



Member of staff responsible: Behaviour Lead

Date policy written: Spring 2023

Date to be reviewed: Spring 2024

Policy for Behaviour

This document is a practical guide to behaviour and discipline at Longford Academy.

It is the primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. The school behaviour policy is designed so that all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and where everyone can learn to the best of their ability. It is based on a clear and fair system with consistent boundaries and routines.

Rewards

We praise and reward children for good behaviour in a variety of ways:

- staff praise children verbally;
- 'Dojos' are awarded; these follow a whole school approach to rewards to ensure consistency across year groups and classes (see appendix 1)
- **Gold cards and platinum cards are rewarded for following the Longford Code.**
- children are encouraged to praise each other;
- Smile awards are given by staff at the Friday celebration assembly to recognise achievements and/or positive contributions to school life.
- The Principal awards a child each week who has been recognised for positive contributions to the school.
- Parents are invited to celebration assemblies when their child is rewarded.

In addition to these methods of praise, we also use a scheme called 'Good to be Green'.

The Good to be Green scheme provides:

- a consistent and fair approach to behaviour management;
- clear systems to reward good behaviour and sanctions for inappropriate behaviour;
- a system that allows children to take ownership of their behaviour and their rewards.

Good to be Green principles:

- Each day is a new day.
- Each class has a behaviour chart and each day all children begin on green to demonstrate the expectation that each day will be a positive one.
- Children can earn rewards for good behaviour and manners.
- Children know that there are consequences when making inappropriate behaviour choices.

Good to be Green Privileges:

When a child shows that they are demonstrating good behaviour choices, are living by our shared values and keeping the school and class rules, they are awarded Dojo points by a member of staff. As points are accumulated, the following rewards are given:

50 dojos	Class teacher sticker
100 dojos	Book mark
150 dojos	Class teacher postcard home
200 dojos	Vice Principal sticker
250 dojos	Principal sticker
300 dojos	Bronze certificate
350 dojos	Pencil
400 dojos	Silver certificate
450 dojos	Vice Principal post card home
500 dojos	Gold certificate
600 dojos	Principal postcard home
700 dojos	Platinum certificate
800 dojos	Ambassador badge with privileges
900 dojos	Tea party with the principal and a friend
1000 dojos	Book

NB - This is consistent across the school to ensure it is fair for all. Staff may give other rewards e.g. sticker for a super piece of work, but they will not be for the accumulation of dojo points.

- *If children are sent to SLT for additional praise, they will be rewarded with stickers and not additional dojo rewards.*

Gold cards and Platinum cards:

Gold cards are awarded to children who demonstrate exceptional behaviour related to The Longford Code (see appendix 2). It is expected that a member of staff would look to award approximately 3 gold cards a day. When a child receives a gold card they are rewarded with:

- 15 mins extra play before celebration assembly on Friday
- 2 dojos
- recognition of this on the whole class gold card chart

It may be possible for a child to receive 2 gold cards in one day, on this occasion, a platinum card may be rewarded. When a platinum card is awarded, 5 dojos are also given.

When a child reaches 10, 20, 30, etc gold cards they are to be rewarded with a certificate in their key stage assembly and a prize from the Principal - to be collected during the 15 min weekly golden time slot.

Gold cards and platinum cards should only be awarded on an individual basis - a blanket gold/platinum card should never be issued.

To recognise consistent good behaviour, all children who receive 3 red cards or less will have golden afternoon (half-termly) where teachers provide a pre-planned activity for children to take part in. Any children who receive 4 or more red cards throughout the half term will sit with either the principal or vice principal for the afternoon.

Sanctions

Most incidents of poor behaviour will be addressed through setting of high expectations and consistent classroom practice.

When dealing with an incident of poor behaviour staff should consider the model in appendix 3 before reacting to behaviour shown.

