Positive Behaviour Policy

Langham Village School have established a Behaviour Curriculum This is shared with parents and the school community. We develop children's character through our behaviour curriculum. In order to build character, we define the behaviours and habits that we expect students to demonstrate. We want to support our pupils to grow into adults who are polite, respectful, grateful and who always consider others. We believe that as pupils practise these behaviours, over time they become automatic routines that positively shape how they feel about themselves and how other people perceive them.

This policy is available on the website:

https://www.langhamvillageschool.com/wp-content/uploads/2025/09/LANGHAM-VILLAGE-SCHOOL-behaviour-curriculum.pdf

Aims and Expectations
It is a 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. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy aims to promote an environment where everyone feels happy, safe and secure.

Our school aims:

- To maintain an orderly community with a happy and secure atmosphere, where discipline is firm but fair and where all members of the school community work together.
- To develop a growing sense of self-discipline and acceptance of responsibility from pupils.

This policy aims to:

- Establish a shared understanding of expectations of behaviour within our school community.
- Ensure that all members of our school community feel supported and know their responsibilities.
- Ensure consistency of approach to behaviour management.

Expectations
We expect everyone in our school to:

- Take responsibility for their own actions.
- Show care, courtesy and consideration for others.
- Work with willingness, self-discipline and enthusiasm.
- Work and play cooperatively with others.
- Show respect and equal regard for all members of our community.

- Be honest and truthful.
- Respect the school environment and all property.

Promoting positive behaviour
Through a positive approach towards behaviour management we are seeking to promote high standards of learning behaviour, conduct and emotional behaviour. In everything we do, we try to convey our vision of how we want the school to be.

Adults as role models
All adults in our school have an important responsibility to model the implementation of these expectations for standards of behaviour both in their dealings with the children and each other, as their example has an important influence on the children.

High quality teaching and an engaging curriculum
We aim to provide appropriate learning opportunities for all children. Children behave better when they are given engaging and appropriate tasks and activities, taking account of their learning styles and ability.

A rich and broad curriculum is constantly reviewed and adapted to ensure it is challenging and engaging.

In addition a broad range of extra-curricular activities gives children further learning opportunities.

Children's involvement in self-assessment encourages them to be engaged with learning. Teachers and Teaching Assistants support this with written and oral feedback.

Welcoming, stimulating and well maintained accommodation
Our school environment is clean, tidy and well organised to suit children's needs. For example, in the classroom, display and well organised resources develop children's independence, personal organisation and self-esteem, as well as supporting high standards. On the playground, plenty of good quality equipment and organised games develop children's social skills, happiness and respect of property.

Teaching positive values
In every aspect of school life, staff promote responsible attitudes. In their interactions with children, we teach good manners, social skills and tolerance. This includes teaching values as part of the curriculum, for example through assemblies, PSHE and RE. Staff promote the School Values of Friendship, Kindness, Respect, Adaptability, Resilience and Co-operation.

We give opportunities for the children to take part in community activities, discuss local and national issues and support charities of their choice.

In various areas of the curriculum we explicitly teach social skills, for example teamwork in PE, or roles in group work in science. There may be Learning Objectives related to this as well as to subject content.

Developing positive relationships with the children
Just as in a family, the school community is built on positive relationships between everyone. Staff need to know their pupils and develop strong relationships with them, so that all interaction is based on trust and respect.

In developing strong relationships, staff recognise that everyone is an individual with their own ideas and feelings and only expect what is reasonable and possible. We understand that pupils' experiences and their needs may differ.

Emphasising good behaviour
In interactions between staff and children, we aim for positive emphasis on good behaviour and rewards rather than poor behaviour and sanctions. Specific praise from adults is highly motivating. In addition, classes can earn rewards from their teacher through co-ordinated effort and individuals are awarded House Points and Learning Hero Certificates. Care is taken to ensure that awards are distributed fairly.

Children's achievements both academic and social, in and out of school are celebrated formally at Celebration Assembly weekly.

House points are given for:

- Perseverance and extra effort
- Independence
- Leadership
- Care and awareness of others

Sometimes House points are awarded to support a specific initiative. House points are collected by the children individually and counted at the end of each half term. There is a House Points Cup for the House with the most points.

Good transition arrangements
Transition arrangements between classes, key stages and year groups are planned to ensure that children settle quickly and confidently at the beginning of the school year. Familiarity with routines and expectations enables children to behave well.

Partnership with parents
We strive to work in partnership with parents in promoting positive behaviour and attitudes towards learning and school. This includes constructive parent-teacher consultations, Classroom Connect events, annual reports, information about progress and attainment, invitations to school events.

Children having a voice
We enable all children in the school to feel they have a voice that is heard and which is taken into account when decisions are made. This is achieved through School Council, Eco Council, Subjects Leaders, Play Leaders and Learning Ambassadors, and pupil surveys. Children are elected to be members of the school council by their peers. The school is currently instigating and developing a School Parliament.

Children discuss and agree expectations of behaviour when constructing class charters.

Feeling part of the school community
As part of our policy on inclusion, we aim to make all children feel special and valued as part of our community. Children of all ages are given responsibilities within school. Children are encouraged to look after each other.

Consistent routines
Through whole school procedures and routines, we seek to create a calm and orderly atmosphere that ensures children feel safe and secure and know what is expected of them. These procedures are reviewed frequently.

