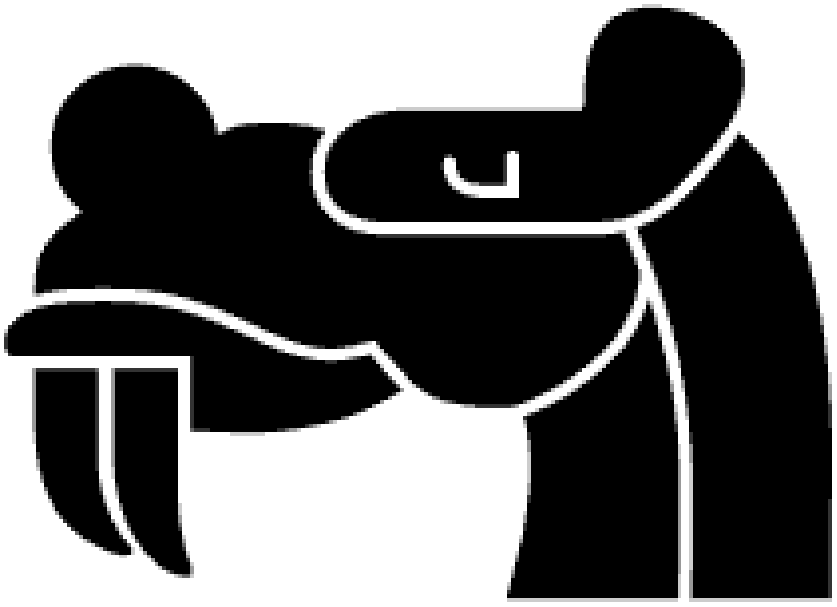
Longlands Primary School and Nursery



Behaviour Policy

October 2026

Behaviour Policy

Aims

- To develop a whole school behaviour policy, supported and followed by the whole school community, parents, staff, children and governors, which is based on a sense of shared values.
- By applying positive policies to create a caring atmosphere in which teaching and learning can take place in a safe and happy environment.
- To teach values and attributes, as well as knowledge and skills, in order to promote responsible behaviour, encourage self-discipline and to encourage children to respect themselves, others and property.
- To encourage positive behaviour, by providing a range of rewards for children of all ages and abilities.
- To help children understand the difference between minor and more serious behaviours through calm, consistent conversations, so they can reflect, learn, and make positive choices. Responses to behaviour are proportionate, supportive, and focused on repair and restoration, helping children grow in responsibility and self-awareness.

General Management

1. All pupils have the right to work in a calm, safe, supportive and purposeful atmosphere.
2. All children have the right to feel safe and respected at school. We promote positive relationships and respond to unkind behaviour with care and consistency. See our Positive Relationships Policy for further guidance.
3. The 'School Rules' (see appendix 1) are common throughout the school and displayed in the classrooms and on notice boards.
4. Each teacher will work with their class to explore and agree on age-appropriate expectations, linking them to our school values and whole-school rules. These will be discussed regularly to support understanding and will be clearly displayed in each classroom.
5. Leadership roles such as School Council, Playground Buddies and Hall Helpers give children opportunities to contribute to school life, develop responsibility and feel a sense of belonging and citizenship.
6. Behaviour that does not meet expectations or follow our school rules is recorded on CPOMS to support reflection, consistency, and appropriate follow-up.
7. We expect all children to follow our School Rules, while recognising that some pupils may need additional support or adjustments to help them succeed. Expectations are approached flexibly and with understanding, in line with individual needs.
8. Therapeutic Plans are used to support children where behaviour presents significant risk, ensuring safety and a consistent, planned response tailored to individual needs.

A Therapeutic Approach

At Longlands, we believe that positive experiences lead to positive feelings, and positive feelings lead to positive behaviour. We aim to provide children with meaningful, affirming experiences that promote wellbeing and encourage behaviour aligned with our school rules.

We define positive, valued behaviour as behaviour that supports the individual, the community, and the environment.

