

Church Langton CE Primary School



Behaviour Policy

2024-25



This Behaviour Policy is to be reviewed annually from July 2025. It was last reviewed and adopted by the Local Governing Body of Church Langton CE Primary School on 22nd March 2024, following consultation on 22nd January 2022.

At Church Langton Church of England Primary School, we have seven core values:

Compassion, Endurance, Forgiveness, Friendship, Thankfulness, Trust, and Wisdom

Our biblical verse that underpins all that we do is from Proverbs 22:6 **“Teach children how they should live, and they will remember it all their lives.”**

We aim to ‘to nurture well rounded, confident, happy children by providing an environment to stimulate young minds academically, physically, socially and creatively and has Christian values at its heart.’

All stakeholders truly **care** about all we do, showing it through our **communication**, **appreciation**, **respect** and **engagement** and the additional value of kindness is particularly emphasised in all our work and we strive to ensure that all members of our school community treat each other as they wish to be treated themselves, our golden rule.

Aims and Purpose of the Church Langton CE Primary School Behaviour Policy

- To create an environment in which pupils feel safe and happy to learn and play.
- To teach children to be kind and respectful, working together with all members of the school community to enable everyone to fulfil their full potential.
- To ensure all pupils develop good learning habits in order for them to become self-disciplined individuals who understand the importance of accepting responsibility for their own actions.
- To empower children to speak out if they see or hear something that is wrong.
- To have the highest expectations of pupils’ behaviour to ensure the highest standards of learning can take place.
- To create a positive partnership with families to encourage and embed good behaviour for the future.

We believe that behaviour should be taught as part of the curriculum. We teach our children how we expect them to behave, and we invest time during the academic year teaching children what we expect based around our core values. We use this technique when we notice both positive and negative behaviour. For example:

- Respect is listening when someone is speaking.

“Thank you for showing Mary respect when she was explaining her answer to you all.”

“I am speaking to you because you did not show Brian respect in Collective Worship today.”

- Friendship is being kind and considerate

“The kindness you showed Tom in PE today demonstrates our value of friendship, thank you.”

“By excluding Alex from your game at playtime, you have made her feel sad. This is not being a good friend.”

These are insisted on and enforced throughout the year. Teachers may 'reset' behaviour expectations in their classrooms and around the school at any time that they feel children are not meeting our school expectations.

We always look for positive behaviour first and praise it. We value kindness and compassion in our interactions – it influences what we say, how we say it and our expectations of the children. It is possible to be strict at the same time as being warm, kind and caring. We use a tone of voice and body language that are firm but warm. Our communications ensure that children are valued and respected.

Church Langton CE Primary School has zero tolerance to bullying of any kind and any incidents of language or behaviour that is sexual (unwanted physical contact, inappropriate touching, abusive comments), homophobic or biphobic – based on sexuality or perceived sexuality, transphobic – based on gender identify and/or gender stereotyping or racial, religious or cultural.

Promoting good behaviour

At the beginning of each day, every child starts on a symbol of good, expected (green) behaviour. This may look different across the classes and change as the children progress through the school in an age-appropriate way. When the children get into Year 6 there is no visible system as we expect that all children by this stage in their primary journey can display the expected behaviours without the need for a chart or scale. We use this system to celebrate and praise expected, good behaviours throughout the day and as the day ends.

In addition, children may receive;

- Positive feedback and praise – verbal or written
- Awarded credit – these go towards individual and house totals
- Eligible for a Star of the Week award
- Stickers
- Sharing of work in class or to other teachers/SLT
- Messages to parents – verbal or written

School Rules

In 2023 the school council devised a set of simple rules in line with the school values and biblical verse, these were agreed with the other pupils and staff team.

- ❖ Be Kind
- ❖ Be Respectful
- ❖ Aim High

Our golden rule is - Always treat others how you wish to be treated.

We use the rules, alongside the values, in our reflective conversations and reflection sheets and they help us to unpick a situation and make better choices in the future. The children have worked to create a description of what each rule means, you can find this in school.

Behaviour and Relationships

At Church Langton, we believe it is essential that we create an environment in which all children and staff feel they belong and feel safe. This requires establishing appropriate learning-focused relationships where expectations are high, and everyone knows the routines and boundaries.

