



“Inspiring a lifelong love of learning.”

Longnor CE Primary School

Positive behaviour

July 2022

Reviewed by: L. Edgerton	Date:
Position: Head teacher	Approved by:

Review Date: July 2023

Introduction

This policy aims to:

- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Identify any safeguarding concerns that are the root of any unacceptable behaviour
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions
- Consider what extra support can be offered to groups of pupils who are at a higher risk of exclusion, or pupils who are particularly vulnerable to the impacts of exclusion

Legislation and statutory requirements:

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [School suspensions and permanent exclusions](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

Ethos

At Longnor CE Primary School, we provide a safe, welcoming and inclusive learning environment where all children are treated as individuals and are valued. We believe that every child can achieve and create an atmosphere where social, moral, spiritual and cultural values are fostered.

‘Inspiring a lifelong love of learning.’

Creating a culture of independence, empowerment and responsibility, appropriate to the age of the child, promotes high expectations for behaviour within the community and for learning. This culture makes the very best assumptions about children’s nature, not the worst. It is recognised that children, in the main, behave well when they have access to a range of stimulating and meaningful activities in which they can develop and grow. In short, we set out to treat children as we would each other, always keeping in mind our core Christian values. We keep rules and regulations to a minimum and place some decision making and responsibility into the hands of the pupil. We have a holistic approach to behaviour management – taking into account the individual needs when supporting a pupil.

We seek to fulfil our vision by promoting the Christian values of Hope, Love, Joy and Trust. For our oak tree to stand tall in our field, its roots have been embedded and held the foundations strong for hundreds of years. Our four Christian values are our foundations and roots that are important for

living a happy and fulfilled life, making the most of our glorious surroundings and the community that we live in.

Hope

Having hope is having that belief in yourself that you can achieve your ambitions. We have hope for each other: sticking together and supporting one another. We have a positive outlook and approach each day positively. We don't give up and show resilience when we are challenged. Hope drives us forwards and is important for lifelong learning.

Love

We all appreciate love - especially for our friends and families. More importantly though, we believe in ourselves and love ourselves. Love is being kind, helping people, being caring and showing compassion. Love is hope in action. Love is the safety and security of our lovely school grounds.

Trust

We value friendship at Longnor and for a respectful friendship we recognise that honesty, forgiveness and trust is essential in order to build respectful relationships. Our teachers like to trust us to be independent when working and at forest school. We are trusted to lead activities and councils through the school, taking responsibility for our roles. We trust in our teachers to guide us in our education and to support us when we need it. We make wise decisions that demonstrate kindness.

Joy

With hope, in a trusting environment encompassed by love we have a happy, joyful atmosphere. Joy is our fundamental aim. When we are happy, we learn to the best of our ability. We aim to live life well in all its goodness.

Behaviour

We recognise behaviour as a form of communication. Behaviour is the communication of an emotional need, whether this is conscious or unconscious, and should be responded to accordingly.

Staff develop strong, positive relationships with children and their families that foster connection, inclusion, respect, and value for all members of the school community.

We put the relationships we have with children first. We start with the child: learning should fit around the child, not the child be made to fit a narrow or rigid model of learning. We demonstrate high expectations of every child, though high-quality learning experiences based on a sound knowledge and understanding of each child's needs.

Children and young people who display 'behavioural difficulties' should be regarded as vulnerable, and we all have a duty to explore this vulnerability and provide appropriate support.

Adults working with children and young people should take a non-judgemental, curious, and

empathetic attitude towards behaviour.

Adults in school should respond to behaviour in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself.

We maintain clear boundaries and expectations around behaviour. To help children feel safe, their educational environment needs to be high in both nurture and structure. Children need predictable routines, clear expectations and consistent responses to behaviour. These must be in place both inside and outside of the classroom and modelled appropriately, with the context of a safe and caring environment.

We do not believe that punishment and reward is the most effective way to support behavioural change. Self-management and self-regulation of behaviour is a far more effective way to achieve pro-social behaviour. Natural rewards and consequences that can follow certain behaviours should be made explicit, without the need to enforce 'sanctions' that can shame and ostracise children from their peers, school community and family, leading to potentially more negative behaviour.

Our aim is to be attentive to children when they are getting it right and support them when they get it wrong.

