

Appendix 2

Hierarchy of Behaviour and the Langford Village Behaviour System

Behaviour System

- The Langford Behaviour system is a system of five levels of printed cards that are displayed on each classroom wall – a red, amber, green, silver and gold card.
- The children start each day with their name or photo on 'green'
- 'Green' is 'good to go'. Green is the where the children are meeting the expectations of everyday life, class and school rules. Green is good to start and finish the day on.
- Children can also be rewarded further by being asked to move their name up to silver or gold on the behaviour chart (class teachers often add further steps of their own for the children to achieve, often creating a personal class excitement to achieve more and model good behaviour).

Examples of the behaviour that maybe rewarded:

- Modelling good behaviour
- Their own learning achievements
- Personal achievements
- Being polite
- Sharing work from home
- Demonstrating a value from the 'Five Langford Life Values'

The behaviour system is used in conjunction with the 'Behaviour Policy 2018' and the 'Levels of behaviour', outlined in the following paragraph.

Levels of behaviour

All incidences of behaviour are investigated thoroughly and the staff at Langford strive to treat children fairly. The 'Five Langford Life Values' are reinforced.

Level 1 behaviour

Example: Not doing what is asked / having poor manners by talking inappropriately / not listening when someone else is talking

These behaviours are **inappropriate** and hinder the child's learning.

- The child will be given a warning and the reason for the warning is given, with the sanction of moving their name to 'amber' on the class behavior chart if this continues
- If the behaviour is repeated, the warning is reinforced with the reason and the child will place their name on 'amber' on the class behaviour chart, with the sanction of moving to 'red' on the class behaviour chart and receiving '5 minutes' time out if the behaviour continues
- On repetition of the same behaviour, the child will be moved to red and 'time out' will be given in class. This time will be paid back by completing work at playtime or by taking it home. To be decided by the class teacher.

Level 2 behaviour

Example: Name calling / unkind exclusion of other children / rough play / disrupting others learning or quiet time

These behaviours are **unacceptable** and hinder the child's and other children's learning. Level 2 behaviours can upset another child.

- Level 1 procedures should have been followed prior to these procedures
- Level 2 may warrant immediate discussion with a member of staff and then followed up by the Phase Leader and 'time out' in another class. This time will be paid back by completing work at playtime or by taking it home.
- Restorative approach and language will be reinforced to make a difference to the children involved
- Parents will be notified verbally
- A record will be made in the behaviour book.

Level 3 behaviour

Example: Deliberately hurting another child / verbally abusing an adult / damage to property – school or other children's / belligerent behaviour towards an adult when being corrected, rolling eyes/giggling/talking back

These behaviours are **serious**. They will result in automatic loss of playtime in order to complete a 'think sheet'. A 'think sheet' might not be completed on the same day of the incidence but staff strive to complete one with the child as soon as possible after the incident.

- There will be reparation following an incident, decided by the Deputy Head Teacher, and the adults will always aim for 'natural reparation'.
- Repetition of the behaviour will result in the Deputy Head Teacher contacting the Parent/Carer.
- A copy of the 'think sheet' will be placed in the behaviour book and copied to the central file.

Level 4 behaviour

Example: Deliberately hurting another child or adult with a degree of severity/ verbally abusing an adult, including inappropriate language / damage to school property / belligerent behaviour / racist behaviour / continued and targeted bullying

These behaviours are **very serious**.

- The consequence would be intervention by the Head Teacher, loss of playtime, a 'think sheet' and either a letter home or a parent meeting with the Head Teacher
- If there are repeated incidences, the Head Teacher may decide that a Behaviour Management Plan is to be written and to be managed by the Behaviour Coordinator
- The Head Teacher will decide on the reparation which will take place
- The Head Teacher will decide if the behaviour warrants a fixed term or permanent exclusion. NB the school may exclude for one such incident if it is considered to be serious enough