

POLICY DOCUMENT



Langham
Primary Academy
The Discoverers

POSITIVE BEHAVIOUR POLICY

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Purpose

The purpose of this policy is to guide teachers, pupils and parents on our restorative and relationship-focused approach to behaviour management. This will allow the pupils at Langham Primary Academy to enjoy a calm, nurturing and caring environment, which will support every child both emotionally and educationally, to give them the best possible chance of success.

Langham Primary Academy is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our positive behaviour policy guides staff to teach self-discipline, not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners. Consistency and clear, calm adult behaviour underpins this.

Aims

- To provide a clear, fair and consistent approach to behaviour based on nurturing principles and restorative practices.
- To foster, nurture and value strong and healthy relationships in recognition of the importance of this as a lifelong skill.
- To provide a safe, respectful, equitable and happy school ethos where learning opportunities are maximised.
- To give staff the tools to enable them to support and equip children with strategies to manage their behaviour and build positive relationships with others.
- To create a culture of exceptionally good behaviour: for learning, for community for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To ensure that excellent behaviour is a minimum expectation for all.

Legal framework

This policy has due regard to all relevant legislation and statutory and non-statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

Scope

This policy links to the school's policies on Child Protection and Safeguarding, Mental Health and Wellbeing, Special Educational Needs and Disabilities (SEND), Suspension and Exclusion, Positive Handling and Anti-Bullying.

Expectations

At Langham Primary Academy, we have high expectations for our pupils; we expect children to demonstrate our school values of **kindness, respect, co-operation, courage and perseverance**.

We award certificates in celebration assembly every other week which gives us a regular opportunity to talk about what the values mean in practice and celebrate stories of them being lived and breathed within our community.

Golden Rules

To help remind us of the expected conduct in school, we have six **golden rules** which we keep in this school.

We look after each other
We listen carefully
We take care of things that belong to ourselves and others
We keep ourselves and others safe
We are always polite
We always try our best

These rules are displayed prominently around the school and children are regularly reminded of them. We expect these rules to be adhered to throughout the day.

All adults working with children in the school, in whatever capacity, should apply our consequence framework and to **use the same language and phrasing when correcting behaviour**.

Positive Strategies

The following positive strategies will be used consistently by all adults in the school. They are designed to ensure **'first attention goes to best conduct'** and to create clear, simple routines and expectations that make children feel valued members of our learning community and motivated to always try their best.

'The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible and highly visible.' Paul Dix

Teachers will create a welcoming environment by greeting pupils every morning.. This may be a simple, 'Good morning' to provide a consistent check in and enthusiastic welcome to every child.

We maintain a calm and hard working atmosphere in school by consistently reaffirming high expectations of behaviour. This is recognised in many ways including praise, recognition of effort and house points. As far as possible, we keep our praise specific to the golden rules using phrases such as *'Thank you for being so polite.'* or *'It's great to see you keeping the classroom tidy.'*

Adults will use quick unobtrusive strategies to maintain a calm environment and to keep pupils 'on track'. This might include:

- Offering proximal praise to allow positive behaviour to catch on: *"It's great to see everyone on table 3 with their eyes on me and ready to learn"*.
- Avoiding confrontation and conflict by 'expecting' a reminder to be acted on with a *'thank you'*: *"You need to keep your attention on me when I am talking, thank you."*

What happens when golden rules are broken?

Consequence 1 – Warning

This can be for persistent low-level behaviour such as backchat, not listening, being rude, attitude etc. *"That's a warning, because you are not being polite / using good manners."* Be calm and give 'take up time' when correcting behaviour without being drawn into negotiation. Describe the behaviour you are expecting to see. This will usually prevent the situation from escalating.

Consequence 2 - Loss of Playtime - 5 minutes

For continuing this behaviour despite receiving a warning already. *"You've had a warning, you are continuing this behaviour, that is now a consequence 2 and you have lost your play / lunch time."*

Consequence 3 - Report to Headteacher or another member of SLT.

"You have continued to repeat this pattern of behaviour, despite already reviewing a warning and losing your pay / lunch time. Therefore, this is now consequence 3 and you will need to speak to Mr MacDonald."

