



Longford  
C of E Primary School

# Behaviour Policy

<b>Document Title</b>	<b>Behaviour Policy</b>
<b>Lead Officer:</b>	Headteacher
<b>Approving Body:</b>	Longford Board of Governors
<b>Review Date:</b>	Annually (and whenever change is required)
<b>Edition and Date approved:</b>	September 2024
<b>Indicate whether the document is for public access or internal access only</b> <i>(Strikethrough text, as appropriate)</i>	<b>Public Access – PDF copy to be posted on School website</b> <i>A back-up copy of all Policies is retained by the Clerk to the Longford Board of Governors</i>
<b>Indicate which legislation or statutory guidance document requires this Policy</b>	School Policies including: Child Protection Policy, Equality Policy, SEND Code of Practice Suspension and Exclusion Guidance 2023
<b>Summary/Description:</b>	<p>Each child will be encouraged to develop the skills, values and attitudes that enable them to become a caring member of the community and an active participant in a changing society; and to experience joy and success as a well-motivated, confident and independent learner.</p> <p>This policy aims to provide a safe and happy environment for all; encourage good manners and positive behaviour; ensure that everyone knows what is expected of them; promote self-esteem, mutual respect, independence and an awareness of the difference between right and wrong and create an atmosphere in which everyone feels valued.</p>

## Policy Rationale

1. Each child will be encouraged to develop the skills, values and attitudes that enable them to become a caring member of the community and an active participant in a changing society; and to experience joy and success as a well-motivated, confident and independent learner.

### 1.2 Aims

- To provide a safe and happy environment for all, guided by our shared Christian values
- To provide a restorative approach behaviour culture, where positive behaviours are encouraged and children learn to reflect on how their behaviours affects others and ,with the help of others, how they can make amends,
- To ensure that everyone knows what is expected of them
- To promote rights and responsibilities
- To promote confidence, self-esteem and independence
- To encourage mutual respect, an awareness of the needs of others and the difference between right and wrong
- To create an atmosphere in which everyone feels valued

### 1.3 Code of Conduct

It is important that children understand what behaviour is acceptable and how that will be encouraged. As a caring community, we will promote and foster positive behaviours, guided by our THINK code of conduct and school values: respect, wisdom, compassion, friendship and trust.

#### THINK Code of Conduct

T-trust

H-help

I-Inspire

N- necessary

K- kindness

## Responsibilities

### 2.1 Role of the child

- To respect, support and care for each other
- To accept their Rights and Responsibilities
- To report any incidents that they consider to be unsafe to an adult
- To report any incident where they feel unhappy to an adult
- To reflect on their behaviour to ensure that they are always doing their best
- To listen to and be kind to others

See Rights and Responsibilities table below in Appendix A

## 2.2 Role of the staff

- To lead by example and to be positive role models,
- To create a positive learning environment with high expectations
- To treat all children fairly regardless of age, gender, race, ability and disability,
- To recognise the importance of belonging and being valued
- To be consistent in following school policies and guidelines,
- To actively support the school's restorative behaviour system culture and approach,
- To give children time to reflect on their actions and behaviour
- To attend staff debrief sessions for incidents where appropriate-see Appendix D
- To discuss any problems at staff and MDSA meetings
- To attend training (where necessary) to enable them to manage behaviour effectively

## 2.3 Role of the Parent/Guardian

We believe in the importance of home/school relationships and the need for staff, parents and carers to work together to support the children in our care. We ask parents and carers to:

- To support the school Behaviour Policy
- To encourage their child to make the right choices and accept their Rights and Responsibilities
- To inform the school if they believe their child has been the victim of any unacceptable behaviour

## **Graduated Response and Restorative Practice**

- 3 Where behaviour is inappropriate the school will use a graduated response approach to encourage the child concerned to change their behaviour and to make a good choice. See Graduated Response: Appendix B

Staff will use de-escalation strategies to help children manage their emotions and behaviours. In some cases, children will have a tailored individual behaviour plan, which outlines possible triggers and likely de-escalation strategies that will help the individual to calm down and to make a positive choice.

