

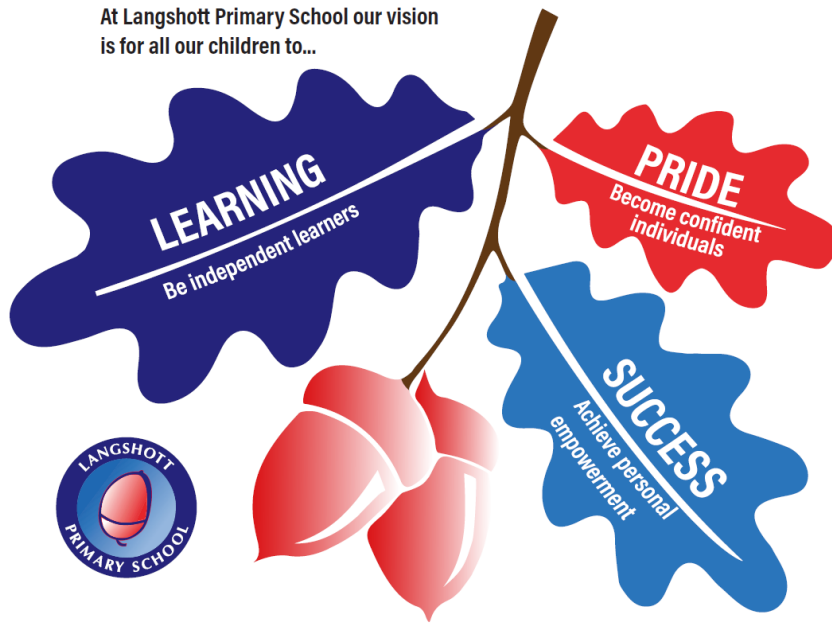


LANGSHOTT PRIMARY SCHOOL

Behaviour Policy

Written by: Headteacher	
Date of original policy	Spring 2021
Updated	Spring 2023 then Spring 2025
Review Date	Spring 2027
Date of Governor Approval	Spring 2025

At Langshott Primary School our vision
is for all our children to...



INTRODUCTION

Our vision and values are at the core of everything we do. They underpin our teaching and learning and provide an environment which prepares our pupils as confident, happy citizens. At Langshott Primary School we believe in Learning, Pride and Success:

Learning - Every Langshott community member learns:

- About life and their aspirations for it
- To be a learner- developing the skills, understanding and knowledge they need to move successfully through their lifelong learning journey
- About building positive relationships and developing resilience strategies
- About their community and the environment around them, their rights and responsibilities within it as a responsible citizen
- Who they are as a person and what they uniquely have to offer.

Pride - Every Langshott community member will be proud:

- Of what they have and can achieve
- To be a member of the school community, wanting to contribute to its wellbeing and future and take on responsibilities
- To develop the self-confidence to try out new things, discovering and developing their interests, talents and passions and the Langshott community will be proud of them.

Success - Every Langshott community member will be given the opportunity to be successful:

- In their learning
- In their personal development
- In developing their own expertise and interests to the benefit of themselves and others
- In finding their unique place in the Langshott and wider community.

AIMS

At Langshott Primary School, we promote good behaviour, self-discipline and respect. We believe that good behaviour comes from **clear expectations** and **consistency**. Good behaviour and discipline are the foundations of all learning. Without a calm, orderly atmosphere, effective teaching and learning cannot take place. Our main aim is to ensure that all children feel safe at our school. In order to do this, all adults are responsible for ensuring high standards of behaviour and teaching our children to take responsibility for their own behaviour by:

- Being positive role models.
- Having a clear and consistent approach to behaviour throughout the school with parental co-operation and involvement.
- Encouraging a calm, purposeful and happy atmosphere within the school.
- Fostering positive caring attitudes towards everyone.
- Increasing independence and self-discipline, so that each child learns to accept responsibility for their own behaviour.
- Creating clear boundaries of acceptable behaviour to ensure safety.
- Raising awareness of appropriate behaviour.
- Promoting the school rules in a positive/consistent way.

Every member of our school community has a shared responsibility to support children to prevent bullying by developing courtesy, kindness and consideration towards others.

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
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Behaviour in Schools – advice for headteachers and school staff

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

DEFINITIONS

Misbehaviour is defined as:

- Breaches of the school rules
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homelearning
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, including child on child abuse, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items.
- Possession of 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
Racial	Racial taunts, graffiti, gestures
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 body

The Langshott governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix I).

The Langshott governing body 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 body giving due consideration to the school's statement of behaviour principles (appendix I). 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.

Staff:

- Model good behaviour.
- Use rules and sanctions clearly and consistently.
- Create a safe environment, physically and emotionally.
- Treat all children fairly and with respect.
- Raise children's self-esteem and develop their full potential.
- Provide a challenging, interesting and relevant curriculum.
- Work with parents so that all children can see that the key adults in their lives share a common aim.
- Recognise that each child is an individual.






Parents/Carers:

- Support the school in the implementation of this policy.
- Be aware of the school rules and expectations.
- Foster good relationships with the school.
- Make children aware of appropriate behaviour in all situations.
- Encourage independence and self-discipline.
- Show an interest in all that their child does in school.
- Treat all staff and children with respect.

Pupils:

- Follow the school rules and expectations
- Work to the best of their abilities and allow others to do the same.

We frame our school rules positively and constantly refer to them during the school day by praising children who follow them and reminding others of what we expect at Langshott. The whole school community has had the opportunity to contribute to the school rules, therefore they understand what they are and why we have them. All members of staff are responsible for maintaining excellent standards of behaviour within the school. The school rules should be discussed, displayed and reinforced regularly.