In contrast, detrimental behaviour includes actions that:

- Hurt or hinder an individual, the community, or the environment
- Create unhelpful feelings in oneself or others
- Are likely to cause injury, harassment, alarm, or distress
- Violate the rights of others

It is the responsibility of every adult in our school to seek to understand the reasons behind a child's behaviour and to work collaboratively to change the circumstances in which that behaviour occurs.

The Therapeutic Thinking framework provides tools and strategies to support this reflective and restorative approach.

The role of the class teacher and support staff

All staff are expected to follow the principles and strategies outlined in Hertfordshire Therapeutic Thinking training. This includes the use of Positive Phrasing, the De-escalation Script, limited choices, and restorative questions, both in the classroom and on the playground.

- Class teachers, working alongside support staff, are responsible for helping children understand and follow the school rules. They promote responsible behaviour through consistent routines and positive relationships.

- All staff reinforce the school rules by reminding, re-stating, recognising, and celebrating when children follow them.

- Staff are encouraged to respond to behaviour proactively. When a child is not following the rules, staff should calmly remind them of expectations, redirect them to a task, or offer a distraction to support positive choices.

- Staff maintain high expectations for behaviour and learning, encouraging all children to do their best and take pride in their achievements.

- Every child is treated with fairness, respect, and understanding. Staff apply the school rules consistently, while recognising individual needs and circumstances.

- If a pupil breaks a school rule, staff will respond using the strategies outlined later in the 'Consequences' section of this policy.

- If behaviour continues and further support is needed, the class teacher may seek advice or assistance from a member of the Senior Leadership Team (SLT) or the SENCO.

- Staff work in partnership with external agencies when appropriate to support a child's development and wellbeing.

- Class teachers communicate with parents about their child's progress during parents' evenings, in end-of-year reports, and informally throughout the year. They may also contact parents if there are concerns about a child's behaviour or welfare, in line with whole-school policy.

Guidance and Training

All school staff have received Hertfordshire Therapeutic Thinking training, which underpins our approach to behaviour and relationships. Ongoing guidance and professional development in this area are essential to ensure consistency and confidence in supporting pupils.

Our Therapeutic Thinking Tutors are Ashleigh Calver, Donna Hunt, Grace Phillips and Scott Welch.

Physical Intervention

While there is no legal requirement for staff to be trained in physical intervention techniques, they may use reasonable force when necessary, in line with Section 93 of the Education and Inspections Act 2006. This allows staff to intervene to prevent injury, damage to property, or serious disruption to learning. Any intervention must be appropriate, reasonable, and proportionate to the situation.

The role of the Headteacher

- The Headteacher is responsible for ensuring the behaviour policy is applied consistently across the school, creating a safe, respectful, and nurturing environment where all children can thrive. They work closely with staff and governors to reflect on the effectiveness of the policy and make improvements where needed.
- Promoting the wellbeing of every child is central to the Headteacher's role. They lead by example, modelling our school values—Kindness, Teamwork, Resilience, Motivation, and Ambition—and supporting staff in creating positive experiences that lead to positive behaviour.
- The Headteacher monitors serious incidents and ensures that appropriate support and consequences are in place, always with a focus on understanding, restoration, and growth.
- When behaviour does not meet expectations, the Headteacher may take further action in consultation with staff and governors. Consequences will be proportionate and supportive. In cases of serious misbehaviour, or repeated or serious antisocial behaviour, this may include suspension or, in exceptional

circumstances, permanent exclusion. All decisions are guided by our school values and a commitment to wellbeing.

The role of parents

- We work in partnership with parents to ensure children receive consistent messages about behaviour at home and at school.
- The school rules are shared in the prospectus, and we ask parents to read and support them.
- We expect parents to support their child's learning and uphold the values outlined in our home-school agreement.
- Parents are encouraged to model positive, valued behaviour, especially on school premises, and to treat staff and other families with respect.
- We aim to build a supportive dialogue between home and school, and will contact parents promptly if we have concerns about a child's behaviour or wellbeing.
- If consequences are needed, we ask parents to support the school's approach in helping their child reflect and move forward.
- If parents have concerns about how their child has been treated, they should first speak with the class teacher. If further discussion is needed, they may contact the Deputy Headteacher or Headteacher.
- If the issue remains unresolved, the school's Complaints Procedure is available on the school website.

