



Behaviour Policy

This policy is awaiting ratification by the Academy Committee – due October 2026

Our Christian Vision is that – Everyone is welcome.

Everyone who spends time learning and growing at Longhoughton is encouraged to reach their full potential with **courage, compassion and creativity** to make a difference in the future. We are **respectful** of God's world, working together to create a loving and caring **community**.

This is founded in 1 Peter 4:10 – 11 "God has given each of you a gift from his great variety of gifts. Use them well to serve one another."

Every individual brings something special with them. We are all different in a wonderful way. We all have our own challenges and needs too. We bring our gifts together, creating a richly diverse community in which we can all support each other to flourish.

Our school values, that run through everything we do, are **Creativity, Compassion, Courage, Community and Respect**. We expect all pupils and staff to embody these values through the way we behave around school and the way we behave towards each other.

Rationale

At Longhoughton C of E Primary School we seek to create a safe friendly environment, which recognises the value of each person and the importance of respecting the differences and needs in each person. We promote Christian values of love and forgiveness. We aim to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school and community.

We want everyone in the school to feel valued and respected, and to be treated fairly and well. We recognise that children learn respect by receiving it. We are a caring Christian community, whose values are built on mutual trust and respect with an understanding of right and wrong; the confidence to acknowledge wrongdoing; the ability to forgive one another and the knowledge that it is possible to begin again.

The school behaviour policy is designed to support all members of the school to live and work together. The school has a number of school rules, but the primary aim of this policy is to encourage good behaviour, prevent bullying and ensure everyone's safety. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn, in an effective and considerate way.

We know that good learning can only take place when children feel secure and happy within the school and behave well. For this reason we expect all children to meet high standards of behaviour and to show responsibility in their attitudes and actions towards their work and towards others.

Bullying should always be taken seriously. All bullying is unacceptable, whatever form it takes.

We expect the highest standards of behaviour possible within each child's capability, maturity and the context in which they are operating. We will teach children appropriate social and moral behaviour and self-discipline through the integration of personal, social and moral education into the school curriculum. We will help children achieve this by providing clear boundaries and guidelines for them, we recognise the crucial role of parents working in partnership with us.

We understand that behaviour is a form of communication. Where behaviour falls outside our school expectations, we will seek to support a child to regulate and build back towards the positive and respectful behaviours that run through our school.

Through this policy we will aim to:

- promote high expectations for all children
- promote a positive, caring and supportive whole school ethos which values and fosters the contributions of all
- develop self-esteem and self-discipline
- promote understanding of and respect for others and a regard for their safety and well-being
- provide a consistent approach by all adults working in school
- promote the children's respect of their own and other people's property and the environment
- foster positive values including honesty, trust, fairness, courtesy, respect and compassion
- promote children's spiritual, moral, social and cultural development throughout their school life
- help children develop a clear and acceptable view of what is right and wrong
- promote firm action against all forms of bullying
- promote firm action against all forms of racism, and disrespect of protected characteristics
- handle misbehaviour quickly using a range of positive strategies, supporting children in a consistently fair, firm and caring way
- actively teach positive behaviour

Guidelines

The behaviour and discipline policy of the school depends upon all staff, teaching and non-teaching, endeavouring to achieve these aims by understanding and being able to implement its procedures.

Headteacher Mr M Hetherington

Longhoughton C of E Primary School, Lacey Street, Longhoughton, Alnwick, Northumberland NE66 3AJ

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In planning, delivering and evaluating the curriculum we recognise that the quality of its content and the teaching and learning methods through which it is delivered and differentiated are important influences on pupils' behaviour and values.

