



LANGFORD VILLAGE COMMUNITY PRIMARY SCHOOL

Behaviour Policy

May 2022

Signed

Peter Greenway

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CHAIR OF GOVERNORS

Sarah Tomlin

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HEADTEACHER

Next review October 2022

LANGFORD VILLAGE COMMUNITY PRIMARY SCHOOL

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

This is a statutory policy, and should be read in conjunction with the school's Anti-Bullying Policy, SEN Policy and Positive Handling Policy.

Introduction

Langford Village Community Primary School is a positive and inclusive environment where all members of the school community are clear about expectations of behaviour. We understand that children will occasionally make mistakes but that they need to be given the opportunities to learn and restore their behaviour within the expectations of the school and the wider community.

Rationale

Langford Village Community Primary School strives to provide a happy, safe, supportive and productive learning environment where everyone feels valued, respected and treated fairly.

This policy allows all stakeholders to have a clear understanding of the structures put in place to support this, and their own rights and responsibilities in the process. Children, staff, Governors and Parents/Carers working in collaboration, will ensure that high standards and expectations of behaviour are maintained at Langford Village; this will allow all to achieve successfully.

Objectives

- Langford Village Community Primary School is a place of learning where all children can exercise their right to learn within a safe, supportive and purposeful working environment, where there is a consistent approach to behaviour management
- Child protection and safeguarding is paramount
- Children, Staff and Parents/Carers are clear about each step of the Behaviour Policy (see appendices 1 – 4)
- All staff model positive and high expectations of behaviour within school and the wider community
- All staff support the Head Teacher and SLT in maintaining this policy
- This Policy will be applied fairly and consistently, with due regard to any extenuating circumstances
- Positive attitudes, relationships and behaviour strategies will be used, including **Restorative Justice** and the '**language of choice**'
- Positive feedback and praise is used to nurture, motivate and engage children, enabling good choices to be made and build positive relationships
- Parents/Carers uphold the behaviour policy by modelling respect and responsibility to all staff and children, including in the use of social media

Core Values

- To inspire independent learners through excellent teaching
- To provide a safe, happy and inclusive environment
- To promote a sense of pride as part of belonging to the school

- To offer a broad, balanced and personalised curriculum

The values embedded into our school and school assemblies

- Respect
- Responsibility
- Tolerance
- Thoughtfulness
- Friendship
- Resilience
- Courage
- Appreciation

Roles and responsibilities

The Governing Body

- Is responsible for agreeing the standards of appropriate behaviour and the policy to support this.
- Will monitor the effectiveness of the policy and review it when the schedule dictates

The Head Teacher

- Is responsible for implementing the policy and ensuring that these standards are maintained by children and supported by staff and parents
- Is responsible for keeping a central record of significant incidents, incidences involving positive handling, racism, harassment and bullying

In the event of a serious incident:

- Will decide on whether any extenuating circumstances that may apply
- Will decide on whether a fixed term or permanent exclusion is an appropriate measure. In either case, will notify the Governing Body of their actions with detailed reasons
- May impose sanctions if poor behaviour out of school impacts on behaviour in school or puts staff or other students at risk in school (see paragraph 20, DfE Document, 'Behaviour and Discipline in schools – A guide for Head Teachers and school staff').

All staff

All staff have high expectations of the children in terms of their relationships, choices and behaviour.

All staff will:

- Support the Head Teacher and SLT in ensuring that standards of behaviour are maintained, and are applied consistently
- Follow their up to date 'Positive Handling Training' for de-escalation
- Behave with courtesy and care towards children in order to model appropriate behaviour and to de-escalate problems, including a 'No-shouting' and 'Positive interaction' ethos embedded throughout the school
- Use the school's behaviour policy and reward system
- Ensure prompt communication with parents, striving to work in partnership
- Ensure that actions taken and any sanctions applied are recorded as appropriate
- Liaise with external agencies, as necessary, to support and guide the progress of each child

Pupils

- Will be expected to work within the framework of this policy supporting the school's core values
- Will be expected to accept given sanctions in line with behaviour policy and school reward system
- Will model appropriate behaviour for younger children, as they move through the school

We aim for all pupils to make good choices, resulting in pupils behaving well, building up and maintaining good relationships.

