



Longney CofE Primary Academy

Behaviour Policy

Aims and Purpose

The aim of the behaviour policy at Longney CofE Primary Academy is to keep everyone at Longney, **safe, happy** and **learning**. We aim to teach the children skills to make positive choices, not just at school but in wider society. We believe that the school community shares the responsibility for the behaviour of the children at Longney CofE Primary Academy. All staff, teaching and non-teaching staff, governors, parents and children adhere to our behaviour policy and will endeavour to apply it in a consistent, rigorous and non-discriminatory way with due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2022) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- Education (Independent School Standards) (England) Regulations 2014

School Vision and Values

Our school vision is 'Building community, enriching lives' through our shared values of courage, perseverance, friendship and respect.

Our behaviour policy is in line with and supports our school values as by showing respect and learning from mistakes, the children will build a strong community together and their own and others lives will be enriched by this learning. Courage, perseverance, friendship and respect are the cornerstones of this behaviour policy. Because of this, we hope to ensure all the children and staff at Longney CofE Primary Academy work in a positive and safe environment in which all pupils can learn and reach their full potential.

Leadership and Management

The governing board will have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The Headteacher and Deputy Headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any social, emotional mental health (SEMH) needs related drivers of poor behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.
- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.

The Special Educational Needs Co-ordinator (SENCo) will be responsible for:

- Collaborating with the governing board and headteacher, as part of the senior leadership team, to determine the strategic development of behaviour and SEMH provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour policy to support pupils with special educational needs and disabilities (SEND), in line with the school's SEND policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural needs in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.

- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural needs will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and calm learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour.
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

Staff training

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. The behaviour policy will be shared with and read by all new members of staff during induction and staff will receive training on the policy in September each year. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The senior leadership team will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

The senior leadership team will review staff training needs annually, and in response to any serious or persistent behaviour needs.

All staff also undertake safeguarding update training each year which includes updates on the behaviour policy as well as training on staff code of conduct and safer working practices.

Encouraging positive behaviour

To encourage the small moments of positive behaviour within the class that allow the day to go smoothly e.g. being polite, being ready to learn, listening carefully, sitting quietly when the teacher is ready to talk or having their equipment ready, we employ a positive behaviour strategy across the school. The culture in our classrooms is that we expect children to follow school rules, be respectful and kind etc. Positive recognition strategies should be used to recognise when children are keeping to and going above the standard - "We get more of the behaviours we are noticing".

Enrichment time

Each Friday, the classes will hold 30 minutes of enrichment activities aimed at building a classroom community and enriching the education of all. Teachers chose three activities which the children vote on throughout the week.

The overarching aim is to build relationships with the children and encourage positive behaviours and attitudes within the school community.

All members of staff in our school community will reward the children throughout the week with counters which represent small moments of positive behavior, allowing us to re-inforce the behaviours and attitudes we want to see and model to the other children what is expected. These counters can be used to vote for their preferred enrichment activity in their class that week, providing a real-life incentive for the children.

Weekly celebration worship

Throughout their time in school, the children are rewarded for going above and beyond expectations, either in their learning or in how they behave, with certificates in our weekly celebration worship. These certificates are awarded in line with our school values; respect, perseverance, courage and friendship. They can be given by any member of staff to any child.

We also encourage children to bring in achievements from outside of school or work they have achieved at home to be celebrated during worship. This encourages the children to have a positive attitude to learning in all aspects of their life and models to them that learning and behaviour expectations do not stop at the school gates.

Children will also sometimes be sent to Miss Francis (Headteacher) or Mr Le Templier (Deputy Headteacher) to share their work when the teacher feels particular effort or achievement has occurred and all staff use praise and constructive feedback to ensure children know what has been successful and which behaviours are encouraged, as well as where they can continue to make progress.

Negative choices

On occasion, children will make choices which have a negative impact on themselves or others. It is these choices which our behaviour policy hopes to discourage. Children learn through getting things wrong, so if a negative choice or a mistake is made, we encourage them to take responsibility for their choice, apologise and then learn from the experience to ensure the mistake is not repeated. In order to do this, we have a system of consequences in place which help the children to build resilience and take responsibility for their own actions. The sanctions used are always based on the current behaviour being unacceptable and not on the child themselves. These sanctions are an important part of the school policy as it allows us to keep the children safe – without clear boundaries and consequences, this would not be possible.