All teaching staff are aware (and have been trained in) of these techniques:

Positive relationships – relationships support the need and rights of everyone in a classroom to feel safe, respected and valued; to feel they belong. They create conditions where students and teachers can focus on learning, free from distractions or emotional threats. Positive relationships are key in communicating trustable feedback children will act on.

Establishing expectations – ‘You establish what you establish.’ Bill Rogers. At Church Langton, all staff have clear and consistent expectations and communicate them to pupils. They will reinforce their expectations and redirect, correct or challenge when necessary, in order to promote and sustain high expectations.

Signal, Pause, Insist – We do not talk over children to get their attention. We use a signal and ensure that the children recognise it. We practice the signal, pause and affirm positive responses and insist through our use of body language, eye contact, scanning and where necessary a low-level reminder.

Positive framing – We affirm positive behaviour first. Where correction is needed, we frame it as a positive reinforcement “eyes looking, ears listening” We also give the benefit of the doubt ‘maybe you weren’t talking but I need eyes looking and ears listening now, thank you.’ And we assume confusion over defiance ‘I wonder if ...’

Rehearse routines – Time is invested at the beginning of the academic year, to establish the teaching of rules and routines. Throughout the term, where necessary, time is invested in refreshing our clear and consistent routines. Boundaries are clear and allowing to be the focus.

Choices and consequences – Teachers use the behaviour system effectively to secure excellent behaviour and children know the consequences involved. Where behaviour falls below expectations, teachers assert choices for children and clearly narrate the consequences of the behaviour. Consistency of the sanction is more effective than the severity.

Leadership and Management of Behaviour

We have a team of staff who provide support to pupils, colleagues and families.

- The SLT: implements and monitors systems, provides strategies for individual pupils, coach staff to deal with specific situations

- SENDCo: to assess, plan, deliver and then review the impact of support provided, engage with other agencies e.g. Local Authority Inclusion Panel, Educational Psychologist, provide training for staff to understand the impact of SEND on behaviour
- ELSA: provides emotional support for pupils and, in conjunction with the SENDCO, families works with pupils to help them to understand and regulate their emotions and develop strategies to improve this

All school staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the school behaviour policy, so that pupils can see examples of good habits and are confident to ask for help when needed.

Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct. School staff receive regular training and development in managing behaviour effectively.

All staff are expected to communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils.

Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations. Staff will also receive clear guidance about school expectations of their own conduct at school through the Guidance for Safer Working Practice and the Church Langton School Handbook, Everyday Excellence (pending summer 2024)

Working in partnership with parents/carers and pupils

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil should be made aware of the school behaviour standards, expectations, pastoral support, and consequence processes. Pupils should be taught that they have a duty to follow the school behaviour policy and uphold the school rules and should contribute to the school culture. During the year a sample of pupils will be asked about their experience of behaviour and provide feedback on the school's behaviour culture. Every pupil will be supported to achieve the behaviour standards, including an induction process that familiarises them with the school behaviour culture.

Provision will be made for all new pupils to ensure they understand the school's behaviour policy and wider culture. Where necessary, extra support and induction will be provided for pupils who are mid-year arrivals.

We see the role of parents/carers as crucial in helping establish, develop and maintain good behaviour. To support the school, parents/carers are encouraged to get to know the school's behaviour policy and are encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.

We will maintain positive relationships with parents/carers by keeping parents/carers updated about their children's behaviour and encouraging them to celebrate pupils' successes. Where appropriate, parents/carers will be included in any pastoral work following misbehaviour, including attending meetings or reviews of specific behaviour interventions in place.

The school and its staff will use their best endeavours to support children and work with families by following the school's agreed policies and procedures. These will be applied consistently, fairly and without prejudice. The school will seek to work in partnership with parents/carers and carers. Dealing with challenging behaviour can be emotive and it is recognised that parents/carers will not always agree with the decisions made. However, it is the school's role to ensure appropriate behaviour, conduct and safety of all children and the decisions made will reflect this. It is for the school to determine sanctions and consequences in accordance with this policy. These may include children being unable to attend events off-site, including residential trips if there are safety concerns.

