

Longmoor Primary School

Behaviour Policy

2025



Chair of Governors Signature: <i>Jane Wright</i>	Date: 9 th July, 2025
Chair of Governors Signature: <i>Jane Wright</i>	Date: 10 th July, 2024
Chair of Governors Signature: <i>Jane Wright</i>	Date: 5 th July, 2023
Chair of Governors Signature: <i>Jane Wright</i>	Date: 28 th September 2022
Chair of Governors Signature: <i>Jane Wright</i>	Date: 29 th September 2021
Chair of Governors Signature: <i>Jane Wright</i>	Date: 14 th July 2020
Chair of Governors Signature: <i>Jane Wright</i>	Date: 25 th September 2019

Values

We believe children learn best when they feel safe, happy and that their efforts are appreciated and valued. Our positive behaviour systems, and the school rules, allow children to see that they are responsible for the choices they make. We reward appropriate behaviour and celebrate the mature and sensible choices children make within school.

We also recognise that some children require further support in managing their behaviour and understanding the impact of their choices on others. We appreciate that some children require additional support in learning to respect the rights of others in school and to meet the agreed behaviour expectations. We will endeavor to ensure these children have our attention and create bespoke and tailor-made behaviour support programmes to assist their additional needs.

Aims and Objectives

- To establish a high level of positive pupil behaviour through accepting responsibility for their own behaviour.
- To teach and reward positive choices and actions
- To ensure all children feel safe and valued in school
- To have a consistent and prompt response from staff
- To develop a partnership with parents and carers in supporting behaviour expectations
- To discourage and reject bullying, cheating, deceit, cruelty and dishonesty

Rules and Expectations.

Our rules and expectations have been created to ensure children are aware of acceptable standards of behaviour. They are referred to consistently in all classes, whole school assemblies and have been linked to our school values. They have been created so that every stake holder - governors, staff, pupils and parents, are all involved in creating a culture of positivity, respect for others and encouraging everyone to be involved. Each September, the rules are reinforced in classrooms and through whole school assemblies. The school rules are:

1. Be kind to everyone - **Kind**
2. Be polite and always remember your manners - **Respectful**
3. To always try our best - **Ambitious**
4. To keep yourself, our environment and others safe around school - **Responsible**
5. To be ready to listen and learn - **Curious**
6. To be brave and have a can-do attitude - **Brave**

Classroom Expectations

Pupils are expected to adhere to the school rules within the classroom. Where children are not following the school rules, a range of consequences are in place, designed to encourage children to re-focus and realign their behaviour choices in line with the school rules.

Playground Expectations

We encourage children to take part in activities at break and lunch time which develop and maintain children's well-being. We want everyone to feel safe when out of the classroom and, to ensure this, we expect children to follow some additional expectations. These include:

- Playing fairly with others and being kind.
- Following specific instructions from adults.
- Looking after equipment and the outdoor environment.
- Sharing resources.
- Lining up quickly and quietly.
- Entering and leaving the playground in a calm, quiet and safe manner.

Lunchtime Expectations

As a large school, lunchtimes are busy as there is a restricted time to ensure all children have time to enjoy their meal. We feel this is an important time to also socialise and relax with peers. Within the hall, when eating a meal, pupils are expected to:

- Line up quietly and sensibly.
- Talk to those on their table quietly and appropriately.
- Demonstrate good table manners (use of a knife and fork).
- Speak politely to midday and kitchen staff.
- Take responsibility for clearing their own trays and rubbish.

Corridor Expectations

We expect all children to move around school in a quiet and calm manner. Our expectations when moving around school are:

- Walking quietly.
- Walking in a single file, on the left-hand side of the corridor.

Assembly Expectations

Assemblies are a time to connect as a whole school, share key messages, develop children's awareness of a variety of issues and to celebrate each other's achievements. We expect children to show

respect for others by:

- Walking into and leaving the hall quietly.
- Demonstrating good listening by looking forward and not talking to others.
- Sitting still, keeping hands and feet to themselves.
- Joining in with singing and participation activities.
- Celebrating the achievements of others through respectful and appropriate applause.

Club Expectations

We encourage children to participate in clubs, both during and after school, to increase their skills, introduce them to new experiences and to benefit their well-being. Clubs are run by both school staff and independent trained advisors. We expect children to follow all rules in clubs and to:

- Follow all instructions the first time.
- Speak to staff politely and courteously.
- Be kind and supportive to other club members.
- Helping to tidy away and collect equipment.

Rewards

In order to show appreciation of following agreed rules and expectations, staff use a variety of rewards. These can be awarded in groups, teams or individually. Dojo points are provided and recorded on pupil's profiles. In addition to Dojo Points staff use a variety of methods to show praise and positivity. These include;

- Stickers
- Small individual prizes
- Class certificates
- Call or message home to parents celebrating a specific task or incident
- Certificates in the Friday celebration assembly
- Book for reading the required times at home
- Enrichment activities on a Friday afternoon - Years 5 and 6

Some children, throughout school, have specific reward charts designed with key targets. These are managed by both teachers and Teaching Assistants. All staff use positive comments, Dojo points, thumbs up, smiles and verbal praise constantly.

