

Long Row Primary and Nursery School



Behaviour Policy 2025-26



LONG ROW PRIMARY SCHOOL BEHAVIOUR POLICY

This policy pays due regard to the Equality Act of 2010 – including aspects of Safeguarding and SEND. It relates directly to our Safeguarding Policy, online Safety Policy and our code of conduct which applies to all members of our school community.

The purpose of our Behaviour Policy

At Long Row Primary School, we seek to promote positive behaviour based on mutual respect between all members of the school community. The ethos of the school and the planning of the broad curriculum promote the attitudes and values necessary for individual children to contribute positively to their personal development and so to that of the school. This policy uses the advice from Behaviour in Schools advice to Headteachers and School Staff Sept 2022.

[Behaviour in Schools - Advice for headteachers and school staff Feb 2024](#)

Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally. Long Row strives to create an environment where positive behaviours are more likely by proactively supporting pupils to behave appropriately. Pupils are taught explicitly what good behaviour looks like through positive modelling and clear expectations and consistent use of school rules. Some pupils will need additional support to reach the expected standard of behaviour. Wherever possible, this support is identified quickly and put in place as soon as possible to avoid misbehaviour occurring in the first place.

The headteacher takes responsibility for implementing measures to secure acceptable standards of behaviour.

They include the following:

- the school has high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment;
- school leaders visibly and consistently supporting all staff in managing pupil behaviour through following the behaviour policy;
- measures are in place and both general and targeted interventions are used to improve pupil behaviour and support is provided to all pupils, regardless of protective characteristics, to help them meet behaviour standards, making reasonable adjustments for pupils where required; • pupil behaviour does not normally disrupt teaching, learning or school routines. Disruption is not tolerated, and proportionate action and consequences are taken to restore acceptable standards of behaviour
- all members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully; and any incidents of bullying, discrimination, aggression, and derogatory language

(including name calling) are dealt with quickly and effectively.

In summary, the headteacher and Governors of Long Row Primary School determine measures which aim to:

- encourage good behaviour and respect for others;
- secure an acceptable standard of behaviour of pupils;
- promote, among pupils, self-discipline and proper regard for authority
- prevent all forms of child on child bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- ensure that pupils complete any tasks reasonably assigned to them in connection with their education; and
- otherwise regulate the conduct of pupils.

When deciding what these measures should be, the Headteacher must take account of the Governing Body's Statement of Behaviour Principles. The Headteacher must have regard to any guidance or notification provided by the Governing Body which may include the following:

- Screening and searching pupils using guidance from [Searching, Screening and Confiscation](#)
- The power to use reasonable force and other physical contact;
- The power to discipline beyond the school gate;
- When to work with local agencies to assess the needs of pupils who display continuous disruptive behaviour
- Pastoral care for staff accused of misconduct

Leadership and Management

Long Row Primary School Governing Body is committed to supporting high standards of behaviour. The children will be able to voice their opinions about behaviour in the school and help to create school policy. Eg. PSHE lessons, assembly and school council. Annual questionnaires tell us what the children feel about being safe and being bullied. All questionnaires are followed up by 1:1 conversations with pupils where any concerns are raised. The Headteacher will have a high profile amongst the children and develop positive relationships which will enable a more personal approach to dealing with unacceptable behaviour. The Headteacher will support all staff in maintaining good discipline and will keep staff, parents and governors up to date with DfE and local guidance relating to behaviour in schools. Unacceptable behaviour will be dealt with promptly and effectively to ensure that learning is not disrupted and that children's and staff's emotional wellbeing is not compromised. Our approach to behaviour will have due regard to the Equality Act and Safeguarding procedures. Long Row will consider whether the misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case as set out in Part 1 of Keeping children safe in education.

[Keeping children safe in education 2025: part one information for all school and college staff](#)

Policy Statement

Our approach is simple, explicit and clear. We provide a consistent, positive approach to discipline which has a strong emphasis on the use of positive feedback and rewards. Behaviour is the responsibility of ALL staff in school. They have high expectations and challenge pupils to be the best they can be. Positive relationships are the cornerstone of our ethos and approach. Children are taught self-respect, as well as respect for others and their school.

A CONSISTENT APPROACH

There are 5 consistencies that all staff will uphold in school.

1. Model positive behaviours and notice these first.
2. Show consistent, calm behaviour.
3. Use relentless routines.
4. Calmly and slowly deal with disruptive learners by ensuring they are stepped through sanctions, giving 'take up' time every time.
5. Use restorative follow up to personally engage in reflective dialogue with pupils.

OUR SCHOOL RULES

We have three essential rules which are used by all members of the school community.

Be Ready Be Safe Be Respectful

Pupil Questions – Are we ready? Show me safe? Are you being respectful?

ROUTINES

- Meet and greet at the door. Children are then expected to enter the room and begin a task which has been prepared for them.
- Use counting back from 5 to 1 to get the class silent and ready to listen – ready in 5, 4, 3, 2 1 – notice positive behaviour in-between.
- Phonics phrasing to be used for peer working – turn talk tell – 1-2 -3 back to me.
- Walking wonderfully. To walk around school in a safe, calm and appropriate way at all times.
- 'Long Row' lining kept to a minimum (quietly, sensibly with a person space). Circle up for fire alarms, children stop and stand up on first bell – walk sensibly to class on second when class name is called. Children are met by the teacher at the class door.

WHOLE SCHOOL REWARDS

FIRST ATTENTION FOR EXPECTED BEHAVIOUR

We recognise excellent behaviour by marking it with positive recognition for children who go over and above. Recognition could include: -

- Verbal praise - "I've noticed "
- A text or phone call home /positive message to parents at the end of the day
- An over and above card
- Hero of the week certificate
- Sent to the Headteacher or other teacher to share work
- Recognition Time (R Time) in own classes with class teacher on a Friday 2.45-3.15pm •
Weekly Headteacher Gold star

CLASSROOM PRACTICE - to develop children's self-discipline and ownership of own behaviours

All staff will follow the 5-step behaviour plan. All conversations start with child's name.

Consideration is given to pupils who have individualised behaviour plans.

Reminder - of the expectations of the learner 'Ready, Safe, Respectful' delivered privately where possible. The teacher makes them aware of their expectations.

Warning - a clear, verbal warning, making the child aware of their behaviour and outlining that there will be consequences if the behaviour continues. Use the phrase - "think carefully about your next step as there will be consequences." The learner has a chance to make the right choice. Remind them of their previous good conduct wherever possible.

Last Chance - deliver the micro script privately to give a final opportunity to engage. Boundaries are reset.

Time Out - Deliver the micro script which will involve the child spending 2 minutes time out within the classroom environment in class. This is time to calm down, think about their behaviour and be ready to re-join their class.

Repair - This takes the form of a restorative conversation with the adult and child concerned. This might be a quick chat or a more formal conversation at break or lunchtime. Children will also be expected to complete any class work missed as a result of their inappropriate behaviour. 5 mins of their R time on a Friday afternoon is lost, per incident. Parents are informed.

THE RESTORATIVE CONVERSATION

ASK

1. What happened?
2. Who was affected?
3. How were they affected?
4. What needs to be done to put things right?
5. How will you do things differently next time?

Where behaviour does not improve after time out, the same steps will be followed.

At the second time-out the child will be sent to a partner class, with another child or adult to work there until the end of the session. The child will return to their teacher to have the restorative conversation as above. Parents to be notified of the time out given.

Where the child continues to make the wrong behaviour choices, the same steps will be followed with time out 3 spent working with a member of SLT. Parents are informed of this and are invited into school to discuss the next steps.

During this meeting a Behaviour Support Plan will be put in place that clearly identifies what behaviours are expected from the child and the consequences of any further unacceptable behaviour. Parents and pupils will also be informed at this meeting that further unacceptable behaviour may lead to a system of internal exclusions (seclusion) within school.

All time-outs to be logged on My Concern for monitoring purposes, which create a behaviour log.