Responding to Behaviour

School staff can sanction pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil does not exemplify the school values or fails to follow a reasonable instruction, staff can apply a sanction to that pupil. When responding to behaviour school staff will ensure that sanctions and consequences are proportionate in the circumstances of the case and consider any special circumstances including the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them (Section 91 of the Education and Inspections Act 2006).

Behaviours have been categorised into four levels to make it easier to understand the response to the behaviour and the consequences. **Yellow** behaviour is low level disruptive behaviour which mainly affects the pupil themselves; at the other end of the scale **Red** behaviour requires a bespoke behaviour plan and is persistent behaviour which has a significant impact on the learning of others and the school environment.

These levels and examples of behaviours that do not meet school expectations have been agreed by the school team and available for reference.

Sanctions:

Failure to meet the high expectations we set for behaviour at Church Langton through our values and school rules will be sanctioned informally:

- **Step 1** - If a child is not displaying a School Value the child should be given a **reminder** of expectations
- **Step 2** - If a child continues to disregard the School Values the child should be given a **first verbal warning** and reminded of expectations
- **Step 3**- If the behaviour is repeated the child should be given a **second verbal warning** and reminded of expectations (**up to this point these behaviours would typically be deemed yellow behaviours**).
- Step 4** - If the behaviour is repeated and requires a **third verbal warning**, the child could be asked to visit another classroom and discuss their behaviour with an alternative teacher and complete a **pupil reflection** form at playtime and lose 5/10 minutes of playtime to complete

this. The class teacher is expected to inform the child's parent at the end of the day (via a face to face conversation or a telephone call.) A member of SLT should also be made aware of the incident in order to maintain an overview of behaviour and the completed reflection form handed to SLT. **(this would typically be considered orange behaviour).**

The rationale for visiting a different classroom and speaking with another teacher is to allow the child to break the cycle of negative behaviour in their setting as well as to put a stage between their own teacher and SLT involvement. These interactions should always be reflective and restorative, appropriately firm but fair and not undertaken in front of other children. This allows the child to verbalise and reflect on the behaviour in a safe and respectful environment away from their usual setting. This conversation will be delivered just outside of the classroom and if the teacher is delivering input the child would wait.

- **Step 5-** If, when re-joining the class, the behaviour is repeated the child should be sent or taken to SLT with an explanation of why they have been sent and work to complete; or, if during a week, **three behaviour proformas** are completed by a child then, at this point, a member of the SLT would then make contact with parents. **(these behaviours have now passed from orange to red and involve SLT)**

Each lesson (session) is treated as fresh start.

A child may be kept in for a period of their break time or lunchtime by the class teacher if work needs to be completed or for a restorative conversation (*what happened, what were you thinking at the time, what have you thought since, how did this make people feel, who has been affected, how have they been affected, what should we do to put things right, how can we do things differently in the future?*)

Some negative behaviour may reach **red** and need a bespoke approach. The approach will be individualised to the child and delivered in collaboration with Senior Leaders in these instances. Parents may also be asked to collaborate in formulating these approaches in some instances.

Reflection sheets are designed to give children the opportunity to reflect on their actions and consider reparation and future changes to behaviour. These sheets also require a reflective conversation to address the content. They are monitored by the teacher and senior leaders, as appropriate.

Zones of Regulation

We encourage our children to describe their feelings using the Zones of Regulation techniques. All staff have been trained or are aware of this approach. We use this language during reflective conversations.

Individual Behaviour Plan

Where children's behaviour choices cannot be managed within the whole school system, we will implement an Individual Behaviour Plan. This is created to recognise the difficulties that a child has and provide both the child, and the staff that work with them, with support and

strategies to be successful. The class teacher, support staff and SENDCo/SLT will be involved in designing the plan.

Pastoral Support Plan

When an Individual Behaviour Plan has not been successful in supporting a child's behaviour, we will move them to a Pastoral Support Plan. This is a school-based intervention and is co-ordinated with the family to provide further support. It has precise and realistic outcomes and acts as a preventative measure for children at risk of exclusion. The class teacher, support staff and SENDCo/SLT will be involved in designing the plan.