The role of governors

- The governing body helps shape the school's approach to behaviour by setting clear expectations and reviewing the effectiveness of the behaviour policy.
- Governors support the Headteacher in upholding the school's values and ensuring a consistent, positive approach to behaviour across the school.
- While the Headteacher leads the day-to-day implementation of the policy, governors may offer guidance on specific behaviour matters, which the Headteacher will take into account when making decisions.

School Rules

Our School Rules were agreed by the pupils and agreed by the School Council.

- We are always kind, friendly and helpful
- We respect our school environment and the people around us
- We are polite and use good manners
- We always try our best
- We listen when other people are talking

Encouraging Positive Behaviour

We promote positive behaviour by creating a calm, nurturing environment where children feel safe, valued, and supported to make good choices in line with our school values.

Recognising and Celebrating Positive Behaviour

We celebrate positive behaviour by acknowledging and reinforcing the choices children make that reflect our school values. This includes informal recognition such as specific praise, stickers, stars, and sharing success with other adults or families.

Formal celebrations include:

- **Golden Book**: Children nominated for consistently following school rules, showing core values, or demonstrating effort and improvement are recognised in Celebration Assembly, given a Star of the Week certificate and invited to enjoy hot chocolate with the Headteacher.
- **Jigsaw Star of the Week**: Each week, one child is chosen for standing out in PSHE learning. Their achievement is shared in Celebration Assembly, where the teacher explains how they have demonstrated the focus of that week's Jigsaw theme.
- **House Points**: Awarded for valued behaviour and announced weekly. Children are in one of four houses, Badgers, Foxes, Otters and Kingfishers and the winning house enjoys a non-uniform day at the end of each half term.
- **Star of the Day**: In KS1/KS2, one child is chosen daily for demonstrating positive behaviour.
- **Reception Star of the Week**: Each week, one child is chosen for consistently following the school rules, showing focus, positive learning behaviours, and personal improvement. The chosen child takes home the class bear, along with a special book that explains why they were selected, helping to celebrate and share their achievement with their family. Children enjoy spending time with the bear, which reinforces pride and motivation.

Consequences and Supportive Responses

At Longlands, we believe that all behaviour is a form of communication. When a child displays behaviour that is detrimental, difficult, or dangerous, adults respond with thoughtful and proportionate consequences that are designed to support learning, reflection, and growth.

Consequences are not punishments. They are opportunities to help children understand the impact of their actions and to develop positive coping strategies. These responses are always linked to the behaviour and are delivered in a calm, respectful, and consistent manner.

Examples of supportive consequences may include:

- **Completing a task** to repair or restore what was affected
- **Limiting access to play resources** to encourage reflection and self-regulation
- **Being accompanied by an adult** to ensure safety and provide reassurance
- **Helping with repairs** to promote responsibility and empathy
- **Completing unfinished work** to reinforce expectations and learning
- **Rehearsing skills** the child is finding challenging, such as turn-taking or listening

These constructive responses are planned with the child's individual needs in mind and are informed by our commitment to therapeutic thinking.

They are designed to uphold our school values of **respect, responsibility, kindness, and resilience**, and to promote the British Values of **individual liberty, mutual respect, and the rule of law**.

Classroom Consequences

All staff use the Behaviour Diamond to support children in recognising and reflecting on their behaviour. It reinforces positive, valued behaviour and offers clear, supportive choices when behaviour does not meet expectations. Children can move up or down the diamond depending on their behaviour.

1. **Initial Reminder**
   When behaviour does not meet expectations, the child is calmly asked to stop and given a clear reminder of the expected behaviour, using positive phrasing and referring to the school rules.

2. **Second Reminder**
   If the behaviour continues, the child's name is moved down the diamond. They may be directed to a reflection area within the classroom to reflect and reset.