All staff in school are expected to apply rules, rewards and sanctions as consistently and fairly as possible. We will always talk to the children involved first before applying a sanction and ensure that the victim of any unacceptable behaviour is communicated with so that they know that the behaviour has been dealt with and so that they can continue to feel safe and happy in school. Over time, we hope to empower children to be responsible for their own behaviour, therefore we will not always report to parents when a sanction has been given. This is because we want the children to understand that if they accept responsibility for their behaviour, apologise and learn from their mistake then we will allow them to move on without referring to the incident repeatedly. If we feel that it would help the child to talk through what has happened with an adult at home, or if we feel that the message needs to be reinforced outside of school, then we will inform parents either at the end of the day or by a phone call when necessary. On occasion, if more than one child has been involved, this may mean a short wait at the end of the day whilst we talk to all parties involved in a private space. When we do this, we will discuss your own child's behaviour with you, not how we have dealt with the behaviour of other children unless absolutely necessary.

Stepped Sanctioning System



The Reminder	The Warning	Reflect
The member of staff quietly makes the child aware of their behaviour, remind them of the expectations and to make the right choice.	The member of staff quietly makes the child aware of their behaviour and the impact of this, reminds them of the consequences of not making the right choice.	Short amount of time away from the learning. In this time, member of staff to talk with the child about their behaviour and the expectations for the rest of the lesson so they repair the situation. This is then recorded on a weekly monitoring sheet which only the staff members have access to.

At the end of break/lunch/day, the whole class gets a clean slate for the next session/day and once a member of staff has given a reminder, it is that same member of staff who follows it through to 'warning' and 'reflect'.

Key principle: Children need take up time after each step so they have a chance to put things right. Children must not be accelerated to 'Reflect' without adequate time to change their behavior. Children with additional needs may need support to respond in a positive manner when a warning or reflect is given.

NB: If poor behaviour continues after Reflect, staff will call for a member of SLT who will remove the child from the lesson and hold a restorative conversation alongside the member of staff with the child during break/lunch.

On Friday lunchtime, the weekly recording sheet will be passed to a member of the senior leadership team who will collect all pupils who have been on 'Reflect' that week. For each time of 'Reflect' the child will lose 5 minutes of enrichment time on a Friday so that they understand that there is a consequence to their behaviour. The children who have lost any time from enrichment will be in the hall with a member of the senior leadership team and will complete a reflective activity, to a good standard, before returning to class. This reflective task will encourage children to think about the choices they have made that week and what they need to do going forwards to ensure it does not happen again. As there are up to 30 children in each classroom and our prime objective is to ensure that all children are learning and progressing, these expectations, boundaries and consequences are incredibly important.

On occasion, the whole class or the whole school will be spoken to when a rule has been broken if it is felt there would be benefit to them all hearing a message e.g. a rule that has been broken on a number of occasions by different children so we feel that a reminder of that rule would be useful for every child in the class or school. It may also be the case that if we are unable to identify the child who has carried out a particular behaviour e.g. damage to property, we will talk to the whole class as a reminder of the rule and to ensure that everyone has heard a consistent message.

Children who are new to the school are inducted in to the behaviour policy by the class teacher through introduction to systems and rewards as well as classroom routines and rules being shared.

Often, during break and lunch time the children will experience issues within their friendship groups, for example arguments about the rules of a game or small disputes. On these occasions, we encourage the children to try to come to a solution themselves in order to improve their social skills and teach them the skills of negotiation and compromise which they will need to build strong relationships as they grow. We will talk to the children involved and try to ensure all sides of the story have been heard but will put the emphasis on the children coming to a solution for themselves, which suits all parties.

Unacceptable behaviours

When a child exhibits behaviours which are clearly not acceptable in school e.g. aggression, physical harm, foul, discriminatory or threatening language, they do not need a warning as they already know that this is not tolerated in school. Our primary aim is to protect and educate the children in our classrooms so these behaviours cannot be managed using the stepped sanctions approach.