Where children make inappropriate choices, they will be encouraged to reflect on their actions and to apologise and to make amends when appropriate. This will depend on the circumstances of the incident and the needs and understanding of the pupils concerned.

### Equal Opportunities and Children with Special Needs and Disabilities

For children with special behavioural needs, additional rewards and sanctions may be used. These will be discussed and agreed with the child, parents/carers and class teacher. They will be closely monitored and reviewed regularly.

## **Exclusion**

Persistent poor behaviour, aggressive or violent behaviour will be dealt with by the headteacher. The decision to suspend or exclude a child is considered carefully. It may be a fixed term suspension or in very serious cases, a permanent exclusion.

If a child is suspended the parents will be contacted and a letter sent home. The parents have the right to make representations about this decision to the Governing Body. If they wish to make representations they need to contact the Chair of Governors at Longford CE VC Primary School as soon as possible. Whilst the governing body has no power to directly reinstate, they must consider any representations made to them and may place a copy of their findings on the child's school record. A copy of the letter will be kept with the child's records. A fixed period suspension or permanent exclusion form will be completed and sent to the Exclusions Officer at the Local Authority. The school follows Dfe guidance regarding suspension and exclusion:

[https://assets.publishing.service.gov.uk/media/64ef773513ae1500116e30db/Suspension\\_and\\_permanent\\_exclusion\\_guidance\\_september\\_23.pdf](https://assets.publishing.service.gov.uk/media/64ef773513ae1500116e30db/Suspension_and_permanent_exclusion_guidance_september_23.pdf)

## **Physical Restraint**

Physical Restraint This policy should be read in conjunction with the Guidance from the Wiltshire Department for Children and Education and takes into account the Education Acts 1996 and 1997 and the Dfe's Use of Reasonable Force (2013) which states reasonable force and restraint may be used by teachers and other persons who are authorised by the Head Teacher to prevent a pupil from doing or continuing to do any of the following: -

- injuring themselves or others
- causing significant damage to property including the pupil's own property - committing a criminal offence
- engaging in behaviour prejudicial to good order at the school or among any of its pupils whether that behaviour occurs in a classroom during a teaching session or elsewhere

At Longford, all staff are familiar with the school's behaviour policy and have a clear understanding about when physical restraint is appropriate and how it should be done. They also know when and how to get support from other staff ( Umbrella Code).

#### **4 Monitoring and Review**

At the beginning of the school year the staff and children discuss and review the school's Rights and Responsibilities.

Rewards and sanctions shall be determined by the whole staff and displayed in each classroom as a visual reminder to the children. They may be subject to alteration and amendment from time to time as deemed appropriate and the children will be informed of those changes.

The headteacher will be responsible for monitoring the implementation of this policy and reporting to the Governing Body on its effectiveness.

**Reviewed: September 2024**

**Date.....**

**Signed:.....(Chair of Governors)**

## **Appendix A**

### **Behaviour Policy Guidance**

#### **Code of conduct**

Children will be encouraged to manage their own behaviour by:

- Taking responsibility for themselves, each other and their environment
- Feeling positive about themselves by celebrating achievements
- Making appropriate choices and decisions
- Developing relationships through work and play
- Developing life skills
- Following school rules and the THINK code

#### **Best Practice**

Members of staff who manage behaviour well:

- Deliberately and persistently catch students doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all students
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by students
- Demonstrate unconditional care and compassion

#### **Rights and Responsibilities**

Teachers will share the Rights and Responsibilities with the children as part of the daily routine and curriculum. It will be explored in greater depth during circle time, PSHE, SEAL and RE. It will be a focus in Collective Worship and referred to throughout the year.

The Rights and Responsibilities will be displayed in every classroom and around the school. They apply to all members of the school community.