3. **Supervised Consequence**
   If the behaviour continues, the child's name is moved down again. An age-appropriate, proportionate consequence is given, such as staying in at break or lunch with an adult to discuss the behaviour. Where possible, consequences are linked to the behaviour (e.g., cleaning a table that was drawn on).

4. **Time Out with Senior Leader**
   If the behaviour continues, the child's name is moved to the red section of the diamond and they are sent to the Headteacher or Deputy Headteacher for reflection.

Children who choose to modify their behaviour may move back up the diamond. Each day is treated as a fresh start, with all names reset to the middle of the diamond.

If a serious incident of dangerous or difficult behaviour occurs, the child will be supported by the Headteacher or Deputy Headteacher.

All significant incidents of behaviour that are dangerous, difficult, or consistently detrimental will be recorded on CPOMS. Patterns of behaviour will also be logged to support reflection and planning.

For children with more complex needs, the Behaviour Diamond may not be appropriate. In these cases, personalised strategies will be developed in collaboration with the SENCO.

Playground Consequences

- If a pupil displays behaviour that does not meet expectations during break or lunchtime, they will be given a clear warning and reminded of the valued behaviour expected. If the behaviour continues, they will be given Time Out to reflect.
- In the **KS1 playground**, the pupil remains with an adult during Time Out. They are calmly told that the behaviour is not acceptable. After reflection time, they are supported to re-join play with a reminder of the expected behaviour and guidance on how to make better choices and repair the situation. The class teacher is informed at the end of play and it will be recorded on our monitoring system.
- In the **KS2 playground**, following reflection time, the pupil is invited to re-join play with a reminder of the expected behaviour. Staff support the child to reflect on what to do differently next time and how to repair and restore the situation. The supervising adult will decide the appropriate length of Time Out. Physical aggression, regardless of provocation, will result in a 10-minute Time Out. The child's class teacher is informed at the end of play and it will be recorded on our monitoring system.
- If a pupil continues to display detrimental behaviour after Time Out, they will be asked to spend the remainder of break or lunchtime inside to allow further reflection.
- As a consequence, some pupils may need a period of reflection during the next break or lunchtime.

Responding to dangerous or difficult behaviour

At Longlands, we understand that behaviour can be a form of communication, especially when a child is experiencing emotional distress or dysregulation. When faced with behaviour that is difficult or dangerous, adults have a responsibility to respond in ways that reduce anxiety, promote safety, and support emotional regulation.

All staff are trained in Hertfordshire Therapeutic Thinking, and are expected to follow its guidance to ensure responses are therapeutic, consistent, and rooted in empathy.

Our aim is always to de-escalate situations and to help the child feel safe, understood, and supported.

Clear, positive phrasing e.g.

- Stand next to me
- Put the toy on the table
- Walk beside me
- Stay seated in your chair
- Walking, thank you

Limited choice e.g.

- Put the pen on the table or in the box
- When we are inside, Lego or drawing
- Talk to me here or in the corridor
- Are you going to sit on your own or with the group?
- Are you starting your work with words or pictures?

Disempowering the behaviour e.g.

- You can listen from there
- Come and find me when you come back
- Calm down in your own time

Use of de-escalation script e.g.

- Use the person's name - "Simon"
- Acknowledge their right to their feelings "I can see something has happened"
- Tell them why you are there "I am here to help"
- Offer help "Talk and I will listen"
- Offer a 'get out' (using positive phrasing) "Come with me and…."

<u>Understanding unacceptable behaviour</u>

We recognise that children are developing socially, emotionally, and cognitively at different rates. All staff take into account a child's age, stage of development, and individual needs when considering whether a behaviour is unacceptable.
Our aim is always to respond with empathy, consistency, and a focus on learning and growth.

Unacceptable behaviour is defined as behaviour that causes harm, distress, or disruption to others, or that goes against our shared values of **respect, kindness, responsibility, and resilience**.