- Teacher look/signal to pupil - you have acknowledged the pupil's behaviour and made them aware that this is unacceptable. This does not have to be verbalised.
- Verbal warning - if the behaviour happens again, you make the pupil aware that the behaviour is unacceptable and if it continues a further sanction will follow i.e. orange card
- Standing orange card - child to place an orange card in an upright position in their wallet N.B. If the child's behaviour improves they are able to return to green
- Orange card - if the child's behaviour persists they turn their orange card into a horizontal position. A 'flat' orange card will be logged at the end of the day on CPOMS if there has been no behavioural improvement. N.B. If the child's behaviour improves they are able to return to a standing orange and then onto green
- Red card - behaviour has not improved and continued to escalate. This cannot be retracted and will be logged using CPOMS. Instant red cards will be given for racist and homophobic comments alongside fighting, stealing, swearing and bullying. A red card will also be given to a child if 6 'flat' orange cards are recorded within a half-term.

Parents will be notified of red cards that have been given to pupils by the class teacher on the same day.

Red card consequences:

- 1 red card - loss of playtime
- 2 red cards - loss of half of lunch time
- 3 red cards - loss of all lunch time
- 4 red cards - loss of play time and half of lunch time and golden time
- 5 red cards - loss of play time and all of lunch time
- At 6 red cards, half a days isolation will be issued and a behaviour chart will be used in class. The child will need to report with their behaviour chart to a member of SLT at the end of each session (lunch and end of day.) The behaviour chart will be reviewed after two weeks, it may be discontinued from this point. If it is not having the required impact, a discussion with SLT should be held to assess what can be done to support, parents should be invited to this meeting to discuss strategies to support at home.

Early Years

Nursery and Reception staff follow the same principals but have a different consequence system in place:

Red card consequences:

- 1 red - time out - 5 mins in class
- 2 red - time out - 5 mins + 5 mins in Nursery/office etc (separate from the first five minutes but within the same day)
- 3 red - Eat lunch with a member of SLT then go outside
- 4 red - Missing free flow for 1 hour (to be sent to a KS1 class)
- 5 red - As above with loss of golden time
- 6 red - Behaviour chart (+1 hour in another classroom)
- The behaviour chart will be reviewed after two weeks, it may be discontinued from this point. If it is not having the required impact, a discussion with SLT should be held to assess what can be done to support, parents should be invited to this meeting to discuss strategies to support at home.

NB due to the young age of Early Years children, we aim for the sanction to be carried out on the same day as the incident/s happening where possible. This will ensure children can make the link between the action and the consequence and not have forgotten from the day before.

Serious breaches in discipline outside the school day will also be considered by the Principal or senior staff member in liaison with other agencies dealing with the matter (police, social care, etc.)

Lunchtime behaviour:

Lunchtime supervisors are to follow this behaviour policy at lunchtimes. They are expected to reward behaviour with a good to be green sticker that will signify the class teacher needs to add a dojo for lunchtime behaviour. They may also issue sanctions in line with this behaviour policy, however, if a red card needs to be issued at lunchtime, the member of SLT on duty should be sent for to address this behaviour.

Sanctions will be applied in line with this policy where the pupil is:

- taking part in any school-organised or school-related activity
- travelling to or from school or wearing school uniform
- in some other way identifiable as a pupil at the school.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. This will be in line with the Positive Handling Policy.

Inclusion and Special Educational Needs (SEN)

Although it is recognised this is a whole school policy, reasonable adjustments will be made to accommodate children with SEN e.g. prior meetings and discussions between staff and parents may negate the need for a meeting with SLT at card 6. Where reasonable adjustments are required to support a child, a meeting should be held between class teacher and a member of SLT to ensure that a consistent and fair approach is still being implemented, example of adjustments may include use of a five point scale or a sensory ladder. Maintaining the safety of all children and staff is essential, therefore the principles of this policy will remain in place for all children. Advice is sought from

Behaviour Support services and Educational Psychologists where a specific need is recognised. Evidence will be collated through ABC evidence charts and incidents recorded on CPOMS (behaviour system) in order to develop an individual behaviour plan and support referrals for children with specific needs.

Suspension and exclusion

Exclusion is used only for very serious incidents or when other methods of support have not been effective. Only the Principal has the authority to exclude a child from the school. The Principal may suspend a pupil for one or more fixed periods, for up to 45 days in any school year. The Principal may also exclude a pupil permanently.

If the Principal excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time, the principal makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make such an appeal. The Principal informs the local authority and the local governing committee about any exclusion through termly reports.