Children with identified Special Educational Needs and Disabilities

School staff will consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible. Staff will also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. Staff will seek to identify and understand the underlying causes of behaviour and how these can be managed. This policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs. An individual behaviour plan or pastoral plan does not replace SEND provision. We will ensure that behavioural targets are incorporated into individual support plans and reflect appropriate approaches and strategies to support the additional needs. Where behavioural needs become a barrier to learning, an individual behaviour plan or pastoral support plan will be developed alongside their individual support plan.

Staff at Church Langton Primary School have received attachment and trauma training, this is used as necessary to support individual positive behaviour approaches as required.

Outside agencies

We will refer children who have an individual behaviour plan to the Inclusion Forum. A range of specialists such as the Educational Psychology Service, Autism Outreach Trust, Oakfield Specialist Provision and Children's Health Services attend these forums to give advice to support schools managing challenging behaviour.

Boxall Profile

The Boxall Profile is an assessment designed to track the progress of cognitive development and behavioural traits. It is completed by the class teacher and we also ask parents/carers to complete it. The results are analysed and used to inform intervention strategies.

Goodman's Strengths and Difficulties Questionnaire

This screen is used to assess children's mental health and is completed by the class teacher and the child's parents/carers. It asks questions related to emotional symptoms, conduct problems, hyperactivity/inattentiveness, peer relationship problems and prosocial behaviour. The results are analysed and used to inform intervention strategies.

Teamteach

All members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Where a child is putting themselves or another person at risk, Teamteach restraint may be used. Teamteach is nationally recognised approach and we have trained members of staff, as well as senior leaders. All incidents using restraint are recorded in the Bound and Numbered book.

Behaviour outside of school (including online)

The school has the power to discipline pupils for misbehaving outside of the school premises to such an extent as is reasonable. This can be when the pupil is identifiable as a member of the school or when their misbehaviour could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public or could adversely affect the school's reputation.

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, if an incident occurs that affects the school culture these will be dealt with in line with this policy.

Protected Characteristics

It is unacceptable to discriminate against anyone because of age, gender, family circumstances, disability, race, religion and sexual orientation. Any incidents involving these characteristics will not be tolerated and pupils whose behaviour falls below expectations will be sanctioned. Each incident will be considered on a case-by-case basis.

Child-on-child abuse (including sexual violence and sexual harassment)

Following any report of child-on-child abuse offline or online, we will follow the general safeguarding principles set out in Keeping children safe in education (KCSIE) - especially Part 5. The designated safeguarding lead (or deputy) is the most appropriate person to advise on the school's initial response. Each incident will be considered on a case-by case basis. Sexual violence and sexual harassment are never acceptable, will not be tolerated and pupils whose behaviour falls below expectations will be sanctioned. All staff will challenge all inappropriate language and behaviour between pupils.

Suspension and Permanent Exclusion

At Church Langton CE Primary School, we follow statutory guidance on suspension and permanent exclusion.

The following is taken from the Department for Education's document Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England (September 2022) Only the headteacher of a school can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or

more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.

Good behaviour in schools is essential to ensure that all pupils benefit from the opportunities provided by education. Therefore, the government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities.

A model letter for suspending a child for a fixed period (previously referred to as fixed-term exclusion) is available.

In Summary

This policy sets out our processes and procedures for promoting positive behaviour and managing challenging behaviour. No policy can cover every eventuality; if a situation is not covered by this policy, the headteacher or deputy headteacher will use their discretion and their decision is final.

Our policy has been informed by the Learn AT Behaviour Framework and colleagues at Blaby Stokes Primary School using work undertaken by;

Teaching Walkthrus – Tom Sherrington and Oliver Caviglioli

Running the Room – Tom Bennett

When the adults change, everything changes – Paul Dix

Behaviour in Schools: Advice for headteachers and school staff, July 2022 – Department for Education

Keeping children safe in education 2023: Statutory guidance for schools and colleges, Department for Education

It should be read in conjunction with the Learn AT Behaviour Framework and the school staff handbook, Everyday Excellence, – pending summer 2024 – where there will be additional information about expectations and routines.