

Longfields Primary School

BEHAVIOUR POLICY (2024)



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Love to Learn.

Introduction

As a school, we believe it is important to encourage children, adults and staff to behave in a caring, co-operative and self-disciplined manner. We expect all members of our school to develop a clear sense of what is right and wrong and care for themselves, others and their environment. We believe that it is the duty of every adult to help to create pupils who are in the habit of self-restraint and self-regulation. Good behaviour is not merely the absence of poor behaviour but involves pupils flourishing as learners and as human beings.

The United Nations Convention on the Rights of the Child (UNCRC) guides our whole school policy for promoting positive behaviour. We are proud to be working towards our status as a Rights Respecting School. We not only teach about rights but, in addition, we strive to be good role models for each other, demonstrating a mutual respect in all our relationships.

The UNCRC is the most widely-ratified international human rights treaty in history. The Convention has **54 articles that cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to.** These rights describe what a child needs to survive, grow, and live up to their potential in the world. **They apply equally to every child, no matter who they are or where they come from.**



Our behaviour systems encourage children to manage their own behaviour. Children are asked to reflect on their actions and who they want to be. Children are encouraged to reflect on how their actions affect those around them. Children know they are agents of change who can shape the world in which they live. The Convention of the Rights of the Child is a real and meaningful guide to action on a day-to-day basis.

The children in each class develop their own Class Charters which become a point of reference for the class and once signed by the teacher, assistants and pupils it signifies a joint undertaking which binds everyone together.

Behaviour Overview

At Longfields Primary School we have developed a policy in line with the rights of the child which promotes the highest levels of success and self-esteem for each individual child. Ensuring these rights are understood and respected by all is part our commitment to valuing diversity, tackling bullying, child on child abuse and harassment, including discriminatory and prejudice based bullying. This includes any form of racism, homophobia, transphobia, sexism and sexual harassment. We embody and promote equality in our community and challenge prejudices whenever they are seen (in an age appropriate way).



As a key focus, this policy aims to promote:

	<ul style="list-style-type: none"> • Children who understand that they are agents of change and can shape the world in which they live in order to achieve fairness and social justice • School ambassadors who have respect in all their actions in relation to the wider community i.e. beyond the school gates • Children who are able to cooperate successfully whilst having consideration for the individual needs of those around them • Celebration of children's successes and encouragement to be role models for one another • Respect for individual beliefs and cultures and the understanding that we are all different
	<ul style="list-style-type: none"> • To develop self-esteem and a confidence in their own identity • To support vulnerable children and those in difficult circumstances • To be aware that discipline in schools must respect children's human dignity
	<ul style="list-style-type: none"> • Exemplary behaviour which allows for effective learning skills to be developed • Children who are happy to attend school every day, arrive on time and enter school ready to learn, participate and play an active role
	<ul style="list-style-type: none"> • A safe environment, with children respecting their school setting and demonstrating an understanding of collective responsibility.
	<ul style="list-style-type: none"> • To recognise the needs of individual children and develop nurturing relationships which promote effective communication and tolerance • To ensure that children know who to approach if they are worried or in difficulty or concerned about one of their peers



- To value and celebrate the diversity of our school, to promote equality and challenge discrimination in all its forms
- Children who are empathetic towards each other, consider the feelings of those around them and reflect on how their behaviour can impact on others
- To communicate effectively with one another in order to resolve conflict
- To work collaboratively with parents to find resolutions to challenging behaviour and in supporting positive behaviour
- To establish clear procedures for dealing with and managing unacceptable behaviour

[School-Home Agreement](#)

We strongly value our relationship with parents and carers and feel that working collaboratively is extremely important. The key aim of this policy is to promote positive behaviour and understand the impact that behaviour has on learning. Behaviour is the responsibility of all staff, pupils, governors, parents/carers and the wider community. We aim to build excellent home/school partnerships which are strengthened by our open-door policy and partnership.

