

Longfields Primary and Nursery School

Behaviour for learning policy



Date approved: October 2026

To be Reviewed: October 2027

[Behaviour Overview](#)

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

We aim:

- To use a restorative approach to restore conflict and understand our own emotions
- To embody our school values of integrity, aspiration and unity
- To provide a harmonious, fair, consistent and safe environment for all
- To provide an environment where effective teaching and learning can take place
- To help children feel good about themselves and achieve their potential taking into account a child's stage of development and emotional needs
- To encourage self-discipline and help children to make positive choices and develop an understanding of the impact of their behaviour on others
- To use the zones of regulation to understand emotions (appendix 1)

The aims of the policy will be achieved through:

- A clear understanding by all of what is acceptable behaviour and how it is maintained
- Staff modelling positive behaviour and language
- A consistent whole-setting approach to reinforce and maintain high standards of behaviour
- Liaison with parents and carers
- The curriculum for personal, social and emotional development

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

School-Home Agreement

We strongly value our relationship with parents and carers and feel that working collaboratively is extremely important. All pupils have the right to learn in an environment that is calm, safe, supportive and where they are treated with dignity. This policy is designed to promote positive behaviour and understanding of the impact that behaviours have 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.

Role of Pupils

We support pupils to:

- Be aware of the school behaviour standards, expectations and consequence processes
- Understand that they have a duty to follow the school behaviour policy and uphold the school rules in order to contribute to a positive school culture
- Share their experience of behaviour at school and provide feedback to support the evaluation, improvement and implementation of the behaviour policy

Role of Parents/Carers

We ask parents to:

- ensure that their child attends school regularly and on time
- support the school with our Behaviour Policy so children receive a consistent message
- 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

Role of Staff

It is the responsibility of all staff to:

- Use the policy effectively to support them in creating positive, safe learning environments
- Set high expectations of behaviour and encourage respect for others
- Consider the impact of their own behaviour on the school's behaviour culture
- Ensure that pupils complete any tasks reasonably assigned to them in line with their education
- Work to prevent and address any incidents of bullying (including cyberbullying, prejudice-based and discriminatory bullying), so they are dealt with quickly and effectively
- Create an active and effective partnership with pupils and parents
- Communicate with parents any incidents/issues related to their child's behaviour/learning

Role of the Headteacher

It is the responsibility of the Headteacher to:

- Ensure the school behaviour policy is consistently implemented throughout the school
- Ensure that all new staff are inducted into the school's behaviour culture
- Support staff in understanding their role in implementing the policy
- Monitor and investigate reported incidents or concerns raised
- Meet with parents where required relating to behaviour incidents
- Report to the governing body on the effectiveness of the behaviour policy

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

The Curriculum and Learning:

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. To achieve this:

- Teacher planning must meet the needs of individual pupils.
- The pupils should be actively engaged in their own learning and receive structured feedback so they know their efforts are valued and that progress matters.
- Lessons should have clear objectives, be understood by the children, and be differentiated to meet the needs of children of different attainment levels.
- Teaching methods should encourage enthusiasm and active participation for all.
- Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in cooperation with others.
- Pupils should be encouraged to take risks with their learning in an environment where it's ok to be wrong.
- Classrooms should be organised to develop independence and personal initiative.
- Furniture should be arranged to provide an environment conducive to on-task behaviour.
- Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption.
- Displays should help develop self-esteem by demonstrating the value of every individual's contribution, and overall, the classroom should provide a welcoming environment.
- Praise should be used to encourage good behaviour as well as good work.

Strategies to support and encourage positive behaviour

- Dojo rewards for classes and individually
- Weekly 'Wow' certificates linked to school values
- Building positive relationships with every child
- Visible celebration of positive behaviour
- Headteacher awards linked to values and dojos
- Constant praise; informal and formal, public and private, to individuals and groups
- Individual class systems such as golden time, dojo and marbles in a jar

Managing dysregulated behaviour

When children become dysregulated, the adults in charge are encouraged to address such behaviour, following a standardised set of escalating steps (see appendix 2), familiar to all staff and children throughout the school. We believe in a clear, consistent approach to supporting dysregulated behaviour in school.