When these behaviours occur, it will be managed by a member of the Senior Leadership Team. The child will lose their full lunchtime and write a letter of apology to the victim/s of their behaviour. This letter must be shared with the victim after the lunchtime to repair the situation and a verbal apology made to ensure that the victim feels supported and listened to. Parents will be informed.

Our own behavior

The key to issuing sanctions is maintaining consistently calm adult behavior throughout the school, being relentless and always following up with as fair an approach in line with the policy as is possible. Positive and respectful behavior should be modelled by adults at all times.

Bullying

Please see the Longney CofE Primary Academy Anti-bullying policy information on Longney CofE Primary Academy's approach to bullying.

Children with SEND

Please see our SEND information report for information on how pupils with additional needs are supported in school in line with the Special educational needs and disability 0-25 years code of practice. This includes those with identified Social, emotional and mental health needs in line with DfE (2018) 'Mental health and behaviour in schools'. This support ensures that Longney CofE Primary Academy is an inclusive environment where all children can thrive under the same positive behaviour management systems. Where individual needs are identified that would require a change to the policy for that child, a MyPlan, MyPlan+ or EHCP is used to ensure all adults involved with the child's care are aware of their needs and any adjustments to the policy. The SENCo is responsible for the application of the SEND information report in school.

It is **essential** that children with additional needs are receiving the provision that is detailed in their individual plans, especially if related to managing their behaviour. If this is not in place, we as the teaching staff, risk being the trigger for a child's behaviour in the classroom.

Prohibited items, searching pupils and confiscation

In line with DfE's 'Searching, Screening and Confiscation' guidance, Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Child Protection and Safeguarding Policy. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.

- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

To search for any items not prohibited by school rules, staff will require the consent of the pupil being searched.

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks

Mobile phones in school

Children are not permitted to bring in to school a mobile phone or tablet of any kind. However, children in Swift class who require a mobile phone for their journeys to and from school, for example if they are walking home alone, must have written email permission from a parent to bring their phone to school. It will be handed in to the class teacher each day and then returned to the child at the end of the school day.

Child on Child Abuse

The Trust's Safeguarding and Child Protection policy lays out the stance that must be followed should there be a case of Child on Child abuse, including the procedures that should be followed in the event of this type of abuse.

Parental Involvement

We value the support of parents in helping children manage their own behaviour. There may be times when a child's behaviour continues in a way which disrupts other children's learning or well-being. At this time, parents will be asked to come into school and work with us to create positive change. Similarly, if a child is being affected by any behaviour issue at school, parents should come in to talk to the class teacher as a first port of call, as they know the children better than any other adult in the school, understanding their friendships and learning attitudes on a more intimate level. The class teacher will then talk to the children involved and deal with any issues in line with our behaviour

policy. If the class teacher is unable to resolve a problem, parents may decide to inform the Deputy Head Teacher or Headteacher so that a resolution can be found.

Whilst welcoming any parent to the school to constructively consider any issues concerning their child, any parent or carer visiting the school who does not treat children, staff and other parents and carers with respect, both in school and in the playground, will be asked to leave the school premises and may be stopped from returning onto school property if the behaviour continues or is felt to be serious. The priority of the Headteacher and all staff in school is the safety of the children in our care.

Exclusions

There are times when continuing behaviour issues, or a severe incident occurs which, despite intervention following the above policy, leads to suspension or permanent exclusion of a child. In these cases, the school will follow Gloucestershire LA guidance for exclusions, a copy of which can be found online at <https://www.gloucestershire.gov.uk/schoolsnet/your-pupils/exclusions/> This guidance is in line with The DfE's [Suspension and permanent exclusions guidance September 2023](#) which the school will adhere to.

Status & Review Cycle; Statutory; Annual

Responsible group: LGB

Implementation date: December 2023

Next Review Date: September 2024

Related policies:

Anti-bullying policy

Child Protection and Safeguarding Policy

Staff Code of Conduct

Complaints Policy

Special Educational Needs and Disabilities (SEND) Information Report