We ask parents to:

- support the school with our Behaviour Policy
- talk to their children about the school expectations of work and behaviour
- encourage children to discuss problems
- attend parents' evening
- communicate with the school any concerns/issues which may affect their child's behaviour/learning
- encourage a positive attitude to learning
- ensure that their child attends school regularly and on time

[Role of the Governors](#)

The Governors of the school work to support the Headteacher and staff and are expected to:

- Promote the values and ethos of the school
- Create an active and effective partnership with pupils, parents and staff
- Ensure that the school community is safeguarded

Behaviours for Learning

Learning behaviours are learned actions that enable children to access learning and interact with others productively in the school and wider community. They also help with understanding and managing emotions, establishing and maintaining positive relationships, and making responsible decisions. These learning behaviours are developed in and outside of school. Explicitly teaching and modelling these skills has been shown to support pupils in accessing the curriculum, engaging with lesson content and participating fully in their learning. We work with children, both in class and through assemblies, about having the right learning behaviours. Alongside teaching learning behaviours, teachers also model and reinforce learning behaviours throughout daily lessons in and out of the classroom.



Key learning behaviours include:

- Self-regulation
- Communication and collaboration
- Motivation
- Active listening
- Respecting ourselves and each other
- Critical Thinking
- Taking responsibility for our work
- Problem Solving

See [Appendix 1](#): Education Endowment Foundation guidance for improving behaviour in schools for further information.

Promoting positive behaviour

At Longfields, we believe it is important to grow up knowing right from wrong and staff understand that behaviour is communication. Praise and positive reinforcement are the most important elements of behaviour management and children who display appropriate behaviours must be encouraged and rewarded. Children need to know when they have been successful as this leads to a positive outlook and improved self-esteem, which in turn leads to improved behaviour. As such, children are consistently taught the rules and routines they are expected to follow, and every opportunity is taken to positively reinforce these.

Restorative Approaches fit into our positive behaviour management at Longfields. Sanctions are short, preferably at the time, and most importantly meaningful to the child. Discipline applied in this way without negative emotions protects self-esteem, decreases the chance of escalation and provides a positive role model for the child as they see the adult dealing with conflict or potential conflict without anger or frustration.

Restorative Approach to Behaviour

What is it?

Restorative practice is a set of principles and practice that encourages children to take responsibility for their behaviour by thinking through the causes and consequences. In a rules-led system, the tendency is for the teacher to tell the child what they've done wrong, and how they will be punished for it. However we believe that in such a system, children do not learn about the responsibility they had in that situation and how it affected other people, because it is an adult who has intervened and told them what they have done wrong. Restorative practice, on the other hand, involves helping the child think through their behaviour, its consequences and what they can do to make it better. Restorative Practices acknowledges the intrinsic worth of the person and their potential contribution to the school community.

[Rights Respecting School – We all have the right to be listened to \(Articles 10, 12, 13, 14, 15\)](#)

We believe it is best to do things WITH PEOPLE. Wherever possible you should use fair process and our responses to challenging behaviour should involve building relationships and repairing harm. It is our aim that our community follows this Restorative Practices framework.

The three principles of Fair Process

1. Engagement – involving all participants in the process.
2. Explanation – shared understanding.
3. Expectation Clarity – clear vision for the future.

[Rights Respecting School – We all have the right to be treated fairly \(Articles 2, 7, 8, 14, 15, 20, 22, 23, 25, 30, 37, 40\)](#)

Restorative Questions

1. To respond to challenging behaviour

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think needs to happen to make things right?

2. To help those harmed by others actions:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Rewards and Consequences

Rewards

Our reward systems encourage and acknowledge all children who follow the school's expectations for behaviour and those that achieve their personal best.

Individual Class Reward Systems

EYFS - During lessons, the teachers will continually use positive and encouraging language showing children with their tone of voice and body language when they are pleased with their behaviour. Positive re-enforcement is the key to building strong attachments with children in Early Years. Verbal public praise gives children instant feedback and recognition for their positive behaviour.

Year 1 – Year 6 Class rewards- The dojo points are totalled on an ongoing basis by the online application. When children in a class achieve a number of Dojos they will receive a class reward, agreed between the teacher and the class, from the Dojo reward shop (see Appendix 2). A new reward can be selected and agreed between the class and the teacher after meeting the previous agreed target.