Pupils should follow five main rules and values, which promote good choices

These rules and values are embedded into the Langford ethos through classes, trips, residential trips, performances and the school house system.

- **Be respectful** - listen to and follow instructions. Respect other people's personal space, feelings and property.
- **Be kind** - care for each other and our school environment
- **Be friendly** – support each other and use positive language (including body language) and be tolerant towards others
- **Be responsible** - move around the school sensibly, look after our school property and environment
- **Have courage** – Be brave, strive for the best, believe in your ability and reach for the stars

Parents/Carers

- Will be expected to work in partnership with the school to support an ethos of good behaviour
- Will be expected to ensure that their child/children support the school's core values and behaviour system
- Will, in the event of a fixed term exclusion, supervise their child at home, ensuring he/she is doing school work and will attend the reintegration meeting
- Will be asked to attend meetings when requested and keep the school informed of any external issues which may impact on behaviour

If parents have a behavioural concern they should initially contact the class teacher and thereafter the Phase Leader. If the concern remains, they should contact the Deputy Headteachers or Headteacher and if still unresolved, the school Governors. A copy of the complaints procedure is available by contacting the school office and is on the school website.

Rewards

Each teacher and their class can develop their own simple systems of reward and praise, making it age-appropriate and based on the overall principles set out in this policy. These are individual, class and group rewards, which promote interpersonal relationships, with a sense of achievement (without the need for physical reward such as gifts).

Examples of rewards used in school for the good choices and good behaviour that children show are:

- Consistent use of behaviour charts in every classroom from Nursery to Year 6 (size

and age appropriate e.g. Nursery – photos on the charts, Year 6 – small printed name cards)

- Regular verbal feedback to reinforce positive behaviour
- Reference to being good role models
- Extra time given for play
- Stickers or star sheets
- Headteacher awards and stickers

Houses

The house system works to build a community that works together and creates a team spirit. There are four houses, Badger, Deer, Fox and Otter, each with their own colour. The children can be rewarded for good behaviour and use of the 'Langford Life Values' when out and about and around school.

Any member of staff can give a child a 'house point' to put into the tubes in the courtyard. At the end of each month the house with the most points will be rewarded e.g. a non-uniform day just for that house.

Then at the end of the school year, a trophy will be awarded to the house with the most points and displayed in the trophy cabinet with the relevant coloured ribbons.

Due to COVID, the Langford house system has been reduced in relation to social distancing and limitations within school life. In September 2022, there will be a full revamp and relaunch of the house system. We will look for pupil input into new house names and develop more house events. There will be many elements of the house system that will remain the same.

Sanctions

We strive to employ a consistent set of sanctions if a child breaks a school rule. This is to ensure a safe and effective learning environment, in which positive, happy, healthy relationships flourish.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. See the Anti-bullying policy.

Recording

Class teachers are responsible for keeping a written behaviour record of incidence and relevant conversations with Parents/Carers when they report concerns about behaviour in a secure folder on the Google drive.

ABC forms and incident forms are kept in class files on the Google Drive, with access only for the year group teams, phase leaders, learning mentor and SLT.

Significant incidents, incidences involving positive handling and bullying incidences are recorded in a 'Bound and Numbered book', kept by the Headteacher.

An additional risk assessment is completed for children with an identified behaviour need.

Equal opportunities

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this policy without prejudice in a consistent, non-judgemental way.

Monitoring

A behaviour update is a standing item on the SLT agenda and for each of the Full Governor Meetings.

Appendix 1 - What is a Restorative approach? Restorative Language Cards

Appendix 2 - Hierarchy of Behaviour and the Langford Behaviour System

Appendix 3 - House System

Appendix 4 - Think sheet