-  Self-control
-  Take responsibility for your actions
-  Always follow instructions
-  Respect
-  Stay safe

APPROACH TO BEHAVIOUR

Good, clear and consistent behaviour management, both within the context of the classroom and outside the classroom, are of paramount importance in establishing good practice of behaviour and discipline within the school. Children should understand that rules are made for good reasons and they should follow them. The Langshott rules have been agreed by the whole school community. These rules apply at all times. Reference to the school rules should be made at all times to encourage good behaviour.

All adults at Langshott Primary School convey clear expectations of behaviour to the children by:

- Being good role models.
- Ensuring consistent behaviour management strategies.
- Taking unacceptable behaviour seriously.
- Reinforcing school rules.
- Delivering a PSHE programme.
- Using zones of regulation to support emotional regulation (See
- Using assembly time to share messages with the whole school/Key Stage.
- When appropriate, using circle time to reflect and discuss issues relating to behaviour.
- Responding to individual needs.
- Clearly displaying the school rules in classrooms and learning spaces.
- Clearly displaying a visual timetable.
- Enlisting the support of parents/carers.
- Setting expectations of behaviour at the beginning of the school day/lesson; when going on trips etc.

BUILDING POSITIVE RELATIONSHIPS TO PROMOTE GOOD BEHAVIOUR

(Linked to the Learning and Teaching Policy)

Creating the right atmosphere in school arises from good inter-personal relationships. Parents, carers, guardians, visitors, governors, teachers and children must treat each other with a level of mutual respect.

We aim to build positive relationships with our families by:

- Meeting and Greeting - Children will be greeted each morning by a member of staff. At the end of break and lunch times, teachers meet their class in the playground and ensure their behaviour is ready for learning to enter the classroom.
- Giving genuine praise – Acknowledging efforts and achievements can boost self-confidence and help motivate children to keep trying hard and looking for effective strategies to overcome their challenges. It is important to praise the effort rather than the ability.
- Being a positive role model – Behave in a manner that we expect from the children.
- Creating a welcoming environment – Ensure the learning environment promotes our high standard of behaviour and learning.
- Being clear with rewards and sanctions.
- Promoting our school values: LEARNING, PRIDE and SUCCESS
- Using Marvellous Me to share achievements
- Promoting clear communication – At the end of the school day, teachers are available to talk to parents. Teachers use planners/reading diaries for written communication between home and school. Behaviour reflection forms, when needed, are also sent home for parents to sign. Teachers are also able to telephone parents where needed. See Communication strategy/policy.

CLASSROOM MANAGEMENT STRATEGIES

As children spend a lot of time within the classroom, it is essential that well organised and delivered lessons seek to secure good standards of behaviour. Classrooms are tidy and well organised to have a positive impact on behaviour. Bearing this in mind, teachers should aim to: -

- Know their pupils as individuals. This means knowing their names, their personalities and interests and who their friends are.
- Plan and organise both the classroom and the lesson to keep pupils interested and minimise the opportunities for disruption. This may require attention to such basics as furniture layout, grouping of pupils, seating of pupils, matching work to pupils' abilities, pacing lessons well, being enthusiastic and using humour to create a positive classroom atmosphere.
- Be flexible in order to take advantage of unexpected events, rather than being thrown off balance by them i.e. visitor at the door in the middle of a lesson.
- Continually observe or 'scan' the behaviour of the class.
- Be aware of, and control their own behaviour, including stance and tone of voice.
- Model the standards of courtesy that they expect from pupils.
- Emphasise the positive, including praise for good behaviour as well as good learning;
- Constantly refer to the school rules and reinforce with STARS points.
- Analyse their own classroom management performance and learn from it.
- Sharing information with others e.g. learning mentors, midday supervisors and SLT, in order to support children across the school day.
- Use Marvellous Me effectively.

Supporting children with SEND

To support children with SEND, teachers and learning mentors will, as far as possible, anticipate likely triggers of misbehaviour and put support in place to prevent them. They will also use some or all of these preventative measures as necessary:

- Short, planned movement breaks;
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- Undertaking training to support children's individual needs and to understand conditions such as autism and ADHD.
- Allowing concentration aids

Supporting children with an EHCP

For children with an EHCP, the provisions set out in their plan will be secured by the school and all relevant staff will co-operate with the local authority and outside agencies.

BEHAVIOUR AROUND THE SCHOOL

We expect the same level behaviour from our children as they move around the school, as they show in the classroom. Children move quietly around the school buildings, showing politeness and consideration for others.

In the playground

All children should feel safe outside and must be aware of the importance of informing an adult if they have been hurt or feel worried about something. Lunch time is staggered to ensure there is enough space and adult support for children at all times. There is also a range of equipment available for the children to use at lunch times. Midday Supervisors work alongside learning mentors during the lunch hour to ensure a consistent approach for all children. This allows the learning mentor to address any issues before the children enter the classroom, so that they can begin lessons promptly. Any lunch time incidents are recorded in the class folder. Where appropriate, these are recorded on CPOMS.

In the lunch hall

Children should line up quietly, take their meal and follow any instructions from the Midday Supervisor. After the meal, children should clear their eating area, leave the dining area quietly and walk to the playground.

