

BEHAVIOUR FOR LEARNING POLICY 2026



Reviewed/Adopted:	Jan 2026
Next Review Date:	Jan 2027
Review Frequency:	Yearly
Reviewed By:	FGB

Our School

We are an inclusive and nurturing Christian school rooted in the heart of our rural communities. Our vision is to be the school of choice for our local communities where every child is nurtured, a love of learning is ignited and each child can shine.

We will:

NURTURE - *Provide a safe, loving and respectful environment that nurtures the uniqueness and dignity of every person, enabling our pupils and staff to flourish.*

IGNITE - *Create memorable and meaningful experiences that ignite curiosity about our world and other people, to foster an infectious enthusiasm and lifelong love of learning within each child.*

SHINE - *Empower each child to fulfil their potential, so they know that they matter and that they can make a positive impact on the world*

This is an aspirational message supported by everyone in school which we will all do our best to achieve.

Aims and Objectives

The primary aim of our behaviour for learning policy is not a system to enforce rules. It is a means of promoting good relationships and positive behaviour, so that people can work together with the common purpose of helping everyone to learn. It is also a means of developing children's capacity to exhibit the school's six chosen virtues: creativity, respect, courage, curiosity, resilience, mindfulness.

We believe that all pupils should be aware of the standards of behaviour that are expected of them and take ownership and responsibility for consistently reaching these standards. To achieve this, we aim to ensure that every member of the school community feels valued and respected, and that each person is treated fairly and consistently. The school's behaviour for learning policy is therefore designed to support the way in which all members of the school can learn and work together in a nurturing, mindful and respectful way.

The role of the pupils

- To show respect to one another, to school staff, and anyone else that they may meet.
- Incidents of bullying, denigration, or bringing intentional harm to other pupils or staff will not be tolerated.
- Pupils are ambassadors to our school even when off school premises and we expect them to act accordingly.
- They are expected to follow our school charter, listen and follow instructions from staff.
- Accept and learn from any sanctions that they receive because they know this is the right way to behave. (This extends to any arrangements put in place to support their behaviour, such as pastoral support programmes).

Our School Charter

With the support, guidance and teaching of the school staff, we expect the children to follow our School Charter. The charter was developed in July 2022 during the creation and rollout of our current school vision.

I am important and so are you.
We listen to one another and learn whilst we do.

We show respect for all who meet.
In grace, in triumph or defeat.

We work together as a team to ignite our passions and create our dreams.

We are proud of our school and all that we do.
Watch us change, watch us grow, facing challenges as we go.

Nurture, ignite, shine, at Longstone Primary School

Class Charters

At the start of each year, each class discusses and formulates a 'Class Charter' – this breaks down the whole school charter into more age-appropriate instructions e.g. listen when someone is talking; use kind words etc. This is displayed prominently in each classroom and referred to by all school staff on a regular basis. It has been agreed by the pupils and the pupils have shared responsibility for upholding it.

The role of the headteacher

It is the responsibility of the headteacher to implement the school behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school. The headteacher supports the staff by implementing the policy and by setting the standards of behaviour. The headteacher also supports the staff in the implementation of the policy through the curriculum and other means which enhances the spiritual, moral, social and cultural development of the children including British Values.

The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified and relevant policies have been adhered to.

The role of the school staff, governors and volunteers:

- Act responsibly and professionally and will never denigrate or belittle pupils or colleagues.
- Modelling good behaviour is to lead by example.
- Model politeness, kindness, good manners and treat the pupils and colleagues as they wish to be treated.
- Use positive, motivating and supportive language ('do' rather than 'do not').
- Support the emotional well-being and mental health of the pupils through everyday interactions

and the curriculum.

- Ensure sanctions are clear to all and are applied fairly, proportionately, and without discrimination, considering SEND needs and disabilities as well as the additional challenges that some vulnerable pupils may face.
- Staff are trained to deal with behavioural strategies as part of their continual professional development and are well informed of the extent of their disciplinary authority.
- Ensure that the School Charter is adhered to in their class and that their class behaves in a responsible manner during lesson time and when moving around the school.
- Carefully construct routines and classroom organisation to minimise the opportunities for misbehaviour and help the day run smoothly.
- Have high expectations of the children in terms of behaviour
- Strive to ensure that all children work to the best of their ability.
- It is the responsibility of the class teacher to communicate effectively with parents and carers to ensure that any concerns and needs are shared between home and school and vice versa.

Staff work with parents to understand their children and their behaviour and believe that, in conjunction with clear rules, appropriate rewards/sanctions and good support systems, we can build an effective learning community. The school will report behaviour, good or bad, to parents regularly. We encourage parents to communicate with the school if they have a concern about their child's behaviour and we will do as much as is possible to support parents as and when they need it. We promote good behaviour within the school curriculum and reminders of school rules and expected standards of behaviour are up on walls in classrooms.