Right	Responsibilities
1. To be safe	<ul style="list-style-type: none"><li>• To walk around the school</li><li>• To sit sensibly</li><li>• To be gentle</li><li>• To be aware of your surroundings</li><li>• To play in the correct outdoor areas</li><li>• To look after our property</li></ul>
2. To learn	<ul style="list-style-type: none"><li>• To stay in my learning zone</li><li>• To listen and let others listen</li></ul>

	<ul style="list-style-type: none"> <li>• To be considerate</li> <li>• To respectfully ask for help</li> <li>• To persevere</li> <li>• To be ready</li> </ul>
3. To be happy	<ul style="list-style-type: none"> <li>• To be kind and friendly</li> <li>• To think of others' feelings</li> <li>• To be positive - 'can do'</li> <li>• To be helpful</li> <li>• To take turns</li> <li>• To share</li> </ul>
4. To hear and be heard	<ul style="list-style-type: none"> <li>• To listen</li> <li>• To look at the speaker</li> <li>• To share my ideas at the right time</li> <li>• To wait my turn</li> <li>• To give others time to take their turn</li> <li>• To be polite and respectful</li> </ul>
5. To be myself	<ul style="list-style-type: none"> <li>• To accept that we are all different</li> <li>• To be proud of my achievements</li> <li>• To understand the needs of others</li> <li>• To be happy to be me!</li> </ul>

### Positive Behaviour Rewards

It is the responsibility of **all** staff to recognise and reward positive behaviour. There will be rewards for positive behaviour. These will include:

At Longford CE VC Primary School we use colour bands to define different types of behaviour and the associated rewards or sanctions. There are six colour bands of behaviour.

Gold behaviour is exemplary behaviour that always allows everyone to learn and always keeps everyone safe. It is for pupils that model positive behaviour choices to others and use their 'learning powers'. Praise and rewards will be given by any member staff.

Silver behaviour is consistently positive behaviour that enables everyone to learn and keeps everyone safe. Praise and rewards will be given by any member staff.

Green behaviour is positive behaviour that enables everyone to learn and keeps everyone safe. Praise and rewards will be given by any member staff.

Yellow behaviour is often low-level disruptive behaviour that stops others from being able to learn. This will be dealt with by the class teacher.

Orange behaviour is deliberate acts that hurt others or break the school rules. This will usually be dealt with by the class teacher.

Red behaviour are serious incidents that cause deliberate harm to others or put others at risk. This will be dealt with by the headteacher.

### House Points

When children are awarded a stamp or equivalent class reward this is matched by a housepoint. The children belong to either Avon, Castle or Spire House Groups. The house groups encourage a sense of belonging and responsibility towards each other.

### Golden Time

Golden Time takes place on Friday afternoon from 2:30pm in every class. It is a reward time for children who behave appropriately throughout the week. It is not an opportunity for teachers to hear children read or for children to catch up on work from earlier in the week. Golden Time can be withdrawn in small chunks of 5 minutes for inappropriate behaviour during the week. The class teacher must keep a record of this.

## **Appendix B**

### **Graduated Response to Inappropriate Behaviour**

<b><u>Graduated Response and Restorative Approach</u></b>		
remind in private, use child's name, child level, eye contact, deliver message		
1. NON-VERBAL CUES	raised eyebrow, hand gesture, teacher look	
2. REMINDER	reminder of rules, repetition of instruction	Example – ‘Jill, remember the school rules: Do your best. Please get your pen ready.’
3. CAUTION	reminder of rules, acknowledgement of noticed behaviour and outline of expected behaviour	Example - ‘Jill, I notice that you chose to run. This is a reminder that we need to be safe. Please walk. Thank you for listening.’
4. LAST CHANCE	reminder of rules, acknowledgement of noticed behaviour, reference to previous good behaviour, mention of next stage	Example – ‘Fred, I noticed you were not being safe when you kicked Harry. If you choose to break the rules again you will have to leave the class and go to the group room. Do you remember yesterday when you were a good friend to Sally? That is the behaviour I expect now. Think carefully. I know that you can make good choices.’
5. TIME OUT in class	acknowledgement of noticed behaviour, instruction to leave lesson, mention of follow up conversation	Example – ‘Fred, I noticed you chose to throw your book across the room. You need to go to quiet area. I will come and speak to you in two minutes.’
	REPAIR AND RESTORE (neutral, dispassionate language) <ol style="list-style-type: none"> <li>1. What happened?</li> <li>2. What were you feeling at the time?</li> <li>3. What have you felt since?</li> <li>4. How did this make people feel?</li> <li>5. Who has been affected?</li> <li>6. What should we do to put things right?</li> <li>7. How can we do things differently?</li> </ol>	
6. TIME OUT in another class	acknowledgement of noticed behaviour, instruction to leave classroom, mention of follow up conversation	Example – ‘Bert, I noticed you haven't begun your writing. You need to go to Year 6 for 15 minutes. I will come and speak to you at the end of the lesson.’
	REPAIR AND RESTORE (neutral, dispassionate language) <ol style="list-style-type: none"> <li>1. What happened?</li> <li>2. What were you feeling at the time?</li> <li>3. What have you felt since?</li> </ol>	