Adults in school

All staff will:

- reinforce positive value and British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those with different faiths and beliefs throughout the curriculum, through Personal, Social and Health Education, Citizenship and Collective Worship
- be responsible for the conduct of children anywhere on the school premises and while supervising them out of school
- have a responsibility to foster self-esteem through valuing each child, encouraging classroom success and developing relationships with peers, staff and visitors based on mutual respect and trust
- give children increasing opportunities for responsibility within class and school
- encourage children to feel responsible for their learning, to be capable of success and to reflect on their progress
- recognise and praise good behaviour
- set clearly communicated high expectations of behaviour for all children in line with the Christian vision and core values of our school
- present a consistent approach which makes expectations clear
- listen to the children; encourage them to reflect upon their actions and possible alternatives.
- provide children with positive role models
- establish and reinforce clear and consistent boundaries.
- provide a stimulating school environment, an appropriate curriculum and suitable playground activities
- give all children the best opportunity to succeed by putting a relational approach at the core of what they do and making reasonable adjustments according to our Quality First Teaching Offer

Working with parents and carers

- Positive home / school liaison and good community links will be promoted
- Parents will be informed of good as well as inappropriate behaviour
- Parents will be involved at an early stage of particular difficulties with individual pupils
- Parents will be notified as soon as possible about any serious incident and given an early opportunity to discuss the matter

Electronic Devices including mobile phones

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We do not allow children to use their own electronic devices including mobile phones whilst in school. Any devices brought into school must be brought to the school office upon arrival where they will be kept securely and returned at the end of the day.

Managing serious behaviour

Bullying, harassment and discriminatory behaviours of any kind are totally unacceptable. All adults in school must be alert to signs of bullying, harassment and discriminatory behaviour and act promptly and firmly against them. We will encourage children to tell staff about the cases of bullying, harassment and discriminatory behaviour of which they are aware. This will include physical, verbal and social actions. Children must be made aware that staff will always follow up any incident that causes distress. (see Anti-bullying Policy)

Staff will record all racist incidents, and incidents that compromise anyone's protected characteristics including the date, the names of the perpetrator and the victim, the nature of the incident and the action taken in response. The record should be passed to the Headteacher. Governors will be informed of the number and nature of such incidents and the action taken to deal with them. The parents of the children involved will be notified.

Where a child's behaviour at school indicates serious problems, support services (e.g. Behaviour Support, CYPS etc) will be contacted and liaison between all parties will be maintained. Individualised behaviour plans are implemented and monitored regularly.

A Team Teach approach has been adopted within this school and emphasises positive behaviour management and early intervention to de-escalate challenging behaviour. If physical intervention is needed a full record of the incident will be completed and parents informed.

Rewards and Sanctions

In order to encourage positive behaviour we use the following rewards and sanctions:

Rewards

Our positive behaviour management strategies may include the following:

- Formal and informal praise to an individual
- Celebrating praise of an individual with the whole class
- Sharing good behaviour with another teacher and class
- Sharing good behaviour with Head teacher
- Head teacher's stickers/awards
- Stickers
- Castle Points/ Raffle Tickets
- Marbles in the jar
- Sparkly Raffle tickets
- Achievers of the Week (Wall of Fame)

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- Smiley faces (Wall of Fame)
- Core Value Awards (Wall of Fame)
- Achiever of the Year Award

Sanctions

Longhoughton C of E Primary School will apply the following sanctions in consideration of the offence and individual circumstances. The list is in an approximate order of severity but is not meant as a progressive system whereby an offender has to work their way through it.

- Being a given clear verbal warning about their behaviour with explanation
- Being offered an opportunity to re-regulate and/or work in a quiet space or a different space away from distractions supervised by a member of staff
- Time out to re-regulate during playtime (sat on a bench or in outdoor classroom)
- Supervised time to re-regulate, talk about their behaviour or reflect during playtime
- Moving to sit alone
- Writing a letter of apology
- Losing a given responsibility
- Discussing behaviour with the Headteacher
- Parents consulted
- Fixed term suspension
- Permanent exclusion

All of the above sanctions will be applied with sensitivity, flexibility and a great deal of common sense. We will talk to a child about their behaviour and why a particular sanction has been applied. We will always try to enable opportunities for a child to make up for poor behaviour and then to have the sanction reviewed appropriately. If appropriate, we will encourage the child to explain their actions. We will encourage all children involved to discuss the matter.

The Headteacher has overall responsibility for ensuring equality and fairness.

Wherever practical, we will discuss an individual child's behaviour with parents and behaviour will also be discussed at parent teacher interviews and as part of the child's annual report.

Any child who is regularly receiving sanctions (at whatever level) for their behaviour will have a behaviour record to document incidents and actions taken. The Headteacher will be informed of any child for whom this is necessary. These records may indicate triggers resulting in inappropriate behaviour.