Good assessment of pupils' learning, conduct and emotional behaviour
Every child's needs are reviewed termly as part of a pupil progress review and the writing of the termly report. Every teacher identifies the specific needs of individual children and states strategies for helping them with targets on their report.

Dealing with unsatisfactory behaviour
Unsatisfactory behaviour can be categorised as **learning, conduct** and **emotional** behaviour and will vary in its unacceptability. We believe in intervening at the earliest possible stage and aim to use methods that will improve children's behaviour.

The principles which guide the way we deal with unsatisfactory behaviour are:

- We believe that all children can improve and improvements should be recognised.
- Behaviour is dealt with in the context of positive relationships.
- It is important to understand the causes and nature of different types of behaviour. Expert advice is often helpful.
- All adults in the school work as a team in dealing with unsatisfactory behaviour. Communication between them and clear lines of responsibility are essential.
- It is not the severity, but the inevitability that makes sanctions work. Staff must be consistent and persistent in applying the behaviour policy.
- Strategies for managing unsatisfactory behaviour are regularly reviewed and developed through staff training.

We have a simple step by step strategy for most children to deal with unacceptable conduct, which all staff follow:

1. Initial warning such as a stern look, gentle word, clear non-verbal signals, clarification of instructions, redirection of task or proximal praise.

2. A clear verbal warning and name written on a clip board.

3. A sanction, 5, 10 then 15 minutes missed free time or play time. This will be followed up with a discussion about the behaviour and reasons for the sanction.

4. Child to be sent to Mrs. Kossowicz and parents to be informed.

For **persistent or severely unsatisfactory behaviour**. See number 4 below.

In cases of severely unsatisfactory behaviour, the Head teacher may be summoned immediately.
Staff must never leave a class unattended.

Sanctions
It is important for the sanction to be fair and consistent. There should be a clear distinction between minor and major offences. It is important that the sanction is fair and not out of proportion to the offence.

The class teacher may use a system of targets, rewards and sanctions, such as stickers and certificates, removal of privileges, isolation etc. Group sanctions are avoided as they breed resentment. The needs of individuals will differ and this should be taken into account. Feedback of a child's behaviour is a private matter between child and teacher so should always be done away from other children. It is important to remain calm and detached.

Sanctions might include the removal of privileges such as keeping a child back at break or lunch for a specific amount of time. Egg timers are useful for this. If the child lost time in class or did not produce the quantity or quality of work, because of their behaviour, then it would be quite appropriate for them to catch up 'in their own time'. The teacher needs to ensure this is supervised. Other sanctions might include removing the child from the area or peers that stimulated the unsatisfactory behaviour. For example, children who cause a problem with the play equipment at break or lunch should not play with the play equipment for a set period of time. They may have to play in a different area or not play outside at all. Whatever sanction is given, it must be followed up. If it will involve others to enforce it, then they need to know. Consistency is vital.

4. Persistent or severely unsatisfactory behaviour

If unsatisfactory behaviour is either persistent or severe, the head teacher is involved.

Persistently unsatisfactory behaviour is indicated if a child continues with unsatisfactory behaviour after receiving warnings. If a child continues with unsatisfactory behaviour in a session, the child will be sent straight to the head teacher or the head teacher called to remove the child. If the Head teacher is not available, then the child must be sent to the office or another teacher. The child will not return to class during that session and will continue with their studies in isolation. It is likely that the Head teacher will issue a formal sanction and may contact parents.

Severely unsatisfactory behaviour which will need the immediate intervention of the Head teacher includes violent conduct or verbal abuse to adults. Other severely unsatisfactory behaviour includes bullying, stealing and lying, but might be brought to the Head teacher's attention out of class time.

It is essential that records of persistent or severely unsatisfactory behaviour are kept by the class teacher. They need to be signed and dated, and be accurate, specific and objective and regularly maintained. Copies of all records of persistent or severely unsatisfactory behaviour must be sent to the Head teacher and filed. There is a format in the folder in the Head teacher's office.

Behaviour Support Plans

We begin a behaviour support plan if a child's behaviour consistently fails to meet our school expectations. If the behaviour plan does not lead to an improvement in behaviour, the Head teacher may decide the child is at risk of exclusion and a further plan will be drawn up with parents and other agencies involved. School will seek advice from the Norfolk Inclusion Line.

Fixed Term Exclusions

Fixed Term Exclusions may only be given by the Head teacher for specific reasons and must be reported to the child's parents, school governors and the Local Authority.

Permanent Exclusions

A decision to permanently exclude a child is a serious one. It is usually the final step following a wide range of strategies which have been tried without success. Refer to latest DfE guidance on exclusion (Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion, January 2018).

Dealing with unsatisfactory behaviour at lunch and break time

Unsatisfactory behaviour at break and lunch time is dealt with in exactly the same way as unsatisfactory behaviour in the classroom.

At break and at lunch time, the member of staff on duty reports any incidents that need to be followed up to the Class teacher or Head teacher.

Monitoring and Review

References can also be made to the following policies: SEN, Attendance, Anti bullying, Equality, Safeguarding.

Date agreed by staff: October 2025
Date agreed by governors: October 2025
Signed ……P Kossowicz……. Headteacher

Signed:……Ms Kate Jackson…… Chair of Governors
Date of next review: October 2026