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs

- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

Roles and responsibilities

The governing board

The governing board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils.

The headteacher will ensure that this behaviour policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

The Longnor Way

Pupils are expected to demonstrate high expectations for behaviour modelled by the Longnor Way:



We aim to achieve positive behaviour change through conversation. The warmth, humour and pleasant firmness with which our staff engage with children from the moment they arrive in the school each day demonstrates the way in which we set boundaries on behaviour and is reflected throughout the school.

Central to how we manage behaviour are the three main elements:

1. Positive relationships

Positive relationships ensure that your child will feel safe, understood, and will be calm enough to experience optimal development of his or her nervous system. Your child's developing brain organises itself to provide your child with the best foundation for life: a feeling of safety that results in eagerness to learn, healthy self-awareness, trust, and empathy. An insecure attachment bond fails to meet your child's need for security, understanding, and calm, preventing the child's developing brain from organising itself in the best ways. This can inhibit emotional, mental, and even physical development, leading to difficulties in learning and forming relationships in later life.

2. Self-esteem

People with poor self-esteem often rely on how they are doing in the present to determine how they feel about themselves. They need positive external experiences (e.g., compliments from friends, praise and positive feedback from adults) to counteract the negative feelings and thoughts that constantly plague them. Healthy self-esteem is based on our ability to assess ourselves accurately and still be accepting of who we are. This means being able to acknowledge our strengths and weaknesses; at the same time, recognize that we are worthy and worthwhile.

3. Emotional development

Emotional 'literacy' implies an expanded responsibility for schools in helping children to socialise. Our ethos revolves around awareness, understanding, and consideration of others' needs, compassion, equality, tolerance, and inclusion. Acceptable standards of behaviour are those which reflect these principles.

The problem with strict boundaries and rigid rules is that they place too much responsibility on external factors. We feel that children need to learn how to control their own emotions and behaviours to develop into good citizens. For this reason, we must allow for behavioural mistakes, we must have room for trial and error. We believe self-management of behaviour is a far more effective way to embed behavioural change than a strict sanctions and rewards system. Our behaviour system enables staff to clearly separate behaviour from child. It is important that children feel liked and cared for. Our aim is to "catch them getting it right" to help the child to develop a positive self-image.

Rewards

It is recognised that children respond best to praise in both their behaviour and their work.

The staff at Longnor School believe that children respond best to systems in which they receive natural praise and reward through their work and play. Comments in marking, verbal comments during sessions (with particular emphasis on the plenary), sharing work with others in the classroom and assembly, all contribute. Other forms of social reward may also include:

- Verbal praise ("Well done!")
- Non-verbal praise (Thumbs up, smile etc.)
- Display of work.
- The child sharing good work with another member of staff.
- Occasionally work is published on the website in the class area.
- At times there will be a phone call or note home.
- Extra privileges and responsibilities.

It is recognised that some children, particularly younger children, respond well to more concrete or symbolic forms of reward such as: stickers, certificates, cards and letters. It is the policy of the school to use these forms of reward for genuine good behaviour and/or achievement and with great care.

Rewarding a group can be particularly effective. Using the student designed Longnor Ometer, students move as a group up towards the top goal when demonstrating the Longnor Way. Adults working with the group will determine expectations dependent upon the age of the child and the relevant movement on the Ometer. Having golden time when reaching the top goal of the Ometer is deemed a special activity with allocated time given to a chosen activity as a group.

Whatever the reward, it is important that it should hold some true value for the child and that it should ultimately move the child towards self-discipline, independence and self-motivation.

Pupil support

This ethos requires a nurturing environment, enabling children the freedom to explore emotions and social behaviour.

We explain our practices to children, offer them reasons to work with us and encourage reflective dialogue and self-regulation. We treat children as individuals, ensure that the curriculum is appropriate for each child and we use praise and rewards as our main tool.

We are more focused on the causes of and the emotional recovery from an incident rather than the incident itself and, as a result, most situations can be repaired without resorting to punishment. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

The school will anticipate likely triggers of misbehaviour and put in place support to try to prevent them.

We are strongly against the traditional notion of punishment and control. Staff will never give or threaten corporal punishment to a child.