Parents will be called to discuss concerns and support that can be provided.

Following consultation with parents, if agreed, additional support may be sought internally or from other agencies such as:

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- Special Educational Needs Co-ordinator (SENDCo)
- SEND Support Services

Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school site, verbal abuse, refusal to work and disruptive behaviour in class. This type of behaviour is dealt with severely and must be referred to the Headteacher. Any such behaviour incident must be logged on an Incident Record.

Behaviour, Special Educational Needs and Disabilities (SEND), and Vulnerable Pupils

We work hard to ensure that behaviour expectations are clear to all staff and sanctions are applied fairly, proportionately, and without discrimination, taking into account additional educational needs and disabilities as well as any additional challenges that vulnerable students may face. The school will strive to make reasonable adjustments for students where appropriate, and behaviour will be considered in relation to a student's SEND. However, it does not follow that every incident of misbehaviour will be connected to their SEND, and this policy will apply with any appropriate sanctions applied.

Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

We apply this policy fairly and consistently, and we recognise that fairness sometimes means responding differently to different students. The school has legal duties under the Equality Act 2010 to make reasonable adjustments for SEND students, and duties under the Children and Families Act 2014 in respect of students with SEND.

- Staff are provided with the information they need, including SEND-friendly strategies and pupil information, to support students to meet our expectations.
- Where a pupil's behaviour is linked to an unmet need, we seek to understand and address that need, drawing on our understanding of the pupil's individual needs, and input from external agencies such as educational psychology, CAMHS, and the local behaviour support service.
- Before sanctioning, and certainly before considering suspension or exclusion, we will consider whether reasonable adjustments are needed and whether assessment or additional support is required.
- We use specialist approaches and trained staff (for example, de-escalation, Thrive strategies, and Zones of Regulation) to support pupils with their behaviour.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance its legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010).
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014).

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- If a pupil has an Education, Health and Care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies. As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Making reasonable adjustments does not mean lowering expectations. It means giving each student a fair route to meeting them.

Suspensions and Exclusions

Major breaches of discipline may result in a fixed-term suspension or a permanent exclusion. In most cases, these sanctions will be used as a last resort once a succession of support strategies and lesser sanctions has been tried and failed to have a positive impact on serious breaches of discipline. On these occasions, parents/carers will be notified that their child's ongoing behaviour puts them at risk of fixed-term suspension or permanent exclusion. On rare occasions, usually where it is deemed unsafe to the child involved, other children in school or school staff to keep the child involved in school, a fixed-term suspension may be put in place immediately. Suspensions and exclusions can only be authorised by the Headteacher, or the delegated person acting on their behalf in the absence of the Headteacher.

Any incident that requires a child to be sent home due to their behaviour is recorded as a fixed-term suspension (if sent home anytime after morning registration, this will be recorded as a half day suspension). Parents will be informed in writing of a fixed-term suspension as soon as possible. The school's Academy Committee will be informed of any fixed-term suspension lasting more than five consecutive days.

Education during a suspension or permanent exclusion

- For the first five school days, the school sets and marks work, which may include the use of online pathways such as Google Classroom or Oak National Academy. Reasonable adjustments continue to apply for students with SEND or disabilities.
- From the sixth school day of a suspension of more than five days, the school arranges suitable full-time education. For a permanent exclusion, the local authority arranges provision from the sixth school day.
- Any time a student is sent home for disciplinary reasons, including to log on remotely, is formally recorded as a suspension.

On return from a fixed-term suspension, school will put in place a revised plan of reasonable support designed to maximise the pupil's chance of reintegrating positively into school and minimising the risk of further suspension or exclusion.

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Monitoring, Evaluation and Review of behaviour

The Headteacher will be responsible for overseeing the standards of behaviour and the implementation of the policy.

The behaviour policy will be discussed by staff and the Full Governing Body on an annual basis.

Author	Last reviewed
HT, Staff & School Governors	September 2026
Reviewed	Revision date
Inclusion Committee	
Committee One – Policies and Resources	
Staff	
Full Governing Body	
Signed	

Linked Policies:

Anti-bullying

Child Protection

Inclusion

Equality

Physical Intervention

Spiritual, Moral, Social and Cultural Development

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