Behaviour at breakfast and after school clubs

The same high expectations of behaviour apply at our breakfast and after school club (Crystal Club) and in other clubs run before school, at lunchtime and after school, as at any other time of the day. Staff will manage behaviour at these clubs by following our whole school systems of rewards and sanctions. As Crystal Club and other extra-curricular clubs are not part of our normal curriculum, we do not need to formally exclude a pupil, but we reserve the right to refuse entry for pupils who are persistently disruptive.

School Uniform

Children are expected to wear school uniform at all times. We feel this gives the children a sense of pride and purpose and creates a sense of community that encourages good behaviour. Children who do not wear the correct school uniform will be challenged by teachers and senior leaders. Unacceptable clothing or accessories may be confiscated. (In such cases the school accepts no responsibility for loss or damage). Pupils who persistently breach the school rules in terms of uniform will have their parents contacted. Guidance on school uniform can be found in the school prospectus and at the office.

BEHAVIOUR SYSTEMS

We aim to have a positive approach to behaviour. We regularly praise children for following school rules, moving around the school in a calm and quiet way and for being considerate of others and the environment. We use verbal and non-verbal praise to boost children's self-esteem and for recognising the effort they make to ensure that Langshott is a calm, purposeful place for learning. Although we aim for children to develop a sense of intrinsic reward, we reinforce positive behaviour with praise and recognition, including whole school rewards.

Rewards include:

- 🎯 STAR points (see appendix...)
- 🎯 Headteacher awards
- 🎯 Good learning certificates
- 🎯 Attendance awards
- 🎯 Class rewards
- 🎯 Notes in learning diaries/reading records
- 🎯 Presentation royalty
- 🎯 Stickers
- 🎯 Verbal praise
- 🎯 Marvellous Me
- 🎯 Reading certificates

It is important that the successes and achievements of our children are recognised. STAR points, stickers etc should never be withdrawn as punishment. Children may be sent to the Headteacher for special praise at any time during the school year. Good learning assemblies are opportunities for teachers to praise good pieces of learning. At the end of each term, the Headteacher awards children with special awards to celebrate achievements including:

- 🎯 100% attendance awards
- 🎯 STAR points totals – team and individuals

Sanctions

All adults at Langshott Primary School support children to understand when behaviour is unacceptable. They will remind children about making the right choice. They will support children to resolve disputes by demonstrating fairness, hearing all viewpoints and allowing children to decide how to make amends. SEND needs will be considered when any sanctions are given. **Corporal punishment by school staff is illegal in all circumstances.**

Visual Behaviour Systems

School rules are displayed in each classroom and around the school. If inappropriate behaviour is displayed, the school employs a number of sanctions to enforce the school rules and to ensure a safe and positive learning environment. When using sanctions, staff ensure that they are constructive and allow the child to learn from what has happened. The sanction is given by the class teacher, SLT or the member of staff responsible for the class when the incident took place.

If inappropriate behaviour is displayed, sanctions may include:

1. A verbal warning
2. Timeout
3. Reflection time (break or lunch) to complete reflection forms (see appendix...)
4. Removed from class and some time spent with a member of SLT**
5. Parents/carers informed - phone call/email/letter
6. Inappropriate behaviours are recorded on CPOMS

*Children should not be removed/asked to leave the classroom and left in the corridor for long periods of time.

**Parents should be informed on the same day where possible

Any incident of serious misconduct may result in the child being removed from the classroom/playground and parents being contacted.

Reflection Time

Giving the children time to reflect on their behaviour choices encourages them to identify ways in which their actions can affect others' learning and experience of school. A restorative conversation shows how a relationship can be repaired or how they can move forward. By giving children this responsibility, we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the pupils in the design of the agreement, we give them ownership over it and ensure it is helping them to resolve the situation in their own way.

See appendix III - reflection sheets.

Supporting children with persistent behavioural difficulties

The majority of our children respond positively when staff follow the guidelines as laid out in this behaviour policy. However, a small percentage of pupils may need additional support to improve and manage their behaviour. If the above sanctions do not have an impact on a child's behaviour, we would need to take a more in-depth look into their behaviour and set up interventions to improve behaviour. This might include:

- Varying the classroom management
- Notes in the reading diary/planner
- A personal sticker chart/behaviour log
- Regular contact/meetings with parents/carers to discuss progress
- Behaviour contracts
- Meeting with SENCo, Deputy and/or Headteacher to discuss the issue and decide on action
- Drawing up an Individual Behaviour Plan, detailing the action to be taken when identified behaviour occurs. This is shared with the pupil, parent/carer and other staff (to enable consistency). It is important that wherever possible, the pupil is helped to understand their behaviour plan – this means that a child friendly version is available and discussed with them. Behaviour plans will be discussed and agreed with parents/carers.

We must remind ourselves that 'the behaviour is the problem, not the child'.

To support children with behaviour difficulties, teachers and learning mentors will use some or all of these strategies as necessary:

- Discuss expectations of behaviour with the child
- Ensure the child knows about successes straight away
- Promote activities to boost the child's self-esteem
- Ensure learning opportunities are suitably adapted to meet the needs of the child
- Consider possible underlying problems through discussions with parents/carers, colleagues and outside agencies
- Set small and achievable goals for the child through a behaviour contract

Supporting children with SEND

We promote high standards of behaviour for all children and provide additional support where needed to ensure children can achieve and learn as well as possible. It should not be assumed that because a child has SEND, it must have affected their behaviour on a particular occasion. This is judged on the facts of an individual situation. Teachers and learning mentors will consider what the law* requires when considering a sanction with a child with SEND.

We will make reasonable adjustments to support a child with SEND, whilst being mindful of the impact of their behaviour on other children.