The school will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying (including online bullying). We aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of pupils' social, emotional and behavioural skills through our curriculum.

If a child misbehaves repeatedly, the school endeavours to keep a record of all such incidents. In the first instance, the class teacher deals with incidents in the normal manner. This should involve discussions with parents where appropriate. However, if misbehaviour continues, the class teacher should seek help and advice from the Senior Leadership Team. This will usually result in a meeting with the parents.

The school liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with a Multi-Agency Team worker or, if appropriate, the behaviour support service. Additionally, a range of preventative therapies may be offered in response to inappropriate behaviour, for example, nurture.

The class teacher reports to parents about the progress of each child in their class, in line with whole school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of parents:

Parents play a crucial role part in ensuring that their children are responsible for their own behaviour in school. We ask that parents respect and support the school's behaviour for learning policy and the authority of the school staff. Building school life into a natural routine, ensuring that children is at school on time, appropriately dressed, rested and equipped will encourage children to adhere to school rules and procedures.

We ask parents to work with the school in support of their child's learning, which includes informing the school of any special education needs or personal factors that may result in their child displaying unexpected behaviour. We ask that parents be prepared to attend meetings at the school with staff or the headteacher to discuss their child's behaviour and to adhere to any parenting agreements put in place.

In the case of exclusions, we ask that parents provide appropriate supervision for their child during the time that they are excluded from school and, if invited, to attend a reintegration interview at the school with their child.

The role of governors:

The governing body has the responsibility of setting down general guidelines on standards of discipline, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines and to ensure that the school policy is administered fairly and consistently.

The headteacher has the day-to-day authority to implement the school behaviour policy, but governors have the opportunity to discuss general behaviour issues at meetings. The headteacher must take this into account when making decisions about matters of behaviour. It is the responsibility of the governing body to monitor the rate of fixed and permanent exclusions.

Rewards:

We believe that it is important to encourage good conduct throughout the school by celebrating and rewarding good behaviour.

- Praise

All children's efforts are recognised and we will regularly praise pupils to raise their self-esteem, help them to learn to accept praise with good grace, enable them to appreciate their strengths and recognise the success of others to help them to become positive members of the school community.

- House Points

Each child in school is allocated to a house team on joining our school. By following the school charter and practicing positive behaviours, they can earn house points for their team. The winning team is presented with a trophy award each week in our Celebration Assembly.

- Bronze/Silver/Gold Awards

All children will collect stickers and stamps (at the back of their school planners) for displaying positive behaviour against the whole school charter, their class charter and the six values. Stickers for each of the virtues will be available to recognise when the virtues have been exhibited. When the corresponding page is full, the child is awarded a Bronze, Silver or Gold Award in our weekly celebration assembly. This is in the form of both a certificate and a badge to wear on non-PE uniform. Parents will be invited to watch.

Celebration Worship: Learner's, Citizenship and Sports Awards

Each week, the class teacher will nominate two children for a *Learner's Award* and two for a *Citizenship Award*. The PE teacher nominates one child in EYFS/KS1 and one in KS2. The children are presented with a certificate in the celebration assembly the following Friday (in order for their parents to attend who are notified via Parent Hub).

A Learner's Award is given for an example of great learning or behaviour for learning e.g. *Child X*

demonstrated great resilience when completing maths problems around area and perimeter; Child Y collaborated really well when completing a piece of performance poetry with a small group. She listened superbly to the ideas of others, took turns when speaking and was always considerate of other group members etc.

A Citizenship Award is awarded for showing thought and consideration for others around school based on our six virtues (one virtue per half-term): *e.g. demonstrating good manners (caring); playing nicely with a classmate at lunchtime (helpfulness) etc.*

Citizen of the Term and SMILERS Awards

At the end of each term, children in each class will vote for the child who they think deserves the Citizenship of the Term award. They will also explain why they think this child deserves the accolade. Parents of the recipients will be invited to attend a special assembly.

A SMILERS award is awarded to pupils who effectively demonstrate the SMILERS principles e.g. Stay connected, move, interest, look, eat well, rest and support

The class teacher will aim to ensure that all children are rewarded for demonstrating good behaviour and good behaviour for learning at some point during the year.

Proud Awards

Once every half term, two children from each class and in PE will be awarded a Proud Award to celebrate high quality work in any area of the curriculum work and/children will be scanned/photographed, framed and put onto the proud wall. Children will receive a certificate with parents invited to watch as per a Celebration Worship.

Sanctions:

The school has agreed standards of behaviour with children and parents because it believes that good and thoughtful behaviour is essential for effective learning. We seek to prepare children to take their place in society and the wider community. However, children do not always conform to these agreed standards and a system of sanctions is, therefore, required. A record of any significant behaviour or patterns of behaviour which causes concern will be added to CPOMS. Parents/carers will be informed of the behaviour and the sanctions imposed as soon as possible and where appropriate.

What sanctions do we use?

OUR BEHAVIOUR SYSTEM:

We believe that every child has the right to learn—and no child has the right to disrupt the learning of others. Our behaviour system helps children reflect and make better choices:

- **Chance** – A gentle reminder of our expectations and a chance to change behaviour.
- **Choice** – A clear warning and an opportunity to choose the right path.
- **Consequence** – If behaviour doesn't improve, a fair consequence will be given.

**Depending on the nature of the behaviour, a consequence may be applied immediately without prior warnings.

For significant breaches of behaviour, a child will be taken to see the Headteacher. If an initial behaviour is deemed serious enough (e.g. verbal or physical aggression), the child will be removed from class and taken immediately to the Headteacher. Parents will be informed and requested to meet with the Headteacher.

If there is no improvement in behaviour, the child may be given a behaviour diary or, if appropriate, a Behavioural Support Plan. If this occurs parents/carers will be required to meet with school staff.

All members of staff are aware of the regulations regarding the use of force by teachers. Teachers in our school do not physically, mentally or verbally abuse children. Staff only intervene physically to prevent injury to another child or property, or if a child is in danger of hurting him/herself. The actions that we take are in line with government and Derbyshire Children's Services guidelines on the positive behaviour support (including physical interventions).

Support for pupils who experience difficulties complying with the behaviour policy:

If a pupil is regularly missing playtimes, being sent to another class or removed from class by a member of the senior leadership team, the school will work with a child and parents to address this behaviour and support will be put in place to help the child comply with the behaviour policy.

Similarly, if a pupil is vulnerable to exclusion support should be put in place. This may include the following:

- Referral to external support agencies
- Daily discussion with a member of the senior leadership team
- An individual behaviour plan that outlines specific behaviours, actions/interventions, rewards and sanctions
- Support at lunchtime and playtime
- Classroom based support
- Home – school behaviour chart/records

When might exclusion be used?

From the *Suspension and Permanent Exclusion Guidance* (DfE, updated August 2024), the opening "Aim" section states:

"Good behaviour in schools is essential to ensure that all pupils benefit from the opportunities provided by education. The government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities."

If the unacceptable behaviour continues this may lead to seclusion, a fixed term exclusion or a permanent exclusion.

Excluded from class

A child can be asked to work alone or in another classroom for a predetermined length of time. A child can

also be secluded at break and lunchtime also so they are not integrating with other children for a predetermined length of time.

Fixed Term and Permanent Exclusion

All decisions to exclude are serious and only taken as a last resort or where the breach of the school rules is serious. The Headteacher will consider the nature of the misbehaviour when deciding upon the length of a fixed term exclusion.

The following are examples;

- Repeated failure to comply with a reasonable request from a member of staff
- Verbal abuse of staff, other adults or children
- Repeated use of bad language in school, in the school grounds, on the way to or home from school
- Failure to comply with the consequences of bad behaviour.
- Wilful damage to property
- Repeated bullying
- Violence towards another child or towards an adult
- Repeated fighting
- Theft
- Persistent defiance or disruption in the classroom
- Other serious breaches of school rules

If a child receives an exclusion, the Headteacher will request a meeting with the child and parents and decide the conditions for readmission.

If the child then continues to break the school rules and behave in an inappropriate way, an additional exclusion may be given at the discretion of the Headteacher and governors. Permanent exclusion is seen as a last resort. *The 2023/2024 Suspension and Permanent Exclusion guidance states:*

“a serious breach, or persistent breaches of the school’s policies; and allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.”

It is only used when a child, in spite of structured intervention by the school, continues to exhibit inappropriate and unacceptable behaviour, and has accumulated forty-five days of fixed term exclusions in a year, or has exhibited behaviour of such severe magnitude as to warrant removal from school immediately. In the latter case, the police may become involved.

Discipline beyond the school gate

Parents/carers are encouraged to report anti-social behaviour and bullying incidents that occur anywhere off

the school premises which pose a threat to a member of the public or a child as soon as possible. This includes any occurrence of online bullying.

Behaviour out of school that affects a child within school will be treated seriously by the school.

Complaints

Any complaints will be dealt with as set out in the School's 'Complaints Policy', a copy of which is available from the school office.

Monitoring

The head teacher will monitor implementation of this policy and will submit periodic evaluation reports on its effectiveness to the governing body.

This policy will be reviewed every year or sooner as necessary.