Whilst the Class Dojo Reward system forms the basis of our whole school approach, we recognise that individual classes may want to run individual schemes to reinforce positive behaviour e.g. raffle ticket system or marbles in a jar. We recognise that any scheme only really works for six weeks, so for some children these additional schemes are often required.

These positive rewards will not to be taken away as a consequence of poor behaviour or linked to consequences in any way. They should be reflective only of positive learning behaviours and are linked to the Longfields values.

Whole School Reward Initiatives

1. Verbal comments of specific praise are given regularly by all teachers, learning support assistants and other members of staff. We aim for them to be clear and sincere.
2. Class Dojos – additional to being awarded for positive learning behaviours and displays of our core values, these can be awarded by any member of staff or a visitor for effort, achievement, manners and kindness.
3. Share the success -Teachers are actively encouraged to send children who have produced good work or showing some aspect of our core values, to share their work/achievement with a member of the Senior Leadership Team.
4. Star of the Week Assembly - Every week class teachers nominate and celebrate the achievements of a member of their class. These may be academic, social or emotional achievements. Other members of staff may also nominate individual children. These achievements are shared in the assembly and each child receives a certificate which states the achievement. Group photographs are published on the weekly newsletter.

5. Lunchtime Award - Each week, the lunchtime staff choose children to receive a certificate in assembly for their behaviour and conduct at lunchtimes.
6. Attendance - Those children with 100% attendance at the end of the school year will receive a certificate to celebrate this achievement.
7. Other celebrations – As a school we strongly believe in the importance of developing the whole child. We therefore also celebrate all other achievements and accolades, such as sporting certificates/medals, awards from achievements outside of school and any other causes for celebration.

Consequences



The Behaviour Policy and Class Charters are established with the children and apply throughout the school. At Longfields, we aim to develop relationship security between children and adults and always support children to demonstrate positive attitudes to learning and to ensure other pupils do not have their rights infringed upon. Any examples of poor behaviour will be judged in context and an appropriate restorative conversation will be held with the child. When children continue to not follow the rules they understand that there are consequences and they need to take responsibility for their actions.

Any serious breach of the charter, fighting, bullying (including prejudice based or discriminatory bullying), use of discriminatory or racist language, swearing or stealing will result in an instant consequence and time with a member of the Senior Leadership Team. If children repeatedly receive consequences, they will speak to a member of the Senior Leadership Team/ Headteacher and parents/carers will be asked to come in for a meeting. A record of consequences will be logged in order to track behaviour issues. Children who persistently need to meet with a member of the Senior Leadership Team will be referred, with the permission of the parents/carers, to the SENCO who will work with them to help develop strategies for managing their behaviour.

Internal, Fixed Term External and Permanent Exclusions

Incidents which warrant internal or external exclusion are at the discretion of the Headteacher. We are committed to working with parents and carers to find solutions to behaviour difficulties and ensuring that early intervention is put into place to ensure the risk of permanent exclusion is minimised.

The Department for Education sets out statutory guidance on exclusions

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/630169/Exclusion_Guidance_consultation_response.pdf and outlines the process to which schools must have regard when issuing an exclusion, and the process by which parents can make representations against a decision to exclude. We will ensure that all exclusion decisions are lawful, reasonable and fair.

[Use of Mobile phones by pupils](#)

At Longfields, we recognise that mobile phones have a role to play for the purpose of communication, but we are aware that casual or inappropriate use of mobile phones could pose a risk to children and adults. The enhanced functions of many mobile phones are of most concern and are most susceptible to misuse. Misuse includes the taking and distribution of indecent images, exploitation and bullying. When mobile phones are misused, it can impact on an individual's dignity, privacy and right to confidentiality. Such concerns are not exclusive to children and young people; hence there is a duty to protect the needs and vulnerabilities of everyone.

Parents and carers need to be aware that whilst there are obvious benefits to pupils having a mobile phone in terms of personal safety there are also some associated risks such as potential for theft, bullying and inappropriate contact, including grooming by unsuitable persons. We would also like to alert parents and carers to the risks that using a mobile phone has while walking to and from school. Children who are concentrating on using their phone can have reduced general safety awareness which may result in road accidents and/or injury if a child is not paying attention to their surroundings.