*A sanction will be lawful if it satisfies the following conditions:

- The decision to sanction a pupil is made by a paid member of school staff or an unpaid member of staff authorised by the headteacher;
- The decision to sanction the pupil and the sanction itself are made on the school premises or while the pupil is under the lawful charge of the member of staff; and
- It does not breach any other legislation (eg. in respect of equality, SEND and human rights) and it is reasonable in all the circumstances.

Reporting Behaviour (see appendix IV)

Low level disruption (Stage 1) will be dealt with within the classroom by the class teacher.

If more serious misbehaviour escalates (Stage 2), the child may be removed from the classroom to sit in the back of a colleague's classroom or the corridor. If this happens, a member of SLT will be informed via CPOMs reporting and parents will be informed via a behaviour reflection form and/or a conversation with the class teacher either in person or via a phone call. Provision to support the child's behaviour needs will also be considered and implemented where appropriate.

If more serious misbehaviour persists or escalates (Stage 3) and classroom support strategies do not have a positive effect on behaviour, children may be removed to spend time with SLT members and parents will be informed. Further support strategies and behaviour monitoring may be needed.

Children who commit serious breaches of our rules (Stage 4) (i.e. something that may warrant exclusion) may be sent straight to a member of the Senior Team. All behaviour incidents Stage 2 and above, will be recorded on CPOMs.

Extreme Behaviour and Restraint

It may be necessary in extreme circumstances to use one of the following

- **Restrictive interventions** – any planned or reactive action which limits a pupil's movement, liberty or freedom to act independently
- **Restraint** – using direct physical contact and force to prevent, restrict or subdue movement of the body, or part of the body of a pupil
- **Reasonable force** – physical contact by a member of staff on a pupil to control or restrain their actions/movements (see below)

Staff will execute the above as a last resort for pupils who are:

- At risk of injuring themselves
- At risk of injuring other pupils
- At risk of injuring adults
- At risk of damaging school property

Unacceptable/extreme behaviour may result in the Police being informed of the incident.

Reasonable force

All staff have a duty of care to children and may on occasion, have to use reasonable force in order to keep them or others safe.

The law allows for teachers, and other persons authorised by the headteacher, to use reasonable force to prevent a pupil from doing or continuing to do any of the following: -

- committing a criminal offence
- injuring themselves or others
- causing damage to property
- engaging in any behaviour that is prejudicial to maintain the good order and discipline at the school

There is no legal definition of "reasonable force". However, there are three relevant considerations:

- the use of force can be regarded as reasonable only if the circumstances of an incident warrant it
- the degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour or consequences it is intended to prevent
- the degree of force must also be proportional to the pupil's age, size and development

Everybody has a duty of care to keep people safe.

In an emergency, all staff would do whatever they think necessary in the situation they face.

We take the view that staff should not be expected to put themselves in danger, and that removing pupils and themselves is the right thing to do. We value staff efforts to rectify what can be very difficult situations and in which they exercise their duty of care for the pupils.

Staff will use the minimum force needed to restore safety and appropriate behaviour. The principles relating to reasonable force are as follows:

- reasonable force is an act of care and control, not punishment. It is never used to force compliance with staff instructions
- staff will only use it when there are good grounds for believing that immediate action is necessary and in the pupil's and/or other pupils' best interests
- staff will take steps in advance to avoid the need for reasonable force through dialogue and diversion and at the level of understanding of the child or young person

- only the minimum force necessary will be used to prevent severe distress, injury, or damage
- every effort will be made to secure the presence of other staff, and these staff may act as assistants and/or witnesses
- the age, understanding, and competence of the individual pupil will always be taken into account
- reasonable adjustments will be considered for children with SEND or mental ill health
- if a child is at risk of needing regular reasonable force, a risk assessment will be written

When reasonable force is used, this should be logged on CPOMs and parents informed.

Swearing

Swearing and other forms of inappropriate language are never acceptable and the offender will be warned and reprimanded appropriately.

Bullying

Please refer to our Anti-Bullying policy and Child-friendly Anti-Bullying policy.

Racist language/incidents

Racist language is never acceptable and will be dealt with in line with this policy. Any incidents will be reported to the headteacher who will inform the governors in the termly Head's Report (Part 2).

Child-on-child sexual violence and sexual harassment or abuse

Sexual harassment and sexual violence can occur between two children of any sex. It can occur through a group of children harassing a single child or a group of children. It can occur online and offline. It can be both physical and verbal. Sexual violence and sexual harassment or abuse is not acceptable and at Langshott Primary School, will not be tolerated.

Langshott Primary School will not tolerate or dismiss sexual harassment or sexual violence as "banter", "part of growing up", "just having a laugh", "boys being boys". We will challenge any inappropriate sexual behaviours such as grabbing bottoms, breasts and genitalia.

If faced with accusations of sexual harassment or sexual violence, Langshott Primary School will seek advice from the 'Keeping children safe in education' document and will work with multiple agencies and parents/carers to investigate and sanction any accusations made.

Multi-Agency Meetings and the SEND Code of Practice

Children with serious or repeated behaviour difficulties may need to have an individual behaviour plan in accordance with the Special Educational Needs Code of Practice. We may ask for an assessment from the Educational Psychologist (EP) or, with agreement from parents/carers, refer to Mindworks. We will also access support from the STIPs team. We will also complete a behaviour analysis, which helps us to identify potential triggers and ways to prevent them from escalating. We use the Surrey graduated profile of need for support and advice.