	4. How did this make people feel? 5. Who has been affected? 6. What should we do to put things right? 7. How can we do things differently? <a href="#">Child to complete reflection sheet (KS2) and catch up on any missed work.</a>
<p style="text-align: center;">DO NOT describe child’s behaviour to other adults in front of the child.  SLT can be used to cover your class whilst you have the restorative conversation  <b>but the conversation must be held by the adult who has the relationship with the child.</b></p>	

## Reporting of incidents

### Parents

Parents will be informed by their child’s class teacher regarding incidents of inappropriate behaviour. This will normally be at the end of the school day. The class teacher will also speak to the parents of any child who has been the subject of inappropriate behaviour.

### Written records

The details of behaviour incidents which cause concern will be recorded on CPOMS. In some cases, children will have a behaviour card which will be shared regularly with the child and their parents, to enable the school and the parents to work together to help the child make positive behaviour choices.

### Reflection

When an incident of concern occurs, the child is given the opportunity to reflect on the choices that they have made and the consequences of their actions, depending on their age and needs. The reflection Think Sheet should be **completed by the child** at the earliest opportunity. It must be completed **on the day of the incident**. It will usually be appropriate for the child to complete their Think Sheet during their ‘timeout’.

Appendix C

When the Think Sheet has been completed, this should be discussed with the child by the member of staff that has dealt with the behaviour and issued the sanction. The Think Sheet must be photocopied, a copy will go home with the child and a copy will be placed in the class Behaviour File with the Incident Sheet.

## **Appendix C**

### Think sheet 1

Name: \_\_\_\_\_ Date: \_\_\_\_\_

I was not: (✓ all that apply)









- Following Rules     Being Respectful     Being Safe  
 Listening     Following Directions     Being Cooperative  
 Being Responsible  
 Other: \_\_\_\_\_

What did I choose to do?	
Why did I make this choice?	
Who did I bother or disrespect?	
Two things I could have done instead:	
My signature:	My Teacher's/TA's signature:

# Think Sheet 2

## Thinking about your choices

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Completed with: \_\_\_\_\_ Date: \_\_\_\_\_

Scale		your choices/thinking/feelings – up the scale 	your choices/thinking/feelings – down the scale 
5			
4			
3	 		Is there anything you need to do now?
2			
1			

Resources inspired by 'The Incredible 5 Point Scale' Buron & Curtis 2004

## Monitoring Behaviour Records

Behaviour records will be monitored by the headteacher, DSL/DDSL and/or SENCO at least once every half term to determine the success and implementation of the Behaviour Policy and any individual behaviour plans in place.

The headteacher will monitor the use of rewards and sanctions as well as their consistent use across the school. This will be used to support and review or result in an amendment to the Behaviour Policy.

The SENCO will use the Behaviour File to determine if any child is in need of additional support and how this might be achieved. If any child has an Individual Behaviour Plan (IBP) this should be kept in the class Behaviour File so that its implementation can be monitored and reviewed.

## **Appendix D**

### **De-escalation Debrief**

<b>Date</b>		<b>Staff Involved</b>	
<b>Child</b>			
<b>Class</b>			

<b>Trigger:</b>
<b>Incident: <i>Points to consider: what happened, who did what and what worked?</i></b>
<b>Does the child have a de-escalation plan?</b>

<b>Actions to follow:</b>	<b>Review date</b>

<b>Noted and signed by</b>		<b>Date</b>
<b>Staff</b>		
<b>Headteacher</b>		

