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Signed:		Paul Leeson, Chair of Governors	



Longford CofE Primary School

Behaviour Policy

‘To promote a love of learning for all children, within a caring and supportive community’

At Longford CofE Primary School, we expect all individuals, children and adults alike to uphold our 5 core values of:

Resilience Cooperation Kindness Respect Empathy

We believe that these, alongside our vision, help us to reflect upon what we value as a Church of England Primary School.

We encourage children to work hard and try their best in all aspects of school life and represent the school well when on trips or visits. Our staff work hard to create a positive, safe and inclusive environment so that the children feel a sense of belonging and see the school as a social and moral community.

We believe that positivity breeds success and therefore, all of our classroom teaching is rooted in mutual respect and positive praise - children are recognised for their efforts as well as their achievements. If a child is noticed doing something well, this will be acknowledged and the child praised.

Class Dojo

To recognise positive behaviour within school, we use Class Dojo. Children collect Dojo points for showing the school values or another value which we feel should be acknowledged. Children are then celebrated and receive an award when they receive, 25, 50, 100 & 200 points.

Sparklers

We also have a weekly Sparkler Assembly, where children and adults within the school community nominate children for 'Sparklers Awards'.

Children are nominated for displaying the school and/or church values, which are read out in Sparkler Assembly and listed on our weekly newsletter. Children also receive a sparkler pin to wear for the week.

Devolved Leadership

We encourage the involvement of our pupils in the full life of our school and have our Pupil Leadership Team, who work with our Headteacher and Chair of Governors to identify school improvement priorities. It was our PLT, for example, who developed the Class Dojo awards system in Autumn 2024/25.

Our Collective Worship Team help to plan and organise our daily Collective Worship.

We also have our Buddy System which helps to promote the supportive and caring community within our school.

Consequences and Sanctions

Although we strongly believe that positive rewards and encouragement are more important than sanctions in developing good behaviour, we also insist that all children and members of staff feel safe, respected and able to learn at all times.

Some examples of when a child's behaviour may be deemed unacceptable include:

- Disruptive behaviour within lessons
- Not showing respect towards others
- Hurting another child or member of staff
- Using bad language in an aggressive manner to staff or children
- Bullying i.e. persistent and intentional targeting of one child by another (or others)

If a child displays behaviour deemed as unacceptable, the first step is a verbal reminder so the child has an opportunity to correct their behaviour. The second step is providing the child with an opportunity to reflect upon their behaviour, during part of their break or lunchtime. If the behaviour continues after this, the child will be asked to spend some time out of the classroom with the headteacher and parents will be informed.

There will be times when staff need to use their discretion to escalate through the above stages e.g. physical behaviour or for repeated reminders over a period of time.

In the most extreme circumstances, the Headteacher shall refer to our Exclusion Policy.

Behaviour Support

A Behaviour Support Plan may need to be written for individual children who struggle to manage their own behaviour. The plan will be written by staff who work directly with the child, normally the class teacher. Key targets will be shared with all staff to ensure the child is dealt with consistently across school. They shall also be shared with the child's parents.

Additional support may be sought from the SENDCo and Family Resource Worker.

Communication With Parents

As always, we strive to keep parents informed and as involved as possible within their child's school life. If a class teacher is concerned about a child's behaviour, they will be sure to inform parents in the first instance and invite them in for a discussion. Where parents are concerned about the behaviour of their own, or another child, they should book an appointment to meet with the class teacher, through the school office.

