflicts will arise. This is different to bullying. Bullying involves applying power and control consistently.

Pupils are expected to:

- Follow the school and classroom rules (Be Ready, Be Respectful, Be Safe)
- Talk to a member of staff if they have any worries
- Work with adults to restore and repair, when things have gone wrong

Role of the Staff

In our school, all staff have the responsibility to model high standards of behaviour and aspiration.

School Staff are expected to:

- Listen to the Pupil
- Provide a supportive, caring and effective learning environment

- Start every day with a smile - meet and greet at the door
- Refer to the rules - 'Ready, Respectful, Safe'
- Build and encourage positive relationships based on mutual respect
- Plan lessons that engage, challenge and meet the needs of all learners, encouraging all pupils, whatever their attainment, to achieve and to be the best that they can be
- Be calm and patient in all situations
- Create a calm, purposeful and positive atmosphere
- Provide a personalised approach to the specific needs of pupils, liaising with the SENDCo and Pastoral Team as appropriate
- Take the time to encourage best behaviour and never ignore or walk past learners, who are making the wrong choice – remember, the behaviour you choose to ignore is the behaviour you choose to accept.

It is the responsibility of all adults to implement the School Behaviour Policy ***consistently*** throughout the school. When a pupil behaves inappropriately, it is the responsibility of all adults to ensure that the child is heard without interruption or judgement, at an appropriate time and place.

It is the responsibility of the Headteacher and Deputy Headteacher to report upon the effectiveness of the Behaviour Policy as requested.

Role of Parents

Parents are expected to:

- Work in partnership with the school
- Support their child in adhering to the school rules and the expectations of good behaviour
- Inform the Class Teacher of any changes in circumstances, which may affect their child's behaviour
- Model our behaviour rules of 'Be Ready, Be Respectful, Be Safe'
- Discuss any concerns with the Class Teacher promptly
- Be polite and respectful in emails, and during conversations with school staff
- Be polite and respectful in their use of social media related to school, staff, and pupils

Role of Governors

The Governors of the school support the Headteacher and staff and are expected to:

- Promote the family ethos of the school
- Create an active and effective partnership with the pupils, parents and staff
- Support the 'STARS' values and nurturing environment, where pupils can flourish
- Ensure that the school community is safeguarded

Positive Behaviour Management

A positive approach will be used consistently by all adults in the school.

Children, who make good choices in class and around school, are praised for their efforts using the following methods:

- verbal praise
- approving signs/acknowledgements – e.g. smiles, thumbs up

- class rewards – e.g. ‘marbles in jar’ etc, earned time and activities, agreed together with the class teacher
- Whole school reward systems – e.g. STARS awards, lunchtime legends, Ready Respectful Safe Certificates, House Points
- visit another member of staff to celebrate and share successes

Consistencies

Meet and greet

All Staff will create a welcoming environment by greeting the children every morning with a smile. This is a simple “good morning…” to provide a consistent check in and an enthusiastic welcome to every child.

Positive Praise

Adults will give first attention to the best conduct. They will praise children publicly or give them a quiet word of personal praise. Adults will use this to establish high standards for routines around school, such as when lining up, walking around school and during transitions.

Shooting STARS points

If the **whole class** are noticed for being ‘Ready, Respectful and Safe’ as a team, they will be awarded a ‘Shooting STARS’ point by any member of staff. When the class has collected **20 points**, which has been overseen and displayed by the Class Teacher, they are rewarded with a ‘Lucky Dip Prize’. Pupil Leadership team to decide on a selection of whole class rewards e.g. Non-uniform day, extra play.

STARS Assembly

On a Monday, one pupil should be selected by their class teacher for being ‘Star of the week’ and will receive a certificate showing why they were chosen. On occasions, a whole class can receive the STARS award.

House points – Updated for 2026-27

All pupils will be placed into five houses. The house names are linked to our STARS values, using the star names:

Sargas, Tangra, Altair, Rigel, Sirius

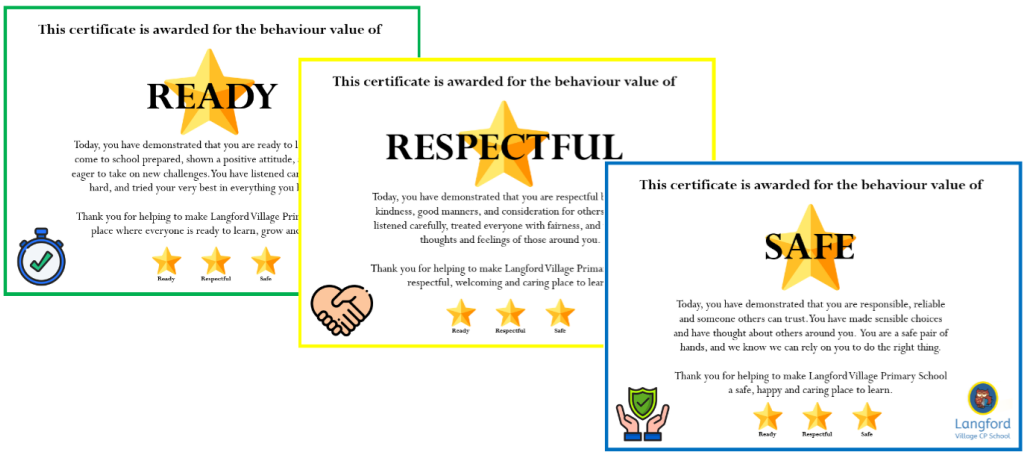
House points will be given to children who have displayed good behaviour that connects to our Be Ready, Be Respectful, Be Safe rules and STARS values. Pupils add awarded points to the classroom tally chart. Each week, the Class Teacher counts each pupil’s points and maintains their individual running total across the academic year on shared school document. Bronze, silver and gold certificates recognise agreed milestones. The thresholds will be confirmed and communicated to pupils and staff before certificates are introduced.

Teachers also record weekly totals for each house on the Collective House Point Tracker. House Captains announce the totals in assembly each week and update the house-point display in the hall. At the end of each half term, points are totalled and the winning house is announced in an end-of-term assembly. The winning house receives a non-uniform day.

New to 2026-27

Ready Respectful Safe certificates

Teachers may award a mini-certificate when they notice a pupil demonstrating one of our three behaviour rules. The certificate is taken home that day to share the pupil's success with parents or carers. These certificates are additional to the Star of the Week award.



Lunchtime Legends

Lunchtime supervisors may award a Lunchtime Legend ticket for positive behaviour in the dining hall or on the playground, linked to being Ready, Respectful and Safe. Pupils write their name and class on the ticket and give it to their teacher at the end of lunch. The teacher adds it to the Lunchtime Tombola. Each Monday assembly, one ticket drawn and the selected pupil receives a prize.



Headteacher's Award

This is a special recognition given to pupils who have demonstrated a big achievement for them, exceptional effort or behaviour that reflects our school values. Pupils receiving this award will have the opportunity to visit the Headteacher to proudly share and celebrate their achievement. They will receive a gold Headteacher's Award sticker and certificate, recognising their success and providing a memorable reminder of what they have accomplished. The Headteacher's Award is intended to be a significant and prestigious achievement within our school, helping pupils to feel proud of themselves and inspiring them to continue striving to be their very best.

Procedures for Dealing with Disruptive Behaviour

Where there are incidents of low-level disruptive behaviour:

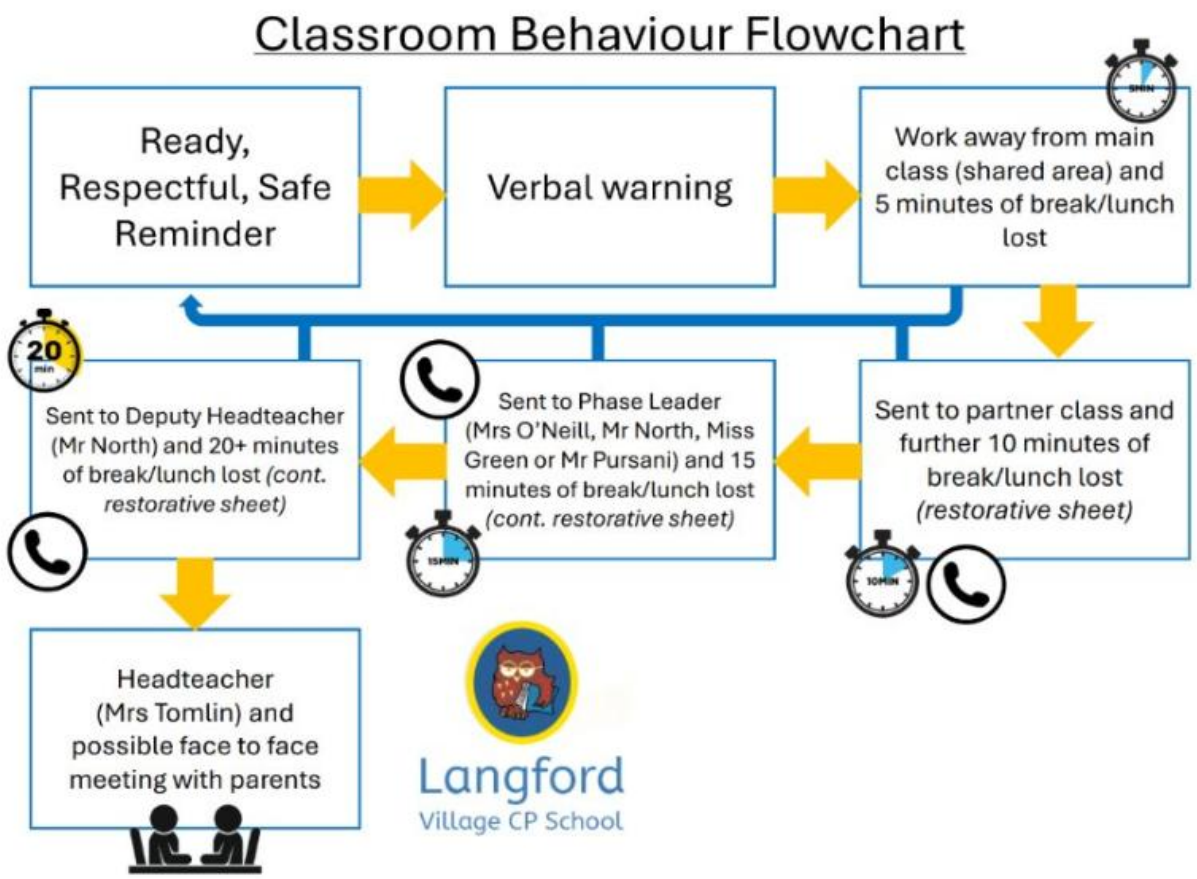
- Focus on positive role models e.g. "Thank you [name] for showing me that you are ready to learn."
- Non-verbal cues
- Divert attention
- Stimulate a new activity or interest
- Provide reassurance and comfort
- Change location e.g. seating
- Have a restorative conversation with the child
- Support from other adults

Where there are incidents of **high-level disruptive behaviour** examples are - Persistent disruptive behaviour, physical or verbally threatening pupils or adults, targeted bullying, racist or sexualised comments or any similar behaviours.

- Time out in a safe space e.g. in another class
- Parental involvement in consultation with the Class Teacher, SENCo, Phase Leader or Senior Leaders
- Alternative arrangements for managing unstructured times will be arranged and agreed on an individual basis as appropriate with either the Pastoral Team or Senior Leadership Team e.g. time/activity with a trusted adult
- Behaviour support card
- Restorative/Repair talk with an adult at an appropriate time and place
- Where appropriate referrals may be made to outside agencies. e.g. CAMHS, Educational Psychologist, SENSS Team, who will support the school in managing the child's behaviour.