Social, Emotional and/or Mental Health

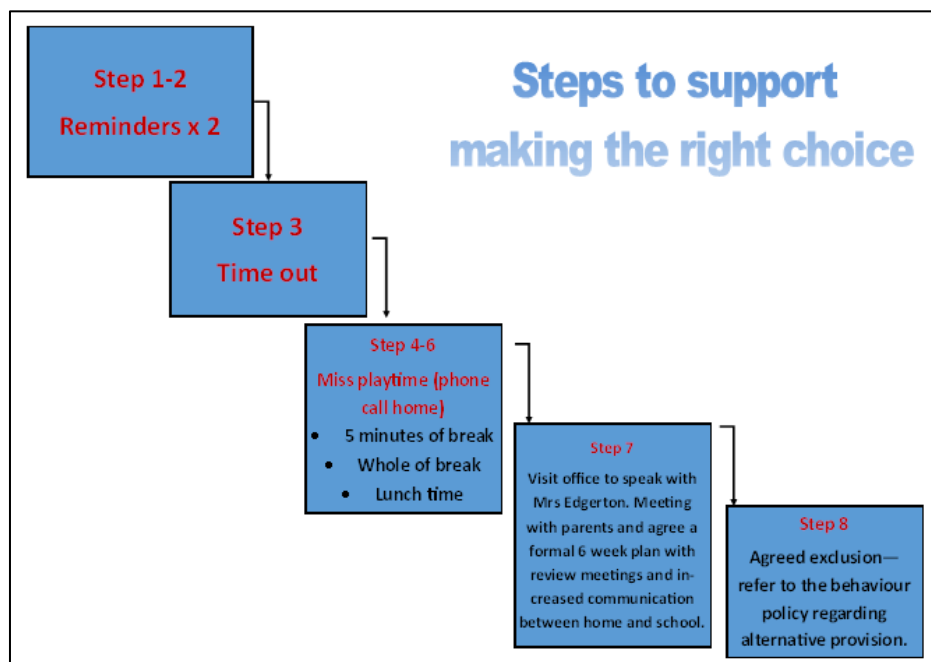
Whilst we believe this approach to behaviour is good for all children, it particularly benefits children with Social, Emotional and/or Mental Health (SEMH) conditions.

Staff take time to consider the following key factors when working with children with SEMH conditions:

1. Take care of yourself
2. Have empathy - listen to and talk with these children
3. Be patient with the child's progress and with yourself
4. Model and teach appropriate social behaviours
5. Be consistent, predictable, and repetitive
6. Interact with these children based on emotional age, not chronological age
7. Try to understand the behaviours resorting to punishment may reinforce the negative responses
8. Nurture these children.

Sanctions

At times, it may be deemed necessary to use sanctions. Using a consistent approach to sanctions is necessary and takes into account the situation and individual involved. Here is the flow chart for sanctions:



Sanctions are communicated with all staff using the staff room noticeboard – using initials to indicate the individual. The head teacher oversees the monitoring of this board. Incidents are recorded in class behaviour log books.

Dependent upon the severity of the incident the adult has the discretion to begin at the appropriate step. This decision is shared with the pupil and parents where appropriate. This flow chart is used during a discussion with pupils.

Ultimately systems of exclusion are in place for the removal of a child from school. It is preferable and more productive however to successfully include all children and the school is committed to avoiding this ultimate sanction through the involvement of parents from an early stage.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Special Needs and Other at Risk Groups

The school acknowledges that there are children who are at a greater risk in terms of their ability to adjust to the expectations of the school.

It is recognised that some children have Specific Learning Difficulties which need to be taken into account in establishing good behaviour. For these children, as with others, it may be more appropriate to give reminders. This is particularly the case with those children whose needs fall within the autistic spectrum.

Regular, confidential and professional dialogue between staff ensures that all are aware of children's changing needs. At times, it may be necessary to include all staff in establishing an agreed plan of action.

In addition to children with S.E.N.D, other "At Risk" groups at Longnor also include:

- Children with specific talents or interests.
- Children in care.
- Young carers.
- Children from families under stress.

The picture is always changing and the need to consult with and seek advice from outside agencies is recognised.

Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Anti-bullying policy
- Allegations of abuse against staff in schools

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the curriculum committee annually.