Alongside this we use the restorative approach, the six stages of crisis and individual behaviour plans for children with additional behavioural needs. The behaviour steps are referenced on the wall of every classroom and adapted to be age appropriate across the different phases of the school.

Longfields Primary follow the guidance on restrictive interventions, see https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive_interventions_including_use_of_reasonable_force_in_schools.pdf including Team Teach techniques and positive handling best practices.

Class Exclusions

The following incidents will result in the child being removed from the classroom:

- Any child deliberately causing harm to another child or adult
- Swearing
- Constant refusal to follow instructions from a member of staff
- A child losing control of their own behaviour

Where the behaviour of a child is giving cause for concern, the class teacher will communicate their concerns to the child's parents/carers and to a senior member of staff so that strategies can be discussed and agreed upon before more formal steps are required, this may include an internal exclusion in another room.

If a child's behaviour fails to improve following a behaviour tracker, or due to a targeted intervention, support will be sought from external professionals and the child may be placed on the SEN register, or lead to an exclusion or suspension (see exclusion policy).

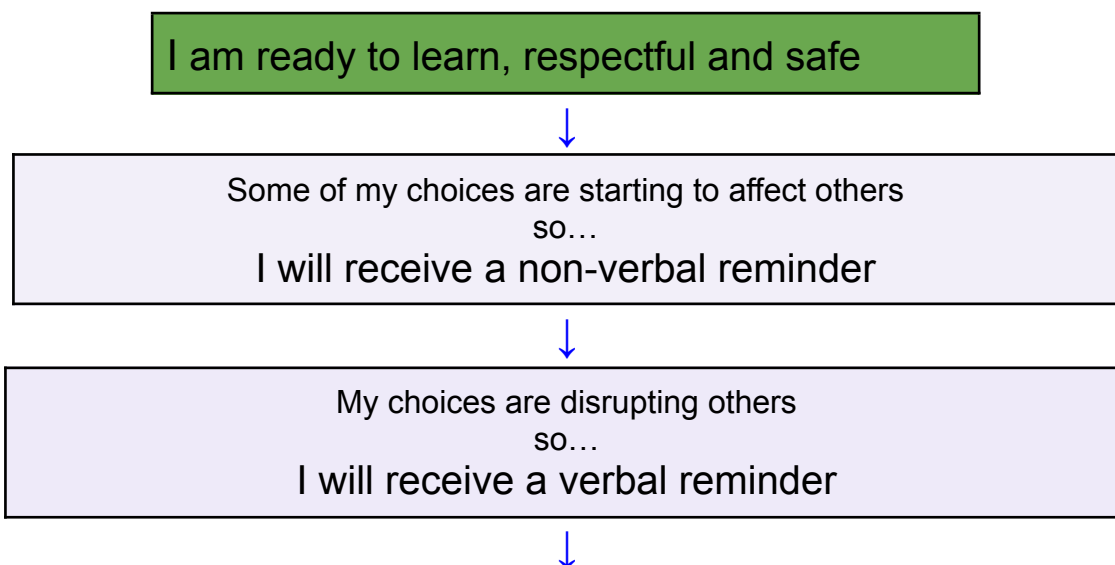
Appendix 1



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Appendix 2

Behaviour at Longfields Primary School



My choices are continuing to disrupt others
so...
I will have 5 minutes reflection time in the classroom



My choices are continuously disrupting others
so...
I will have 5 minutes reflection time in another classroom and
my teacher will contact home about my behaviour



I have spent reflection time out of my classroom twice in 5 days,
so...
I will have to speak to Mrs Goodes or Mrs Rughoobee and
complete a behaviour report

Straight to RED

I have shown red behaviours, such as swearing, hurting someone or racism
so...
I will have to speak to a senior leader and may have to complete a
behaviour report or spend time out of class, home will be contacted
about my behaviour