

Behaviour Policy



Document Control

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Change History

Version	Date	Description	Change ID

Review Schedule (This policy is to be reviewed September 2025)

Date	Description of any changes	Date approved by Governing board

Signatories

	Date	Signed
Head teacher	Sept 23	S.Tomlin
Chair of Governing Board	08.11.2023	S. Porteous

Date agreed and ratified by Governing Body: Due to be ratified by Governing Body at FGB Meeting 4th October 2023. All Governors have seen a copy and we will work to this Policy from 1st September.

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. Any incidents of bullying will be dealt with quickly, sensitively, and fairly, within our school ethos based on a restorative approach.

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 neuro diverse 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 Headteachers 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. individual/team/class points, earned time and activities, agreed together with the class teacher
- 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.

Individual Class Rewards

If a pupil is noticed for being 'Ready, Respectful and Safe', they will be rewarded using a personalised class system that has been created and agreed between the pupils and class teacher – e.g. marbles in jar, adding a piece to Mr Potato head etc.

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 Friday, two children 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.

Postcard of Praise

When a pupil has shown positive behaviour consistently or above beyond, a postcard can be sent home with the pupil to share with their family.

House points

With the support of the Pupil Leadership Team, a new School House System will begin in September. All pupils will be placed into five new 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' behaviour rules and STARS values. These house points will be added to their house totals, which will be monitored through the term and will be displayed in the school entrance. At the end of each half term, the points will be totalled, and winning houses will be announced in an end of term assembly. The winning house will receive a non-uniform day.

Headteacher's Award

Children from each class can be nominated for entry in the Golden STARS Book and receive a Headteacher's Award for especially good work or behaviours in school. This book is a Golden Book with a name plate of the child's success displayed.

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 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.

All incidents will be recorded on the pupil's behaviour log. If the incident raises safeguarding concerns, this will be documented using My Concern electronic safeguarding system.

Non-adherence to the Behaviour Policy - Summary of Procedures

These procedures assume a gradual increase or persistence in unacceptable 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, e.g. jump to stage 4 rather than start at stage 1.

There may also be occasions, which would warrant an internal exclusion, where a pupil completes their schoolwork in a designated workspace within school and has their break periods away from their peers.

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 neuro diverse members of our school community, where specific behaviours maybe reflective of their needs.

	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 the Quick Guide in Appendix A.
4.	Time out	Time out is a brief internal exclusion that may be a short time outside the room in a safe space, cool down area or at the side of the field/playground. It is a few 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 My Concern for safeguarding concerns.
5.	Repair	This might be a quick chat at break time in the playground, or a more formal meeting. A 'Repair Sheet' can be used if appropriate or it may be just to have the restorative/repair conversation, Zones of Regulation or personalised strategies will be used as appropriate.

Once the steps have been followed, if persistent behaviour continues, the following steps will be taken promptly.

A	Parents / Carers contacted	After a second or third time out (a longer internal exclusion is implemented in an area away from other children. The child is supervised by a member of staff). Parents / carers must be informed by the Class Teacher.
B	Behaviour Support Card	<p>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.</p> <ul style="list-style-type: none"> • 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 <p>This system helps the individual child to set achievable outcomes based on overcoming the unwanted behaviours within a short time frame.</p>
C	Risk Reduction Plan (RRP)	<p>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.</p> <p>This document will be drawn up in collaboration with the SENDCo, parents and all staff around the child.</p> <p>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.</p>
D	Suspension	<p>Suspension is not taken lightly, and only used after all other attempts to modify behaviour have failed. Suspension serves several purposes, including:</p> <ul style="list-style-type: none"> • To act as a suitable consequence and reinforce, in the mind of the child, the seriousness of the behaviour • To maintain high standards of behaviour in school • To secure the well-being and entitlement to learn in a safe and productive environment for all other children and staff in school <p>If the Headteacher decides to suspend a child, the parents will be informed as soon as possible and issued with a letter giving details of the incident and setting out their legal rights regarding suspension. Appropriate work will be set by the Class Teacher.</p> <p>Examples of behaviour likely to lead to suspension: Physical Assault against pupil or adult, verbal/threatening behaviour against pupil or adult, targeted bullying, racist abuse, sexual misconduct, damage, theft, persistent disruptive behaviour, alcohol, smoking, drugs, inappropriate use of technology.</p> <p>The Local Authority must be informed.</p>
E	Exclusion	<p>Permanent exclusion may happen as a result of repeated suspensions. It will only ever be considered after all other attempts to keep a child in school have been exhausted.</p> <p>The Local Authority must be informed.</p>

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 a few 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 My Concern for safeguarding concerns.
5.	Repair	This might be a quick chat at break time in the playground, or a more formal meeting using a 'repair 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 Senior Leader.

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.

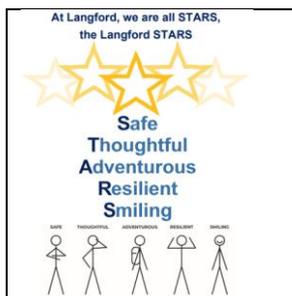
Appendix A



Behaviour Quick Guide

3 Rules
Ready
Respectful
Safe

Be Ready	<p>We need to show that we are ready to learn at each part of our day. This is how we do it:</p> <ul style="list-style-type: none"> • 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	<p>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:</p> <ul style="list-style-type: none"> • 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	<p>It is important to be safe, keep ourselves and others safe too. We can keep us all safe by:</p> <ul style="list-style-type: none"> • 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



Repair Sheet – Option A

Name of child:	
Name of adult:	
Date of incident:	
Date of repair talk:	

What happened?
How did you feel? (Before, During, After and Why?)
What could you have done differently?
Who do you think might have been affected? How might they have felt?
We agree to...

Pupil Signed: _____ Adult signed: _____

Appendix C



Repair Sheet – Option B

Name of child:	
Name of adult:	
Date of incident:	
Date of repair talk:	

What happened?

How do you feel?



Happy



Angry



Sad



Scared

How does (other child/adult/someone else) feel?



Happy



Angry



Sad



Scared

Is there someone else involved? How do they feel?



Happy



Angry



Sad



Scared

Talk with the adult about the choices you have made. What do I need to do differently?

Pupil Signed: _____ Adult signed: _____