Monitoring

The inclusion lead monitors behaviour logs from the school management system on a termly basis and analyses data to identify any trends or triggers. Action is taken, where possible, to reduce poor behaviour through school interventions and support mechanisms or through external support agencies. Information is shared at SLT meetings and with all staff at staff meetings. The principal monitors the effectiveness of this policy on a regular basis. She reports to the governing body on the effectiveness of the policy and any changes. The school keeps records of incidents of misbehaviour on CPOMS.

Interventions and Support

All children participate in PSHE, circle time and class assemblies within the curriculum which reinforce positive behaviour strategies in class and in school. Class assemblies are used to teach and remind children of expected behaviours around school. (see micro-scripts in appendix 4)

A range of interventions and support is also available in school for children who need support to adhere to the behaviour policy. Interventions include: Nurture groups to support pupils in developing social skills, self-esteem and turn taking; Positive Play to support individuals to communicate, socialise and to play games; Morning group to enable children to discuss issues with an adult before going to class; Anger management helping children to recognise their feelings and find coping strategies, ELSA (Emotional Literacy Support Assistants) supporting children recognising and managing their own emotions.

THE ROLE OF THE PARTICIPANTS IN THE POLICY

The role of the child

All children should be taught mutual respect for one another and conform to the rules of the school. In so doing, they are assisting in the safe, smooth running of the school whilst at the same time, developing a sense of self-discipline.

The role of all stakeholders

By adopting the practises outlined in the policy and by building on existing good practice, the school will continue to be a happy, safe and caring learning environment. **It is the responsibility of all stakeholders to ensure that the school rules are enforced in their class and that their class behaves in a responsible manner during the school day.** Adults in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. All stakeholders treat each child fairly and enforce the behaviour policy consistently. All staff treat all children with respect and understanding. They take time to listen to children and help them resolve situations that may be worrying them.

The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at school. We expect parents to support their child's learning, and to cooperate with the school as set out in the home-school agreement. We try to build a supportive dialogue between home and school, and we inform parents immediately if we have concerns about a child's welfare or behaviour. If the school has to use sanctions in regard to unacceptable behaviour choices, parents should support these actions. If parents have any concern about the way their child has been treated, they should initially contact the class teacher.

The role of the LGC

The governing committee has the responsibility for reviewing the effectiveness of the behaviour policy with the Principal. The governors support the principal in carrying out these guidelines. The Principal has the day-to-day authority to implement the school behaviour policy.

Dyslexia Friendly Status

Longford Primary School is dedicated to being a Dyslexia Friendly School. Staff consider the needs of all children including children with dyslexia at all times. Staff aim to use multi-sensory techniques, provide children with small group support or individualised programmes of precision teaching. This is cumulative and sequential to ensure retention of progression.



Appendix 1



Dojo Reward System 2022-23

<u>Good Manners</u> <u>Points - 1</u>	<u>General</u> <u>Behaviours</u> <u>Points - 1</u>	<u>Work</u> <u>Points - 1</u>	<u>Home Learning</u> <u>Points - 2</u>	<u>Amazing</u> <u>Points - 5</u>	<u>Outdoors -</u> <u>Behaviour</u> <u>Points - 1</u>	<u>Outdoors -</u> <u>Helping</u> <u>Points - 2</u>
Holding doors open	Good sitting	Marvellous Maths	Homework	Superstar	Lunch time	Helping in dinner hall
Please/thank you	Good listening	Amazing English	Extra work	Amazing	Break time	Helping on playground
Helping others	Lining up	Fabulous Reading	Research	Platinum Card		
	Hands Up	Super Topic	Gold Card			
	Participation	Great work				
	Teamwork					
	On Task					
	Working Hard					
	Persistence					
	Ready to learn					

The Longford Code

As young citizens, we uphold British Values, challenge and make change for the better.

Mutual respect

We treat others how we would like to be treated ourselves.

Encouraging

Democracy

Everybody's voice is equal, we all have a say.

Passion



Tolerance of different cultures and religions

Our school community is one that cares, respects and understands one another.