Consequences and Sanctions

Staff follow the same procedures to ensure that a consistent approach is used by all in dealing with poor behaviour choices. All children start each day with a clean slate, on green card and are expected to follow the agreed behaviour rules.

If children are not making the expected choices, they will receive a direct instruction or reminder.

If behaviour continues, the following consequences will be:

- Receive an **amber** warning card. This will signify specific monitoring of a child and the expectation that they will remain inside during the nearest break to discuss their behaviour choices.

If behaviour is aggressive - either verbally or physically, or a child is openly defiant towards an adult in school the child will receive a **red** card. This will have the following consequences:

- Child will be sent to a member of SLT for time out and a discussion.
- Parents will be informed via a DOJO message of behaviour and incident.
- Incident will be logged by SLT member on My Concern.
- SLT member may choose to remove part of a lunchtime and send the child to reflection.

If a child is repeatedly receiving red cards within a half term, the following consequences will be put into place:

- Two visits to Reflection - child placed on daily report to be signed and checked daily by SLT member.
- Three visits to Reflection - child placed in isolation with a member of SLT
- Four visits to Reflection - parents are invited into a meeting with a member of SLT

Reflection

This is a sanction used at lunchtime for any child who has failed to follow the school rules and who has received a red card. The child's name will be logged along with the date, time and reason for being sent to the reflection room. After talking to the member of the SLT in charge of the lunchtime cover that day, they will be asked to sit and have some time out to reflect on their behaviour.

If a child is sent to Reflection the SLT member inform parents via a Dojo message or speak to parents either face to face or via the phone.

All children who are sent to reflection will have their behaviour recorded. The tracking information can be shared with Governors to assess behaviour within school.

Exclusion of Pupils

Behaviour that risks the education of others will result in exclusion. Examples where exclusion will be used include:

- Violent physical attacks on other children or staff
- Persistent and serious defiance

- Persistent disruptive behaviour
- Serious damage to property
- Putting others health and safety at serious risk
- Persistent verbal abuse

School will try to prevent exclusions where possible but in the event of this taking place all County Council policies and procedures are followed. Parents will be invited to meetings to discuss behaviour (re-integration meeting) and will be part of the targets school will create to attempt to avoid a subsequent exclusion. School can also arrange lunchtime exclusions where children have to be removed from the school site over the lunch break and then are returned to start the afternoon session at either 1.00 or 1.15 p.m. Lunchtime exclusions will be used where children repeatedly cannot follow the expectations of the playground and are putting the safety of other children in danger through their behaviour choices.

Working with parents

We feel that children requiring specific behaviour support should be supported by both school and parents. By working together, a child can be supported to reflect, take accountability and accept consequences to change and improve behaviour. A positive partnership will be sought with parents, regular communication will be in place to share both positive and negative incidents.

Support for vulnerable pupils

Where children need additional, long term support, regular meetings will be arranged between parents, SENCO and a member of SLT. Support will be sought, where necessary, from:

- ISAT - Inclusion Support Advisory Teacher
- SENCO.
- Other outside professionals as deemed appropriate.

School will ensure that any consequences and support packages are appropriate taking into account a child's age, SEN and well-being requirements.

Behaviour Monitoring Chart

The following table highlights behaviour which is deemed unacceptable. The chart will also highlight how staff will incorporate the behaviour monitoring system and where agreed consequences will be used.

Behaviour	Amber Card	Red Card
Verbal	<ul style="list-style-type: none"> • Calling out / interrupting • Constant chatter • Name calling 	<ul style="list-style-type: none"> • Answering back to adults • Using offensive language - swearing / racist / homophobic
Defiance	<ul style="list-style-type: none"> • Refusing to complete a task • Telling lies 	<ul style="list-style-type: none"> • Leaving the classroom without permission • Refusing to follow any instruction for a length of time
Damage	<ul style="list-style-type: none"> • Defacing own / others work • Deliberate damage to property 	<ul style="list-style-type: none"> • Intentional damage to property
Physical	<ul style="list-style-type: none"> • Repeated unwanted physical contact 	<ul style="list-style-type: none"> • Deliberate physical assault - kicking, hitting, poking, slapping, biting, spitting
Bullying	<ul style="list-style-type: none"> • Repeated incidents of unkind comments, intimidation - x 3 	<ul style="list-style-type: none"> • Repeated incidents of unkind comments, intimidation - x 5

Roles and responsibilities

The role of the Headteacher and Governing Body is to:

- Monitor the policy and ensure all staff are following agreed expectations.
- Provide support for pupils and adults where appropriate.
- Liaise with, and support, pupils, parents and support agencies.

This policy will be reviewed annually.

This policy is supported by the following whole school policies:

- Safeguarding and Child Protection
- Anti-Bullying
- Peer on Peer Abuse
- Online Safety
- Physical Intervention
- SEND
- PSHE Policy
- School Complaints
- Codes of Conduct