Year 6 pupils are allowed to bring a mobile to school in certain circumstances. For instance:

- Travelling to school by themselves
- Young carers who need to be contactable

In these instances, pupils can bring phones to school at their own risk. They must agree to hand the phone in to an adult during school hours (recorded as a written agreement). Pupils are not permitted to access their phones during the day unless there are extenuating circumstances. Whilst the school will take every reasonable care, it accepts no responsibility whatsoever for theft, loss, damage or health effects (potential or actual) relating to mobile phones.

If a pupil is in breach of this policy:

- Phones will be confiscated (Schools are permitted to confiscate phones from pupils under sections 91 and 94 of the [Education and Inspections Act 2006](#))
- If they are confiscated a parent/carer will be required to collect the phone from school.

Staff have the power to search pupil's phones, as set out in the [DfE's guidance on searching, screening and confiscation](#). The DfE guidance allows you to search a student's phone if you have reason to believe the phone contains pornographic images, or if it is being/has been used to commit an offence or cause personal injury. Certain types of conduct, bullying or harassment can be classified as criminal conduct. The school takes such conduct extremely seriously, and will involve the police or other agencies as appropriate.

Such conduct includes, but is not limited to:

- Sexting
- Threats of violence or assault
- Abusive calls, emails, social media posts or texts directed at someone on the basis of someone's ethnicity, religious beliefs or sexual orientation

[Use of Smart Watches by pupils](#)

The use of Smart Watches is not appropriate in school due to risks of loss and damage and of misuse in the same way as mobile phones or tablets.

[Safeguarding](#)

Ensuring children are safe is of paramount importance to us; we have specific Safeguarding and policies and adhere to regular updates in government guidance, Keeping Children Safe in Education. We ensure that we practise safe recruitment in checking the suitability of staff and volunteers to work with our children. We raise pupil awareness of child protection issues and equip pupils with the skills they need to keep them safe. We support vulnerable pupils and those in difficult circumstances and we have established a safe environment in which children can learn and thrive.

[Linked Policies](#)

Safeguarding Policy

Attendance Policy

SEN Policy

Anti-bullying Policy

[Key Contacts](#)

Governor with a lead on Safeguarding: Katy Savage-Brookes

Designated Safeguarding Lead: Claire Collins

Behaviour for Learning and PSHE Lead: Helen Davies

[ADDITIONAL INFORMATION](#)

Pupils with SEND

There are pupils for whom the rewards and sanctions might not be sufficient to support their individual needs. In these instances due to the nature of the underlying issues that are affecting the pupil, extra in class systems may be used by the teacher and those adults working with the pupil. If additional strategies are needed because of persistent behavioural issues the pupil must be on the schools SEND register for behaviour and all strategies used must be documented. In these cases an **individual behaviour support plan** will be developed for these children. It is important that all adults are aware of the reasons for the use of additional strategies and follow what has been set up in terms of the behaviour support plan. Individual behaviour protocols will shared with all relevant staff.

[Appendix 1:](#)

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour>

IMPROVING BEHAVIOUR IN SCHOOLS

Summary of recommendations

Sections are colour coded for ease of reference:



Report Published
7th June 2019
eef.li/behaviour

Appendix 2:

Class Dojo Rewards

Class rewards should be agreed in advance and are a target to work towards for the pupils in the class. The amount of Dojo points required for each Tier will be decided and agreed by phase and year groups to ensure consistency across year groups, but will look different as the children move up through the school.

Once the number of Dojos required for the chosen reward has been achieved, teachers will decide an appropriate time for the reward to be given to the class. They will then agree the next reward to work towards.

<u>Tier 1 Rewards</u>	
10 minutes 'Doodle' time	
10 minutes extra play	
10 minute Muga Session	
Treat snack for break	
<u>Tier 2 Rewards</u>	
Show and Tell Session	
'Children choice' Art Lesson	
Extra PE session	
Golden Time/Own Game Session	
Movie session	
Class Non uniform Day	
A session on Dojo Island	
<u>Teir 3 Rewards</u>	
Dress Up Day – Theme Day	
Class Trip to the Park	
Choose a Topic Day	
Class Party/Disco	
Class picnic	