Intervention from outside agencies may include:

- Woodlands Outreach support
- Freemantles Outreach support
- STIPs team
- Pupil Referral Unit (PRU)
- Family Support Centre (Red Oak)

- Drama/ Play therapy (provided by CAMHS)
- Learning Space offered by CAMHS
- GP support and advice
- Social prescribing service
- Observing pupils and advising on new strategies
- SEND referral
- YMCA – Wellbeing team
- National Autistic Society
- Mindworks Surrey
- Jigsaw bereavement team
- Support for groups of pupils on specific behaviours e.g. anger management
- Advice on classroom management and organisation and support to develop expertise of individual class teachers
- Support to manage behaviour
- Early Help Assessment
- Family Support Service Surrey

PUPIL TRANSITION

To ensure a smooth transition to the next year, pupils have a transition morning with their new teacher(s). In addition, staff members hold transition meetings. Children who staff know find transition difficult or who staff believe may find transition difficult receive extra transition support (extra interactions with next teacher and learning mentors, use of social stories, etc).

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools. Vulnerable children are also offered extra transition sessions at the availability of the receiving school.

SUSPENSION

In the most serious cases, where all interventions have failed or where behaviour is dangerous or a threat to another child or member of staff, we may use suspensions. The school will engage proactively with parents/carers in supporting the behaviour of individual children. Suspensions will be for the shortest time necessary.

Guidance on suspensions and permanent exclusion from school is given from the DfE

The Headteacher and/or Deputy Headteacher in consultation with other members of the Senior Leadership Team will be responsible for judging whether suspension is appropriate.

Suspension may be triggered by:

- Persistent disruptive behaviour
- Damage to property
- Theft
- Fighting
- Possession of any item which is illegal or banned from school
- Verbal abuse/threatening behaviour
- Bullying

- Use of racist language directed at individuals or groups.
- Homophobic/transgender abuse
- Sexual abuse
- Deliberate physical assault
- Drug or alcohol related behaviour

If a child is suspended for a period of less than 5 days, the school will provide work. If the child accumulates more than 6 days' suspension, the school will arrange for alternative provision for the child. In the event of a permanent exclusion, the Local Authority will contact parents with the details of provision.

Reintegration interviews are considered to be a vital part of the reintegration process following a suspension and provide parents/carers, the pupil and key school staff with the opportunity to reflect on what has happened and plan any additional support which may be needed to ensure a pupil's successful readmission. If parents/carers do not attend a scheduled reintegration interview, additional measures may be taken to facilitate their full participation in the process.

If a child has 45 days of suspensions in one academic year, then they will be permanently excluded. Only the Head, (or Acting Head), has the power to exclude a child from school. It is possible for the Head to convert suspensions into a permanent exclusion if the circumstances warrant this. The Head has the final say on Suspensions.

CONFISCATION OF INAPPROPRIATE ITEMS

Staff have the power to confiscate any item which is illegal or banned from school. In most circumstances, staff confiscate items which are banned from school and return them to parents/carers at the end of the day. The 'Education and Inspectors Act 2006' allows for the use of confiscation as a disciplinary sanction. In our school, situation where confiscation would be appropriate include:

- An item that poses a threat to others;
- An item that poses a threat to good order for learning;
- An item that poses a health or safety threat;
- An item which is illegal for a child to have

INVOLVING PARENTS AND CARERS

When parents/carers are approached it should be to:

- Seek their help and support
- Inform them of any incidents which may cause their child to become distressed or anxious

Involving parents will, in most cases, follow these steps:

- An informal discussion with class teacher regarding any incidents of unacceptable behaviour that they need to be aware of (Stage 2)
- Parents/Carers may be asked to come in for a formal meeting with the class teacher and/or a member of the SLT (Stage 3)
- Parents may be asked to come in for a formal meeting with the Headteacher/Deputy Headteacher (Stage 3 and above)

BEHAVIOUR OUTSIDE OF SCHOOL

At Langshott Primary School, we expect our children to behave properly on their way to and from school and when wearing the school uniform in a public place.

This behaviour policy will be enforced during school hours in school, during school led clubs, whilst on school trips or residential programmes and is applicable to every member of staff and pupil under the responsibility of Langshott Primary School. In addition, Section 89 of the Education and Inspectors Act 2006 states that:

“Headteachers have the right to discipline pupils for poor behaviour that occurs even when the pupil is not on the school premises or under the lawful control of school staff. “

The Headteacher reserves the right to investigate and deal with incidents that have taken place out of school that adversely affect the orderly running of the school, threaten the safety of a pupil or staff member or could adversely affect the reputation of the school.

TRAINING

Our staff are provided with training on managing behaviour. Behaviour management will also form part of continuing professional development.

MONITORING

Monitoring of behaviour may be carried out through the following ways:

- Daily observations by teachers and support staff
- Auditing and evaluating of behaviour logs and incident forms
- CPOMs analysis
- Reports to governors
- Review, reflect and evaluate actions

The Governing Body will make parents aware of our behaviour policy by publishing this on our website.

Links with other policies

This behaviour policy is linked to the following policies:

Safeguarding and Child Protection policy SEND policy Learning and Teaching policy	Anti-bullying policy Health and Safety policy School Uniform Policy
---	---

APPENDICES:

Appendix I - Governing body’s statement of behaviour principles:

Under the Education and Inspections Act, 2006, the governing body is charged with the duty to set the framework of the school's Behaviour policy by providing a written statement of general principles relating to behaviour and discipline, taking into account the needs of all pupils. The purpose of this

statement is to give guidance to the Headteacher in drawing up the Behaviour policy by stating the principles which governors expect to be followed. The statement aims to underpin the governors' duty of care to pupils and employees; promote teaching, learning and high standards of attainment and preserve the reputation of the school.