Incidents will be recorded on the pupil's behaviour log. If an incident raises safeguarding concerns, staff must inform the designated safeguarding team and record it on the school's current electronic safeguarding system (CPOMS), in accordance with the safeguarding policy.

Non-adherence to the Behaviour Policy - Summary of Procedures



These procedures assume a gradual increase or persistence in unacceptable behaviour. Adults continue to prompt, reassure and de-escalate throughout. If behaviour deteriorates quickly or an incident is serious, such as violence, staff may move directly to senior-leader support. Safety and the child's needs take priority.

There may be occasions when a pupil completes schoolwork in a supervised designated workspace away from peers. Appropriate work must be available. Lost break or lunchtime is supervised and must allow the child to eat, drink and use the toilet. A supported regulation break helps a child calm and reset; it is not automatically a sanction.

We expect that early intervention and discussions with parents will resolve most issues. Early involvement makes it easier to develop a positive partnership between school and home.

There will be times where there will need to be a degree of flexibility in the application of the steps within the policy to support the neurodiverse members of our school community, where specific behaviours maybe reflective of their needs. Staff will make reasonable adjustments for pupils with SEND or disabilities, considering age, understanding and individual circumstances with the SENCo or Pastoral Team.

	Steps	Actions
1.	Prompt / de-escalate	A ‘nudge’ in the right direction, small act of kindness. Whole class reminder. ‘catch’ them making the right choice as soon as you can. Praise, Praise, Praise.
2.	Reminder	Remind the pupil of Ready, Respectful and Safe. Explain what they need to do and give them an opportunity to respond.
3.	Verbal warning	Give a clear warning, explaining the behaviour that is not acceptable and the next step if it continues. Refer to previous positive behaviour.
4.	Work in shared area	The pupil works away from the main class in a supervised shared area and loses up to 5 minutes of break or lunch.
5.	Partner class	The pupil is sent to the agreed partner class and loses up to a further 10 minutes of break or lunch, as stated on the flowchart. Use a restorative sheet where appropriate.
6.	Phase Leader	Refer to the relevant Phase Leader and up to 15 minutes of break or lunch lost and continuation of the restorative sheet.
7.	Deputy Headteacher	Refer to Mr North. 20 or more minutes of break or lunch lost and continuation of the restorative sheet. The duration must be proportionate and determined by the senior leader.
8.	Headteacher	Refer to Mrs Tomlin. A face-to-face meeting with parents or carers may be arranged.

A restorative or repair conversation follows at an appropriate time, when the pupil is able to engage. Use Appendix B, Zones of Regulation or personalised strategies as appropriate. Support the pupil to return successfully to learning.

Each stage carries the amount of missed break or lunchtime shown on the flowchart. For example, a pupil may miss five minutes at the first stage and, if their behaviour continues after returning from break, receive ten minutes at the next stage. Time already completed is not added again.

The system resets at the start of each school day. Adults may also use their professional judgement to reset the steps after break or lunchtime, taking account of the individual pupil’s needs, readiness to return to learning and any agreed support arrangements. This should provide a fresh opportunity to succeed while maintaining clear and consistent expectations. Once the steps have been followed, if persistent behaviour continues, the following steps will be taken promptly.