Consequence 4 - Letter home

A fourth consequence means that a letter is sent home to parents who are invited into school to work together on securing an improvement. Any consequence is recorded on a class record sheet so that behaviour can be monitored.

For serious infringements of our golden rules, including deliberate damage to property, deliberate and significant harm to others, pupils may face a higher consequence without going through these steps in sequence at the teacher's discretion. Children may also face other 'natural consequences' such as withdrawal of privileges, tidying up a mess or making up with peers. If negative behaviour has resulted in lost learning time, teachers may also require children to complete work at other times of the day or send it home to be completed.

During PPA cover, a handover sheet will be left for the teacher, where those people who are not behaving well for the cover teacher will be noted and if necessary, consequences can be administered the next day (if the cover is in the afternoon).

Lunchtime behaviour (KS2)

At the beginning of each lunchtime MDA staff will be handed a clipboard with our KS2 behaviour logs, so that they can also track and communicate lunchtime incidents to teachers and respond accordingly. We do this to reinforce the fact the same rules (and consequences) apply throughout the day. If the behaviour persists following a clear warning, they will be handed a red card and sent back inside the building to see their teacher or a senior member of staff.

Lunchtime behaviour (KS1)

For KS1 pupils, instead of a red card, they will be expected to stand with an MDA for 5 minutes to calm and reflect on their behaviour choices.

What about SEN?

Monitoring behaviour may help identify a long term, persistent problem that could indicate underlying issues that may require further investigation. The school may decide to support such children through placing children on the SEN register. However, problem behaviour in itself is not a reason to place children on the SEN register. The school's **SEND policy** provides more information about this.

Use of reasonable force

On very rare occasions it might be necessary for staff to use reasonable force to control or restrain pupils. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. We follow the advice laid out in the DfE advice 'Use of reasonable force' in using physical restraint or control. [Use of reasonable force in schools - GOV.UK](#)

Our form for recording incidents is included as an appendix.

What about bullying?

The school has a separate **Anti-Bullying Policy** which details our approach to tackling bullying and other forms of child-on child abuse.

Confiscation, banned items and searching pupils

The head teacher and teaching staff have the right to confiscate **any item** from a pupil which is deemed inappropriate to be in school.

This includes mobile phones or other hand-held devices that must be switched off and handed into the school office at the beginning of the day.

The headteacher or a senior teacher has the right to search any pupil or pupil's belongings, without consent, if they believe they are hiding any items which should be confiscated or are on the banned list. If the pupil needs to be searched, two members of staff will be present for the search.

Any items found on the banned list will be handed directly to parents or police, depending on the seriousness of the confiscation. Items on the banned list include:

- alcohol
- illegal drugs
- stolen items
- knives
- weapons
- cigarettes, tobacco paper, e-cigarettes and vapes
- pornographic images
- anything else perceived to pose a threat to pupils at the school
- fireworks

any article that the member of staff reasonably suspects has been, or is likely to be used:

- to commit an offence, or
- to cause personal injury to, or damage to property of; any person (including the pupil).

Exclusions

Fixed Term Exclusions

At Langham Primary Academy we believe that, in general, exclusions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in the school, they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's positive behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to exclude for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following a fixed-term exclusion, the pupil and parents will meet the Headteacher to discuss the pupil's reintegration into school and the best way forward to support the child.

Permanent Exclusion

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion ([See Exclusion Regulations](#)).

The governors of Langham Primary Academy agree with this stance and all policies and procedures are in place to support inclusion of all pupils.

Permanent exclusion should only occur when a risk assessment indicates that to allow the child to remain in school on an on-going basis would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

Monitoring and Review

This policy will be reviewed by the headteacher on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

The scheduled review date for this policy is April 2026

RECORD OF RESTRAINT

Date of incident:

Time of incident:

Pupil Name:

D.o.B:

Member(s) of staff involved:

Adult witnesses to restraint:

Pupil witnesses to restraint:

Outline of event leading to restraint:

Outline of incident of restraint (including restraint method used):

Outcome of restraint:

Description of any injury sustained and any subsequent treatment:

Date /time parent/carer informed of incident:

By whom informed:

Outline of parent/carer response:

Signatures of staff completing report:

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Brief description of any subsequent inquiry/complaint or action: