



Long Marston VA C of E Primary School Behaviour Policy

Approved: July 2025

Review: July 2026

This policy should be read in conjunction with the following policies: Safeguarding and Child Protection Policy 2023, Keeping Children Safe in Education 2023, Equalities statement, Anti-bullying Policy.

Vision and Values

Together we Grow and Flourish with Hope

At Long Marston School our Behaviour policy is strengthened by our vision that *Together we Grow and Flourish with Hope*. We are grounded by the roots of our Christian Values, which enable pupils to make good choices, be courageous advocates and live with hope. Our curriculum grows from these roots, providing rich, creative learning experiences. Our children flourish and blossom in their learning, celebrating their achievements and caring for our school and the wider community.

Our Values

Our Vision is underpinned by our Values. We believe these values provide our children with a moral vocabulary, giving them the skills and attitudes that they need to prepare them for life. Children learn about **Kindness, Respect and Resilience**. These are shared with children through Collective Worship, PSHE lessons, RE lessons and daily interactions and discussions. Our Values are all examples of the good behaviour and attitudes that are encouraged and expected from everyone in our school community. These Values underpin this policy and are the foundation of our behaviour curriculum.

Our therapeutic approach to behaviour management has been inspired by our Therapeutic Thinking training which we receive annually. This policy outlines the purpose, nature and management of behaviour in our school in line with Therapeutic Thinking Hertfordshire. Every school relies on its members behaving in certain ways to achieve its purpose. A school's central purpose is concerned with children's learning and their overall well-being.

1. Roles and responsibilities

All members of staff, teaching and non-teaching, are required to share the responsibility of guiding our children in their behaviour. Specifically, class teachers are responsible for employing effective classroom management strategies and delivering a differentiated curriculum using a variety of teaching styles. The Headteacher is responsible for overseeing the implementation of this policy and co-ordinating this area, which includes identifying any training needs and issues as they arise. All staff use this policy so that a consistent approach can be achieved.

2. Valued Behaviour

Valued behaviour is behaviour which is positive, helpful and intended to promote social acceptance. It is characterised by a concern for the rights, feelings and welfare of others. All staff promote these behaviour by using the following strategies.

Examples of Valued behaviours	How Valued behaviour is taught	Responses Before using any of these, the feelings of the child must always be considered. For example, receiving a reward in a whole-school assembly will be a pro-social experience for one child but an anti-social experience for another.
<ul style="list-style-type: none"> - Listening to instructions - Using stationery for its intended use - Sitting on carpet/chair correctly (or alternatives agreed as reasonable adjustments) - Engaging in the lesson - Chatting at the right points in the lesson - Being kind to others - On task - Working in a group - Expressing their feelings - Seeking help when needed - Following instructions - Listening and responding to adults and others - Allowing others to engage in the lesson - Using property correctly - Using kind hands/feet - Using kind words - Being honest - Use of appropriate language - Being a pro-social role model - across the whole school - Being respectful - Showing resilience 	<p>Behaviour-based curriculum –</p> <ul style="list-style-type: none"> - PSHE lessons through Jigsaw scheme - Modelling these behaviours in class and on the playground - Teaching these behaviours as valued behaviours - Class rules that are agreed by the whole class, based on our school Values. - EYFS – teaching Colour Monster to introduce emotions and emotional language - The pupils develop a toolkit of strategies they can use to help themselves - An engaging and challenging curriculum that is supported through adaptive teaching to allow all pupils to reach their full potential - The use of positive phrasing. For example, ‘Walking down the corridor. Thank you’ if a child was running down the corridor - The use of limited choice, For example, ‘You can complete your work at this table, or you can complete your work at the back table’ - Movement breaks - Well-being week focussing on teaching pro social behaviours and strategies. - Worry boxes for children to share concerns and feelings. - And others as appropriate 	<ul style="list-style-type: none"> - Positive praise that is meaningful, specific and public/private from staff in school. For example, ‘Thank you for sitting well and listening’ - Class reward systems - House points - Star Certificates - Half Termly Headteacher Award - Classroom responsibility - Work displayed around the school - Staff member to communicate with parents/carers verbally - Visiting the Head Teacher, Key Stage Leader for positive, meaningful and specific praise - Head Teacher stickers - Celebration assemblies - Positive emails to parents - Elected to a leadership role - Values awards at the end of Year 6 for children showing Kindness, Respect and Resilience

3. Supporting all learners

If a child continually behaves inappropriately on a regular basis, it is likely that they will need an Early Help programme. The INCo will be involved in deciding a strategy that will include: achievable targets, additional and different strategies to help the child to achieve the targets, responsibility for implementation, parental involvement, etc. In line with the Special Educational Needs and Disability Code of Practice (2015) we recognise there may be times when staff need to exercise reasonable

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adjustments in order to fully support some children with their behaviour. Such adjustments would help to ensure that the child is able to follow the same behaviour policy as others, with high expectations but may need support to do so. Reasonable adjustments may include: additional processing time, 1:1 support from a member of staff, a space to calm down and reflect, the use of visuals to talk through an incident and recognise the trigger, anxiety reducing activities such as high 5 breathing, kicking a football, running around the daily mile track. Early Help will follow the guidelines of the Code of Practice and will be additional to and different from the whole school behaviour policy but they will still remain within the general ethos of the School.

For children who are consistently struggling to behave well and cannot demonstrate high levels of self-control, we will look closely at the causal issues for such behaviours. We will work in collaboration with parents, the child and, if appropriate, outside agencies, to explore these issues and using the therapeutic thinking approach. Such additional measures will be recorded using a MIT (My individual Targets) and will be reviewed half termly by all involved to monitor impact.

Where appropriate, we will also offer alternative communication strategies for children to make use of. These may include: social stories, visual aids, comic strips, Widget or Makaton signing. These would allow children to communicate more clearly the difficulties they may be experiencing, be able to ask for help and then be able to identify the next steps needed.

4. Unsocial, Detrimental and Unforeseeable Behaviour

Unsocial Behaviour

Unsocial behaviours are not behaviours which are antisocial as they are not to the detriment of others. Generally, unsocial behaviour is quiet non-compliance which does not negatively impact on other children's learning.

Examples of Unsocial behaviour and agreed responses are included in the table below.

These behaviours could be a sign of needing help and attention; some children may choose to communicate their anti-social feelings with quiet non-compliance.

Detrimental Behaviour

This behaviour is dangerous or difficult which causes harm to an individual, group or the environment. *Difficult behaviour* is antisocial but not dangerous for example continually shouting out. *Dangerous behaviour* is anti-social and will result in injury or harm to self, others or property or behaviour which would be considered criminal if the child was of age of criminal responsibility e.g use of racist abuse.

Examples of Dangerous and Difficult behaviours and agreed responses are included in the table below.

Unforeseeable Behaviour

This is behaviour which is not covered by the policy, never previously experienced or is so historic we believed they would not reoccur.

Logical Consequences

Following any detrimental behaviours, restorative conversations with the child will be used to aid understanding of the behaviour and aim to prevent reoccurrence. Consequences will then be set out and clearly explained to the child. These may take the form of protective consequences or educational consequences.

Protective consequences are necessary measures to manage the risk of harm that results from the risk of harm from dangerous behaviours, e.g. staying in at lunchtime to keep others safe

Educational consequences follow a protective consequence to teach a pupil appropriate behaviour in specific contexts, e.g. time with a member of staff and a small group to learn how to take turns.

Scripts for limited choices, de-escalation and restorative conversations are included in Appendix A.

Individual plans

If a pupil is consistently showing difficult and dangerous behaviours, the INCO, Class teacher and SLT will use the Therapeutic Thinking analysis tools and plans to establish causes for the behaviour and strategies to support that individual child. An individual plan will be created and this will take precedence over the behaviour policy for that child. *Please see the Graduated Response in Appendix B.*

Examples of Unsocial and Detrimental behaviours:

The examples in the following table are illustrative and not exhaustive.

	Examples	Responses	Recording and Communication
Level 1 Unsocial behaviour	<ul style="list-style-type: none">- Refusing to do their work- Ignoring others- Sulking- Not doing as instructed but not to the detriment of others- Leaving their space without permission- Chair rocking- Chatting at inappropriate times- Wandering the class- Not lining up quietly and sensibly when asked- Not sharing- Not listening to others- Fidgeting/not listening- Swinging on chairs- Wasting time- Running in school building	<ul style="list-style-type: none">- Praise of others showing the valued behaviour.- Quiet reminders- Visual reminders (pointing at work)- Speaking to the child individually- Ignoring- Waiting until after the lesson to discuss expectations- Limited choices	None
Level 2 Difficult behaviour (but not harming others).	<ul style="list-style-type: none">- Repeated incidence of Level 1 behaviours- Persistently interrupting in class- Making noises in order to cause disruption- Destroying others' work- Taking things that don't belong to you- Throwing resources- Minor challenge to authority- Misuse of property/ damaging property- Rough play- Unkind remarks- Misuse of toilets- Tone of voice- Teasing (in person or online)- Lying to adults- Swearing- Name calling (in person or online)- Answering back- Leaving the classroom without permission- Throwing food	<ul style="list-style-type: none">- Promote and reward Valued behaviour- Positively phrased reminders (e.g 'Walk please' rather than 'Don't run').- Clearing up the damage / cleaning the mess- Apologies- Time out in another class- Moved to a different table- Limited choices- Restorative conversations <p><i>What happened?</i> <i>What could you have done differently?</i> <i>What should you do now?</i></p>	Log on CPOMS Teacher informs parents, if appropriate.

<p>Level 3 Dangerous behaviour (could cause harm to others or the environment). These require SLT support or intervention</p>	<ul style="list-style-type: none"> - Repeated incidents of level 2 behaviours - Leaving the school premises - Spitting (directly at someone) - Aggressive pushing - Inappropriate touching - Graffiti or Vandalism to school property - Repeated stealing - Scratching - Pinching - Hair Pulling - Hitting - Kicking - Fighting - Biting - Punching - Throwing furniture - Physical and Verbal Bullying 	<ul style="list-style-type: none"> - Time out of class - Loss of privileges or activities or responsibilities - De-escalation scripts - Limited choices - Positive phrased reminders - Protective and educational consequences - Limited access to outside space - Restricted activities - Differentiated teaching space or resources - Educational consequences - Rehearsing and practising behaviour - Restorative conversations - Designated adults to manage child 	<p>Log on CPOMS Contact with parent or carer by teacher or SLT member</p>
<p>Level 4 Dangerous behaviour which are very serious and could lead to a suspension or exclusion</p>	<ul style="list-style-type: none"> - Intended violence to another - Repeated stealing - Bullying or any use of language or physical act that discriminates against another for their gender, sexual orientation, religion, belief, colour, race, nationality, ethnic or national origin, in person or online. - Repeated disruptive behaviour which impacts on the progress of other children. - Fighting - Verbally aggressive to staff - Graffiti or vandalism - Inappropriate touching - Walking out or away from school 	<ul style="list-style-type: none"> - Promote prosocial behaviour - Loss of privileges - Alternative provision or staffing for events - Internal suspension - Possible external suspension - Therapeutic thinking behaviour analysis and behaviour support plan. 	<p>Log on CPOMS Notify Chair of Governors (if suspension) Meeting with parent Follow up meetings with parents to monitor behaviour Letter to parents if suspension applies INCO to seek advice from external agencies Local authority informed of suspension Suspension reported to governors</p>
<p>Level 5 incidents are very serious and are highly likely to lead to a suspension or exclusion, including</p>	<ul style="list-style-type: none"> - Physical aggression towards a member of staff. - Serious assault or abuse of another pupil - Intentional injury requiring doctor/ambulance - Malicious serious damage - Sexual misconduct 	<ul style="list-style-type: none"> - Suspension - Therapeutic thinking behaviour analysis and behaviour support plan. 	<p>Log on CPOMS Notify Chair of Governors (if suspension) Meeting with parent Follow up meetings with</p>

permanent exclusion.	<ul style="list-style-type: none"> - Theft from people outside school - Extreme behaviour away from school – e.g on a trip; before or after school 		<p>parents to monitor behaviour</p> <p>Letter to parents if suspension applies</p> <p>INCO to seek advice from external agencies</p> <p>Local authority informed of suspension</p> <p>Suspension reported to governors</p>
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5. Classroom Values

At the beginning of the academic year, each teacher and class discuss how they would like the classroom to be in the coming year and our school values – Respect, Kindness and Resilience - become the guiding principles for behaviour in the classroom.

6. Suspensions and Exclusions

The Headteacher, in consultation with the governors, has the right to exclude or suspend pupils at any level, at the Headteacher’s discretion, taking into consideration reasonable adjustments. This is seen as a last resort by all, and would only take place if a gross act of misconduct was performed, or if all else has repeatedly failed. Parents would be well informed of the steps along which a child had proceeded to get to this stage and we would be working in very close contact with them and other agencies, for example, the Educational Welfare Officer, Social Services, SENDIASS and DESC.

Hertfordshire guidance on exclusions will be followed.

<https://www.gov.uk/school-discipline-exclusions/discipline>

What are the different types of exclusion?

There are 2 types of exclusion:

- suspension (sometimes referred to as fixed-term or fixed-period exclusion)
- permanent exclusion (sometimes called expulsion)

Suspension

A suspension is when your child is removed temporarily from school. They can only be removed for up to 45 school days in one school year, even if they’ve changed schools.

If a child has been suspended for a fixed period, schools should set and mark work for the first 5 school days.

Permanent exclusion

Permanent exclusion means your child is no longer allowed to attend a school. Your local council must arrange full-time education from the sixth school day.

APPENDIX A

Scripts

Limited Choices

These can be used when a child has continued with an unsocial or detrimental behaviour, yet has not responded to one or two warnings.

Two simple choices, both acceptable outcomes, are given and repeated, e.g.

You can talk to me here or talk to me in my office.

We can talk here or outside the classroom.

We can complete the work now or when you are ready but it does need to be completed.

De-escalation

The de-escalation script is used when a child has become distressed or dysregulated. It is important to stick to the script to avoid further escalation of unsocial or detrimental behaviours.

I can see something has happened. I am here to help. Talk to me and I will listen.

Restorative Conversations

These are used following an incident, once the child has had time to regulate, calm and is ready to talk and listen.

What happened?

What were you thinking at the time?

What have your thoughts been since?

How do you feel about what has happened?

Who has been affected by what has happened? In what way?

What needs to happen to put things right?

Is there anything else you would like to say at this time?



Therapeutic Thinking Graduated Response

<p>Universal Behaviour Curriculum</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Establish routines and identify valued behaviours. <input type="checkbox"/> Include the above within pupil induction. <input type="checkbox"/> Create and monitor staff code of conduct. <input type="checkbox"/> Identify content of behaviour curriculum. <input type="checkbox"/> Identify opportunities for learning and create supporting plans. <input type="checkbox"/> Identify children not making expected progress and refer to Behaviour Policy.
<p>Targeted Behaviour Policy</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Policy reflects DfE guidance. <input type="checkbox"/> Policy communicates agreed valued and detrimental behaviours and the agreed responses for the majority. <input type="checkbox"/> Check if the identified behaviour is covered in policy. <input type="checkbox"/> Follow the policy. <input type="checkbox"/> Record the impact of policy on pupil's behaviour. <input type="checkbox"/> Where policy is not progressing the behaviour of most children, review the policy. <input type="checkbox"/> Where policy is not progressing the behaviour of an individual, implement further analysis and planning within Early Prognosis.
<p>Targeted Plus Early Prognosis</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Describe the behaviour factually and unemotionally. <input type="checkbox"/> Gather appropriate and authentic pupil voice. <input type="checkbox"/> Gather information from all relevant parties, including multi-agency colleagues. <input type="checkbox"/> Use the collated information to Assess, Plan, Do, Review. <input type="checkbox"/> Consider involvement of multi-agency colleagues. <input type="checkbox"/> Where further intervention is needed, move to the analysis and planning within Predict, Prevent & Progress.
<p>Specialist Predict, Prevent & Progress</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Review all information within Early Prognosis document. <input type="checkbox"/> Complete Risk Calculator. <input type="checkbox"/> Identify protective and educational consequences. <input type="checkbox"/> Complete Subconscious and Conscious checklists. <input type="checkbox"/> Complete Anxiety Analysis for relevant variables. <input type="checkbox"/> Use all analysis to create a Predict, Prevent & Progress plan. <input type="checkbox"/> Use the collated information to Assess, Plan, Do, Review. <input type="checkbox"/> Consider involvement of multi-agency colleagues. <input type="checkbox"/> Where further intervention is needed move to the analysis and planning within Therapeutic Plan.
<p>Specialist Plus Therapeutic Plan</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Ensure all preceding analysis documents are reviewed. <input type="checkbox"/> Complete the Therapeutic Tree for the individual pupil, including information from all the preceding analysis. <input type="checkbox"/> Complete a detailed Therapeutic Plan to micromanage staff responses to identified behaviours. <input type="checkbox"/> Use the collated information to Assess, Plan, Do, Review. <input type="checkbox"/> Consider involvement of multi-agency colleagues. <input type="checkbox"/> Consider group dynamic options. <input type="checkbox"/> Involve multi-agency colleagues in a review of the effectiveness of meeting need.