A	Parents / Carers contacted	The Class Teacher informs parents or carers where behaviour persists or removal from class is repeated. Staff co-ordinate discussion with families and senior leaders. A longer supervised period working away from peers may be arranged where appropriate, with suitable work and support.
B	Behaviour Support Card	A child who regularly struggles to behave or follow the rules and who does not respond to the measures outlined above may be referred to the SENDCo / Pastoral Team and a planned support card will be implemented for no more than 5 school days. • Staff co-ordinate discussion with Parent / carers • Deputy Head, SENDCo, Teacher, Parent and pupil are involved in drawing a plan of action. • The card will go home every day and be returned to school the following day • A time scale and review date are to be agreed This system helps the individual child to set achievable outcomes based on overcoming the unwanted behaviours within a short time frame.
C	Risk Reduction Plan (RRP)	The RRP is a tool to inform the team around the child of effective strategies to support the child. The document will outline behaviours that could be exhibited and how best to de-escalate. This document will be drawn up in collaboration with the SENDCo, parents and all staff around the child. For the pupils with the highest level of needs, a risk assessment will be required to inform, raise awareness, and lower the risks to all in the school community. Advice from external professionals supporting the school, family, and child, will be incorporated into this document where appropriate.
D	Suspension	Suspension is not taken lightly. Only the Headteacher, or acting Headteacher, may decide to suspend a pupil, in accordance with current statutory guidance. Support and alternatives are considered, although a serious incident may require suspension without every preceding step having been followed. It is used to uphold behaviour standards and protect the wellbeing and entitlement to learn of pupils and staff. Parents are informed without delay and receive written details of the reason, duration and their rights. The Local Authority and other relevant parties are notified in accordance with statutory guidance. The Class Teacher sets appropriate work, and the school follows the requirements for education during suspension and for reintegration. Examples of behaviour which may lead to suspension include physical assault, verbal or threatening behaviour, targeted bullying, racist abuse, sexual misconduct, damage, theft, persistent disruptive behaviour, alcohol, smoking, drugs and inappropriate use of technology. Decisions consider the individual circumstances and any additional needs.

E	Permanent exclusion	Permanent exclusion is a last resort, decided only by the Headteacher or acting Headteacher in accordance with current statutory guidance. It may be considered for a serious breach or persistent breaches of the behaviour policy where allowing the pupil to remain would seriously harm the education or welfare of the pupil or others. It does not follow automatically from a number of suspensions. Required notification, education and review procedures must be followed. Reference: Department for Education, School suspensions and permanent exclusions, guidance effective from 26 July 2026. https://www.gov.uk/government/publications/school-suspensions-and-permanent-exclusions Follow current DfE statutory guidance: https://www.gov.uk/government/publications/school-suspensions-and-permanent-exclusions

Summary of Behaviour Procedure for Playtime / Lunchtimes

When a pupil behaves inappropriately, it is the responsibility of all adults to ensure that the child has the right to be heard without interruption, at the appropriate time. On the playground, strategies to manage behaviour are consistent with those used in the classroom.

The first focus is on good behaviour with positive comments for those making good choices, i.e. rewarding good behaviour.

If these steps have been followed for a pupil, the lunchtime/playtime staff will ensure that this is fed back to the class teacher at the end of these breaks.

	Steps	Actions
1.	Prompt / de-escalate	A 'nudge' in the right direction, small act of kindness. Whole class reminder. 'Catch' them making the right choice as soon as you can. Praise, Praise, Praise.
2.	Reminder	A reminder of the 3 simple rules (ready, respectful, safe) delivered privately wherever possible. Repeat reminders if these small prompts are needed. Endeavour to stay at this step and de-escalate.
3.	Warning	A clear warning is given privately, wherever possible, making the pupil aware of their behaviour and clearly outlining the need for 'time out' if they continue. Explain the behaviour that is not acceptable and if it continues after the warning, time out will be issued. Give examples of previous good behaviour. Use scripted language.
4.	Time out	Time out is a brief time away from the play at the side of the field/playground. It is up to 5 minutes for the child to calm down, breathe, look at the situation from a different perspective and reset. Record on pupil behaviour log or on the school's current electronic safeguarding system for safeguarding concerns.
5.	Repair	This might be a quick chat at break time in the playground, or a more formal meeting will happen with the class teacher, Phase leader or Senior Leader using the Restorative Behaviour Sheet. Zones of Regulation or personalised strategies will be used as appropriate.
6.	Second 'Time out' incident	Period of time to be spent with a Phase Leader, then Senior Leader if continued.

The procedures assume a gradual increase or persistence in challenging behaviour. If behaviour degrades very quickly or if the first incident is of a serious nature, (i.e. violence) then it is acceptable to skip stages.

Staff will co-ordinate after school discussion with a Parent or Carer regarding the behaviour issue.

We always work on the basis that early intervention and discussions with parents/Carers at an early stage will resolve the issue. Early involvement will make it easier to develop a positive partnership between school and home, working together for the best outcomes.

The classroom flowchart's timed sanctions apply to classroom escalation. Playtime and lunchtime staff use the sequence above and refer serious or persistent concerns to senior leaders. Lunchtime Legends provides additional recognition for positive choices.

Appendix A



Behaviour Quick Guide

3 Rules

Ready
Respectful
Safe

Be Ready	We need to show that we are ready to learn at each part of our day. This is o=how we do it: • Lovely listening • Following instructions • Engage in our learning and be positive • Being thoughtful, adventurous and resilient when learning new things • Always trying our best to succeed, even when it difficult
Be Respectful	In our school we must show respect to others, to our learning, to our environment and most importantly to ourselves. We can do this by: • Using kind words only and good manners always • Listen to others using listening ears, listening eyes and listening body. • Be considerate of other people's feelings • Show care towards our school and everyone in it • Value and celebrate differences
Be Safe	It is important to be safe, keep ourselves and others safe too. We can keep us all safe by: • Using lovely lines, magical moving, calm classrooms when we are all together in school • Use kind hands, feet and words when we are all together • Listening to our trusted adults • Talking to trusted adults when we feel unsafe • Play safely and use equipment safely by following instructions



Adult Script

I noticed you are….
You have chosen to…
Are you being…?
It was the rule about….
Do you remember last week when…?
Thank you for listening.

Restorative Questions

1. Can you tell me what happened?
2. What were you thinking/feeling at the time?
3. How have you been thinking/feeling since it happened?
4. Who do you think has been affected by your actions?
4a. How were they affected?
5. What could you do now to help make things right?
6. How can we prevent this from happening again in the future?
7. What can I do to help you?

Appendix B

Restorative Behaviour Sheet

Langford **Restorative** Behaviour Sheet

In your words, what happened?

What were you thinking at the time? How were you feeling?

What could you have done differently?

Who was affected by what happened? How do you think they felt?

Who could have helped you?

What could you do to put things right?

Circle which value was not followed:

Be Ready | Be Respectful | Be Safe

Circle
Ready, Respectful, Safe Reminder
Official verbal warning
Work away from main class (shared area) and 5 minutes of break/lunch lost
Sent to partner class and further 10 minutes of break/lunch lost *(cont. restorative sheet)*
Sent to Phase Leader (Mrs O'Neill, Mr North, Miss Green or Mr Pursani) and 15 minutes of break/lunch lost *(cont. restorative sheet)*
Sent to Deputy Headteacher (Mr North) and 20+ minutes of break/lunch lost *(cont. restorative sheet)*
Headteacher (Mrs Tomlin) and possible face to face meeting with parents

Signed (child):

Signed (adult):

Appendix C

LANGFORD VILLAGE COMMUNITY PRIMARY SCHOOL

We are Langford STARS

Our values help us learn and grow together



Safe

We look after each other and know our trusted adults.



Thoughtful

We show care, kindness and respect to everyone.



Adventurous

We seek challenges and enjoy learning new things.



Resilient

We keep trying and bounce back when things are tricky.



Smiling

We share smiles and bring happiness to others.

At Langford, we are all STARS

LANGFORD VILLAGE COMMUNITY PRIMARY SCHOOL

At Langford we

Be Ready • Be Respectful • Be Safe



Be Ready

Listen carefully, follow instructions and try your best.



Be Respectful

Use kind words, show good manners and care for others.



Be Safe

Use kind hands and feet, move calmly and play safely.

At Langford, we are all STARS