Ambition

Rule of law

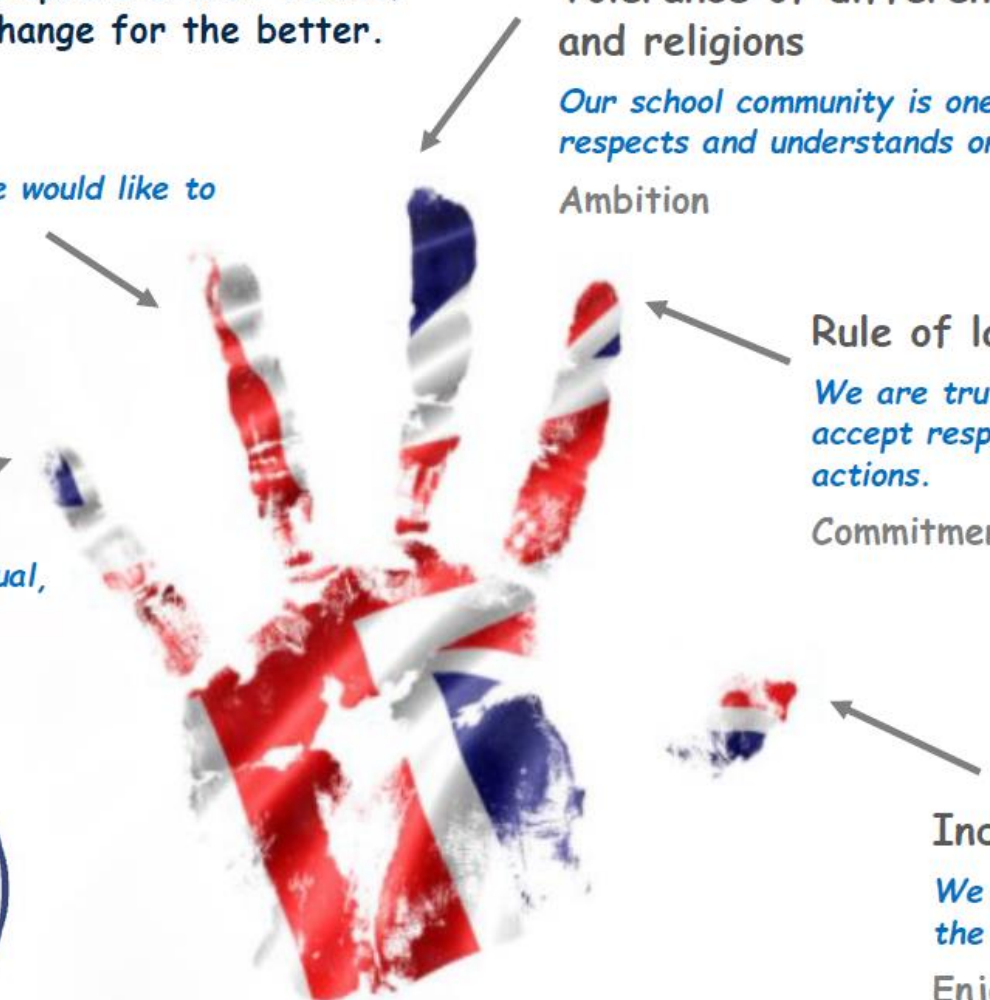
We are truthful and honest, we accept responsibility for our actions.

Commitment

Individual liberty

We listen to and respect the opinions of others.