The Governors state that the following principles should apply to the school Behaviour policy:

- It should be based on our belief in, and respect for, the value and contribution of all members of our community and their right to succeed.
- It should be applied with consistency and fairness, with regard to each individual situation.
- The emphasis should be on encouraging positive behaviour through high expectations, a focus on learning and emphasis on praise and rewards.
- The Governing Body believes some sanctions are necessary to demonstrate that some behaviour is not acceptable. Sanctions should enable the pupil to reflect on and learn from, their behaviour and to make reparation wherever possible.
- Where some pupils, for a variety of reasons, experience particular challenges with managing their own behaviour, the school should seek to ensure that such pupils receive behavioural support (e.g. multi agency assessment) according to their needs. However, when making decisions, the school must balance the needs of the individual with those of the school community and where pupil behaviour places others at risk, the safety of the pupil body as a whole is paramount.
- The Governing Body supports the right of the school to permanently exclude for a single offence, where it is considered that allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.
- The Governing Body support the school in utilising their powers to search, confiscate and dispose of items and to use reasonable force in order to keep individuals from harming, or further harming, themselves or others.
- The school should work with parents and carers to understand their children and their circumstances and we believe this relationship is an important part in building a strong learning community.
- This written statement and the Behaviour policies that are influenced by it applies to all pupils when in school, when travelling to and from school, and when engaged in extra-curricular activities such as educational trips and visits (residential and non-residential) and when being educated off site as a member of Langshott Primary School.
- The Governing Body supports the school in investigating incidents that have taken place out of school, but adversely affect the orderly running of the school, threaten the safety of a pupil or staff member or could adversely affect the reputation of the school.
- The Governing Body instructs the Headteacher to draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers in relation to behaviour management.

Reviewed February 2024

The Governing Body's statement of behaviour principles can also be found on our website.


Appendix II – School Rules and Star point information



STAR points are linked to the school rules. Children earn:

- 🌟 S points for Self-control
- 🌟 T points for Taking responsibility
- 🌟 A points for Always following instructions
- 🌟 R points for showing Respect
- 🌟 S points for Staying Safe


Appendix III – Reflection form

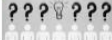


Behaviour Reflections

Name _____

Class _____

What happened? 






Who has been affected? 

Who else?

Who else?

School signature _____


Which school rule(s) did you break?











Our School Rules

- Self-control
- Take responsibility for your actions
- Always follow instructions
- Respect
- Stay safe

Learning Pride Success

What do you need to do to put things right? 

What were you thinking and feeling? 



What will you do to make sure it doesn't happen again? 

Home signature _____

Learning Pride Success

Appendix IV – Behaviour Stages (applied at the discretion of the Senior Leadership Team)

Stage 1	
Behaviour – low level disruption (often the first time that it happens)	Consequences may include:
<ul style="list-style-type: none"> • Not following school rules (not using self-control, not taking responsibility for actions, not following instructions, not being respectful, not being safe) • Being unkind to others • Refusal to attempt learning/work • Inappropriate talking in class • Calling out • Disrupting learning • Unable to wait their turn • Unable to share • Running in school • Fidgeting which distracts others from learning 	<ul style="list-style-type: none"> ✓ Children reminded to look to role models for examples of correct behaviour ✓ Time out in own class if needed ✓ Reflective conversation with class adult if needed ✓ Reminder of the agreed school rules and discussion of which one has been broken ✓ Apology to those affected ✓ Completion of learning/work – this may need to be during a break time ✓ Make a temporary change which supports the child (eg) move places on the carpet or in the line
<p>The idea is to reduce the amount of attention that children receive for negative behaviours and to increase the amount of attention we give for positive effort. In other words, to catch children doing the right thing. Try to keep explanations to the minimum unless choosing a quiet time to conference a child.</p>	

Stage 2	
Behaviour	Consequences may include
<ul style="list-style-type: none"> • Persistent repetition of Stage 1 behaviours • Rudeness (may involve answering back) • Refusing to co-operate • Lying • Taking something that belongs to someone else • Name calling/making fun of others • Teasing/winding up other children • Inappropriate gestures • Throwing or flicking things • Play fighting and rough play • Unsafe behaviour 	<p>As Stage 1 consequences where appropriate, plus:</p> <ul style="list-style-type: none"> ✓ Apology may be in writing ✓ Loss of some break time ✓ Time out in another class if needed ✓ Reflective conversation with teacher - what happened, what went wrong and how it could have been different/better? ✓ Complete reflection form which is sent home to be signed by parents – the teacher may also discuss this with a parent at end of day collection if possible or via a phone call ✓ Consider further changes to support learning and behaviour (change of seating plan/movement break/concentration aid, widget cards etc) ✓ Record on CPOMS – including notification of SLT. ✓ Temporary removal from extra-curricular club or Crystal club

Stage 3	
Behaviour	Consequences may include
<ul style="list-style-type: none"> • Repetition of Stage 2 behaviours • Persistent uncooperative behaviour • Persistent lying • Rudeness (may involving shouting at adults or swearing) • Use of racist language • Inappropriate use of sexual language or gestures • Damaging other children's work • Damaging classroom equipment/school property including via graffiti • Leaving a classroom without permission • Spitting • Inciting or encouraging a fight • Fighting • Provoked attack 	<p>As Stage 2 consequences where appropriate, plus:</p> <ul style="list-style-type: none"> ✓ Loss of break time ✓ Inform parents in person at end of day collection if possible or via a phone call ✓ Parents may be asked to come into school for a meeting ✓ Internal exclusion – supervised by members of SLT away from class peers ✓ A behaviour monitoring log may be put in place where this would support, overseen by class teacher or SLT ✓ Removal of privileges such as disco attendance, etc ✓ Permanent removal from extra-curricular club or Crystal club

Stage 4	
Behaviour	Consequences may include
<ul style="list-style-type: none"> • Persistent disruptive behaviour • Damage to property • Theft • Possession of any item which is illegal or banned from school • Verbal abuse/threatening behaviour • Bullying • Use of racist language directed at individuals or groups. • Homophobic/transgender abuse • Sexual abuse • Deliberate physical assault • Drug or alcohol related behaviour 	<p>As Stage 3 consequences where appropriate, plus:</p> <ul style="list-style-type: none"> ✓ Immediate notification of the head teacher ✓ Notification of parents ✓ Suspension ✓ Permanent exclusion

If a child has 45 days of suspensions in one academic year, then they will be permanently excluded. Only the Head, (or Acting Head), has the power to exclude a child from school. It is possible for the Head to convert suspensions into a permanent exclusion if the circumstances warrant this.

If the Head suspends / excludes a child they will verbally inform the parents immediately and then, as soon as practicable, in writing, giving reasons for the suspension / exclusion.

The Head will inform the Local Authority and Governing Body about any suspensions or permanent exclusions. The Governing Body has a discipline committee that is made up of three members, as the need arises. This committee considers any exclusion appeals on behalf of the governors. If the governors' appeal panel decides that a suspension / exclusion should be overturned, the Head must comply with this ruling.

We are aware that some children may find managing their own behaviour very difficult due to reasons beyond their control, such as a medical condition or SEND. To fully support these vulnerable children, we are respectful of the Equality Act 2010 and the Special Educational Needs and Disabilities Act 2014. We make reasonable adjustments for medical and SEND issues. However, if after reasonable adjustments are put in place, the child's behaviour is unsafe or persistently disrupting the learning of others, then it may be reasonable for the Head to impose a suspension / exclusion.

Appendix V Sexual Harassment and Sexual Violence

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Sexual harassment creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

Children's sexual behaviours exist on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviours are developmentally inappropriate and may cause developmental damage. Please see the 'Brook sexual behaviours traffic light tool' for what are normal and harmful sexual behaviours.

This policy sits in line with our safeguarding policies and other statutory policies including:

- Exclusions From Maintained Schools, Academies and PRUs (statutory guidance)
- Keeping Children Safe in Education (statutory guidance)
- Sex and Relationship Education (statutory guidance)
- Working Together to Safeguard Children (statutory guidance)

Whilst not intended to be an exhaustive list, sexual harassment can include:

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- Sexual "jokes" or taunting;
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- Online sexual harassment, which might include: non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as sexting); inappropriate

sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

Behaviours: age 0 to 5

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours

- holding or playing with own genitals
- attempting to touch or curiosity about other children's genitals
- attempting to touch or curiosity about breasts, bottoms or genitals of adults
- games e.g. mummies and daddies, doctors and nurses
- enjoying nakedness
- interest in body parts and what they do
- curiosity about the differences between boys and girls

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours

- preoccupation with adult sexual behaviour
- pulling other children's pants down/skirts up/trousers down against their will
- talking about sex using adult slang
- preoccupation with touching the genitals of other people
- following others into toilets or changing rooms to look at them or touch them
- talking about sexual activities seen on TV/online

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours

- persistently touching the genitals of other children
- persistent attempts to touch the genitals of adults
- simulation of sexual activity in play
- sexual behaviour between young children involving penetration with objects
- forcing other children to engage in sexual play

Print date: 01/10/2015 - Brook has taken every care to ensure that the information contained in this publication is accurate and up-to-date at the time of being published. As information and knowledge is constantly changing, readers are strongly advised to use this information for up to one month from print date. Brook accepts no responsibility for difficulties that may arise as a result of an individual acting on the advice and recommendations it contains.

Brook sexual behaviours traffic light tool adapted from Family Planning Queensland. (2012). Traffic Lights guide to sexual behaviours. Brisbane: Family Planning Queensland, Australia.

Behaviours: age 5 to 9

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours

- feeling and touching own genitals
- curiosity about other children's genitals
- curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships
- sense of privacy about bodies
- telling stories or asking questions using swear and slang words for parts of the body

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours

- questions about sexual activity which persist or are repeated frequently, despite an answer having been given
- sexual bullying face to face or through texts or online messaging
- engaging in mutual masturbation
- persistent sexual images and ideas in talk, play and art
- use of adult slang language to discuss sex

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours

- frequent masturbation in front of others
- sexual behaviour engaging significantly younger or less able children
- forcing other children to take part in sexual activities
- simulation of oral or penetrative sex
- sourcing pornographic material online

Print date: 01/10/2015 - Brook has taken every care to ensure that the information contained in this publication is accurate and up-to-date at the time of being published. As information and knowledge is constantly changing, readers are strongly advised to use this information for up to one month from print date. Brook accepts no responsibility for difficulties that may arise as a result of an individual acting on the advice and recommendations it contains.

Brook sexual behaviours traffic light tool adapted from Family Planning Queensland. (2012). Traffic Lights guide to sexual behaviours. Brisbane: Family Planning Queensland, Australia.

Behaviours: age 9 to 13

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours

- solitary masturbation
- use of sexual language including swear and slang words
- having girl/boyfriends who are of the same, opposite or any gender
- interest in popular culture, e.g. fashion, music, media, online games, chatting online
- need for privacy
- consensual kissing, hugging, holding hands with peers

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours

- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- verbal, physical or cyber/virtual sexual bullying involving sexual aggression
- LGBT (lesbian, gay, bisexual, transgender) targeted bullying
- exhibitionism, e.g. flashing or mooning
- giving out contact details online
- viewing pornographic material
- worrying about being pregnant or having STIs

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours

- exposing genitals or masturbating in public
- distributing naked or sexually provocative images of self or others
- sexually explicit talk with younger children
- sexual harassment
- arranging to meet with an online acquaintance in secret
- genital injury to self or others
- forcing other children of same age, younger or less able to take part in sexual activities
- sexual activity e.g. oral sex or intercourse
- presence of sexually transmitted infection (STI)
- evidence of pregnancy

Print date: 01/10/2015 - Brook has taken every care to ensure that the information contained in this publication is accurate and up-to-date at the time of being published. As information and knowledge is constantly changing, readers are strongly advised to use this information for up to one month from print date. Brook accepts no responsibility for difficulties that may arise as a result of an individual acting on the advice and recommendations it contains.

Brook sexual behaviours traffic light tool adapted from Family Planning Queensland. (2012). Traffic Lights guide to sexual behaviours. Brisbane: Family Planning Queensland, Australia.

Appendix VI Zones of regulation

ZONES OF REGULATION

Choose your **zone**. How are you feeling?

Blue	Green	Yellow	Red
			
Sad Sick Tired Bored Moving slowly	Happy Calm Good to go Focused Ready to learn	Frustrated Worried Silly Anxious I need some help	Mad Angry Yelling / Hitting Out of control I need time and space

Appendix VII Child friendly version of behaviour stages

Stage 1	
Behaviour (first time it happens)	Consequences may include:
<ul style="list-style-type: none"> • Not following school rules (not using self-control, not taking responsibility for actions, not following instructions, not being respectful, not being safe) • Being unkind to others • Not doing your work/learning • Talking when you shouldn't be talking • Calling out • Disrupting learning • Not waiting your turn • Not sharing • Running in school • Fidgeting which distracts others from learning 	<ul style="list-style-type: none"> ✓ Look at role models who are showing the right behaviour ✓ Time out in your own class ✓ Reflect on behaviour by talking with your class adult ✓ Reminder of the agreed school rules and talk about which rule was broken ✓ Say you are sorry to those affected ✓ Complete missed work (maybe in your break time) ✓ May need to make a change to support you just for that lesson/day (move places on the carpet, move places in the line)

Stage 2	
Behaviour	Consequences may include:
<ul style="list-style-type: none"> • Repeating Stage 1 behaviours • Rudeness (like answering back) • Not co-operating with others • Lying 	Like Stage 1 consequences, plus: <ul style="list-style-type: none"> ✓ Write a sorry card or letter ✓ Miss some break time

<ul style="list-style-type: none"> • Taking something that belongs to someone else • Name calling/making fun of others • Teasing/winding up other children • Making rude sign to others • Throwing or flicking things • Play fighting and rough play • Unsafe behaviour 	<ul style="list-style-type: none"> ✓ Time out in another class ✓ Talk to an adult about what happened, what went wrong and how it could be different/better. ✓ Behaviour reflection form filled in and sent home to be signed by your parents - your teacher may also talk to your parents about this when they pick you up from school or by calling them on the phone ✓ May need to make changes to support your learning (change of seat, location, movement break, concentration aid, special cards, etc) ✓ Teacher will record on the computer and tell the headteacher ✓ Miss a club or Crystal club
--	--

Stage 3	
Behaviour	Consequences may include:
<ul style="list-style-type: none"> • Repeating Stage 2 behaviours • Often not co-operating with others • Often lying • Rudeness (may involving shouting at adults or swearing) • Using a racist word • Making others feel uncomfortable • Damaging other children’s work • Damaging classroom equipment/school property, including by drawing or writing on • Leaving a classroom without permission • Spitting • Encouraging a fight • Fighting • Hurting someone because they hurt you 	<p>Like Stage 2 consequences, plus:</p> <ul style="list-style-type: none"> ✓ Miss break time ✓ Your parents will be told about your behaviour either at the end of the day when you are collected or by a phone call ✓ Your parents may need to have a meeting at school ✓ Spend time away from your class with the headteacher ✓ Behaviour chart may be needed ✓ You may not be allowed to join in with treat activities, for example the disco ✓ Not allowed to go back to a club or Crystal club

Stage 4	
Behaviour	Consequences may include:
<ul style="list-style-type: none"> • Disrupting learning a lot of the time • Damaging property • Taking and keeping something that belongs to someone else • Having something that is against the law or banned from school • Saying you are going to do something unkind/hurtful to another child or adult • Bullying • Using racist language towards someone • Saying unkind things to someone because of who they love or because of their chosen gender • Touching someone else's body inappropriately • Hitting or hurting another child or adult deliberately • Using drugs or alcohol 	<p>Like Stage 3 consequences, plus:</p> <ul style="list-style-type: none"> ✓ Headteacher will be told straight away ✓ Parents will be told ✓ Being sent home or having to stay at home for a set amount of time ✓ Not being allowed to come back to school