The following behaviours are considered unacceptable when they are deliberate, repeated, or significantly impact others:

- **Not following adult instructions** (e.g. oppositional behaviour)
- **Not following agreed rules**
- **Encouraging others to behave inappropriately**
- **Disrupting the learning of others**
- **Physical behaviours** such as biting, spitting, hitting, kicking, pushing, or throwing objects
- **Using inappropriate or offensive language**, including swearing
- **Making unkind or hurtful remarks**
- **Deliberately damaging property**
- **Persistent rudeness, aggression, or defiance** towards adults or peers
- **Stealing**
- **Racist, discriminatory, or prejudiced comments**
- **Bullying**, including verbal, physical, relational, or online
- **Sexual violence or sexual harassment**

All incidents are addressed in a way that supports the child to understand the impact of their actions, repair relationships, and learn more appropriate ways to express themselves.

Suspension and Permanent Exclusion

We are committed to supporting all pupils to thrive in a safe, respectful, and inclusive environment. We work proactively to understand and meet the needs behind behaviour, using therapeutic and restorative approaches wherever possible. However, in rare and exceptional circumstances, it may be necessary to suspend or permanently exclude a pupil to protect the safety and learning of others.

We follow the statutory guidance set out in the Department for Education's *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England* (DfE, 2024).

- **Only the Headteacher**, or the Deputy Headteacher in their absence, has the authority to suspend or permanently exclude a pupil.
- A **suspension** (previously known as a fixed-term exclusion) may be issued for a specific number of days, up to a maximum of **45 school days in a single academic year**.
- In **exceptional cases**, a **permanent exclusion** may be considered, particularly where there has been a serious breach of the school's behaviour policy and allowing the pupil to remain would seriously harm the education or welfare of others.
- A suspension may be converted to a permanent exclusion if further information comes to light or the situation escalates.

When a suspension or exclusion is issued:

- Parents/carers are informed without delay, with clear reasons provided in writing.
- The school explains the right to make representations to the governing board and, in the case of a permanent exclusion, the right to request an independent review panel.
- The Local Authority (LA) and the governing board are notified in line with statutory requirements.

The governing board:

- Has a duty to consider representations from parents for suspensions over five days or where a pupil would miss a public examination.
- Must convene a meeting to review permanent exclusions and decide whether to uphold or reinstate the pupil.
- May delegate this responsibility to a discipline committee.

If an independent review panel recommends reinstatement, the Headteacher must carefully consider this recommendation and respond accordingly.

We view suspension and exclusion as a last resort, used only when all other strategies have been exhausted or when the behaviour poses a significant risk. Our focus remains on restoration, reintegration, and learning, ensuring that every child has the opportunity to succeed.

Monitoring and Evaluation

We are committed to understanding behaviour in context and using reflective practice to inform support strategies. Monitoring and evaluation are essential to ensuring that our responses to behaviour are consistent, fair, and tailored to individual needs.

- Serious incidents and the use of consequences are recorded by staff on CPOMs, ensuring a clear and accurate record of events. These records may be shared with the Local Authority (LA) when appropriate.
- Teachers and Teaching Assistants may be asked to carry out focused observations to identify patterns in behaviour, particularly during sessions that a pupil finds challenging.
- Staff may annotate pupils' work to provide insight into the circumstances surrounding specific behaviours or emotional responses.
- The Headteacher and Deputy Headteacher/SENCO regularly review behaviour records and observations to identify pupils who may benefit from additional support, such as:
    - A Risk Reduction Plan (RRP)
    - A Safety and Wellbeing Plan
    - Referral to external agencies for specialist support

This reflective process helps us to plan targeted interventions, promote emotional wellbeing, and ensure that every child is supported to succeed in a safe and respectful learning environment.

This policy will be reviewed annually.

Date: October 2026
Next review: October 2027

Appendix 1

Longlands Primary School and Nursery



- We are kind, friendly and helpful.
- We respect our school environment and the people around us.
- We are polite and use good manners.
- We listen when other people are talking.
- We always try our best.