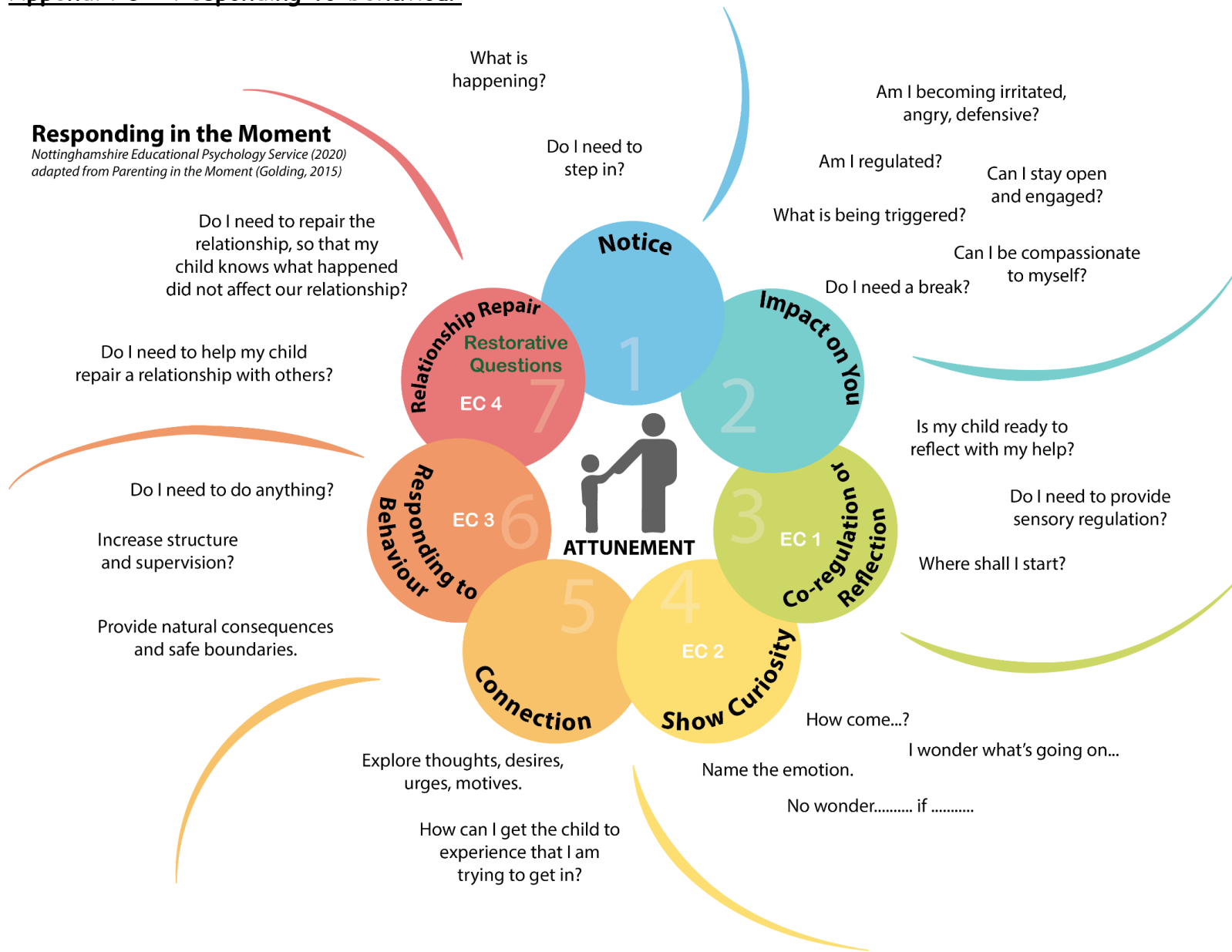
Enjoyment



Appendix 3 - Responding to behaviour

Responding in the Moment

Nottinghamshire Educational Psychology Service (2020)
adapted from *Parenting in the Moment* (Golding, 2015)



Appendix 4

Micro-scripts for behaviours around school

	Pupil behaviours	Adult behaviours
Classroom	<p>Uniform expectations (tie & shirt tucked in)</p> <p>All children in seats</p> <p>Sat on chairs – 4 legs</p> <p>Do not swing on chairs</p> <p>Everyone is listened to</p> <p>Take turns</p> <p>Listen to who is talking</p> <p>Ask to go to the toilet (hand up)</p> <p>Not to get up for a drink during teaching time</p> <p>Ask to get a drink</p>	<p>Support staff to be actively engaged and supporting children with understanding and contributions (including during feedback time)</p> <p>Resources and books ready in advance</p> <p>Remind pupils of ready for learning behaviours</p> <p>Signal for pupils to stop and focus on you</p> <p>Remind children of discussion rules – put resources in place to support this eg talk token</p> <p>Class teacher to DoJo parents without correct uniform in reminder</p> <p>Ensure equipment is ready e.g pencils sharpened</p>
Books	<p>Use appropriate equipment: pen/pencil/rulers</p> <p>Appropriate presentation</p>	<p>Remind pupils of book layout</p> <p>Books correctly labelled</p> <p>Model handwriting/presentation</p>
Play/lunch time (playground)	<p>Use toilet</p> <p>Kind, turn taking, sharing</p> <p>Use equipment as timetabled</p> <p>Speak politely with adult for support if needed</p> <p>Play leaders to engage younger children in play</p> <p>Respond to signals given ie from field to lines</p> <p>Walk to line on 2nd bell</p> <p>First aid required - go to KS2 hall with a friend to get a first aider from the staffroom</p> <p>Encourage to go the toilet on the way out to break time</p> <p>No children in classroom unsupervised</p> <p>Children to have a band to go into school for the toilet.</p>	<p>Staff to be actively monitoring play</p> <p>MDA to engage children in play</p> <p>Take KS first aid bag outside</p> <p>Listen to children and support problem solving</p> <p>Encourage good social skills by modelling them</p> <p>Field only at lunch time – remind pupils</p> <p>Get children in from field 2 mins before bell</p> <p>Ring bell 1 minute before end of break/lunch</p> <p>Ring 2nd bell for children to walk to lines</p> <p>MDA to follow school behaviour policy - report to CT to log on CPOMS</p>
Playground (transition to/from class)	<p>Walk in silence – no talking (unless chanting)</p> <p>Single file</p> <p>Straight to locker/peg (if needed for coat) and to seat in classroom and open book</p> <p>Bell one - stand still</p> <p>Bell two - walk to your line</p> <p>A strict time limit to get a drink before sitting down.</p>	<p>Staff to be present on playground one minute before bell</p> <p>Remind & insist of expectations</p> <p>Remind children to smarten up</p> <p>Tell children what to do when they get to their seats</p> <p>Ensure books/work is ready on desks and board</p>
Corridor/stairs	<p>Walk on left</p> <p>Single file</p> <p>Hold doors for adults/allow adults past</p> <p>Hands by your sides</p> <p>Facing the way your walking</p> <p>Looking at the back of the person's head in front of you</p> <p>Walk up and down the stairs one at a time.</p>	<p>Remind of expectations</p> <p>Walk on left</p> <p>Award dojo for manners (door holding)</p>
Lunch halls	<p>Quiet conversation</p> <p>Walk to table</p>	<p>Lunch staff to use walkie talkie to call groups</p> <p>Fill tables with year groups</p>

	<p>Empty & stack trays in allocated space</p> <p>Use knife and fork to eat</p> <p>Sit facing table they are at, not spun around to the table behind</p> <p>Finish food and mouth before leaving table</p> <p>Fill tables first before moving to another</p>	
Assembly	<p>Uniform expectations</p> <p>Children to walk in silence in class lines (year group order)</p> <p>Prefects & ambassadors on benches</p> <p>When children dismissed - whole line to stand then leave in line</p> <p>All other children to remain silent</p>	<p>Remind of expectations</p> <p>Staff in assembly to support person leading assembly</p> <p>Music to enter & leave</p>
Library	<p>Whisper</p> <p>Ensure shelves are left as they were found - ie stand display books up if fallen</p> <p>Books in correct spaces & shelved in order</p>	<p>Remind of library rules</p> <p>Check room before and after enter</p>
Intervention spaces	<p>As classroom behaviour</p> <p>Speak to adults with respect</p>	<p>Anyone using space to leave it as they found it ie tidy, remove resources taken into the area</p> <p>TAs to take ownership</p> <p>Resources/displays to support learning</p>
Refocus zone	<p>Pupils to sit in silence at individual tables where available</p> <p>Complete reflection sheet (card)</p> <p>Use timer (if lesson time)</p>	<p>Challenge pupils/support with reflection if necessary</p>
School trips	<p>Walk to/from coach in coach pairs</p> <p>Wear seatbelt on coach</p> <p>Face forwards on coach</p> <p>No use of back seat unless instructed to</p> <p>Remain seated on coach until asked to disembark</p> <p>Walk around venue in single file</p> <p>Listen and speak with respect to other adults</p> <p>Stop to allow members of the public past/through</p>	<p>Ensure children know groups and who their lead is before leaving</p> <p>Remind children EXPLICITLY of rules and expectations</p> <p>Tell children key events of day/session so they know what to expect</p> <p>Ensure adults know who is in their group in advance</p>
PE		
The Den	<p>Sit facing the table</p> <p>Use knife and fork when eating</p> <p>Quiet conversation when eating</p> <p>Behaviour policy as school</p>	<p>Follow behaviour policy of school</p>
Language		



Behaviour Ladder