PERSISTENT UNACCEPTABLE BEHAVIOURS

The Headteacher will assist with any persistent challenging behaviour in any context. An assessment of the child's need is undertaken and a meeting with school staff and parents is initiated. At this meeting the following will be discussed:

- Any special educational needs and regard to [Equality Act Advice Final.pdf](#)
- The child's behaviour in the home
- Creating an individual programme of support for the child possibly with school-based interventions - **Including Pastoral support and inclusion in lunchtime clubs**
- Referral to the Behaviour Support Service or other external services if deemed necessary

Depending on the outcome of the parent, pupil and staff discussion, and where behaviour continues to be unacceptable, it may be that your child will have sessions of seclusion in school. There will be a maximum of five seclusions, before a final fixed term exclusion occurs.

A fixed term exclusion is usually 1 day but can be longer depending on the severity or frequency of the behaviours displayed.

Please note that for more serious incidents, such as fighting, bullying, swearing or extreme defiance, these sanctions or fixed term exclusions may be implemented immediately. This is at the discretion of the Head Teacher.

On return to school a re-integration meeting will set targets for improvement. If no improvement is made then formal warning of the move to permanent exclusion will be given.

The school will follow DfES guidance on permanently excluding a pupil.

Exclusion

Where a child's behaviour causes significant concern and the range of strategies outlined above has failed, the Headteacher may decide to exclude a child for one or more fixed periods. In extreme circumstances, the Headteacher may exclude a child permanently.

Strategies used for any form of bullying, (include prejudiced based, discriminatory bullying and cyber bullying) and child on child abuse.

Strategies are put in place to tackle low level distraction in class which are matched to the child's particular circumstances. These are usually short-term, positive strategies which consider the child's point of view but can be more serious leading to safeguarding concerns.

We aim to prevent bullying through our PSHE curriculum and assemblies, where children have the opportunity to discuss issues and concerns. Stories, images and songs are shared which children are encouraged to reflect on. The school believes that nobody has the right to hurt other people physically or by calling names, spreading rumours or by doing anything which is intended to upset others. All children have a right to learn in a supportive, caring and safe environment without fear of being bullied. We promote acceptance of diversity of faith and culture through our RE curriculum, visitors to the school.

The school has a clear policy on the promotion of positive behaviour and any form of bullying will not be tolerated at Long Row Primary School within or out of school hours.

To support this principle, all children are told regularly, through class PSHE lessons and assemblies, that bullying may be verbal, physical or through the use of technology and will not be tolerated by the school in any form whatsoever. They are made aware that any repetitions or patterns of unkind behaviour will be treated as bullying and significantly, that speaking out is essential. Children are taught that being safe is the most important thing and that every child has the right to feel safe in our school.

Where there is evidence that any form of bullying or inappropriate sexual behaviour has taken place, parents will be notified and involved.

Staff Development and Support

- Part of the process of annually reviewing this policy involves all staff including MDMS, who attend staff meetings and EFF courses, this reminds about practice and principles of promoting good behaviour whilst being able to contribute ideas to improving practice.
- Behaviour management is included in the induction of all new staff.

- The Headteacher will ensure that staff are kept up to date with DfE publications and guidance
- The school will provide training for staff around the specific needs of pupils whom present with continual behavioural concerns.

Support

- It is the Headteacher's responsibility to support staff, particularly when there is a child with challenging behaviour in their class. This can be done through offering advice, ensuring support with sanctions and paying due regard to staff health and wellbeing
- Where a member of staff has been accused of misconduct pending an investigation, the member of staff should not automatically be suspended. The Governing Body should instruct the Headteacher to draw on the advice of the DfE 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if allegations are made against them.

Pupil Support Systems

At Long Row Primary School we understand that how a child behaves can be a sign of an underlying issue.

All behaviour is communication.

Staff are trained to look out for changes in behaviour which could include:

- A child who is withdrawn and unable to make friends
- A child who is unable to concentrate on classwork
- A child who may become disruptive and/or aggressive in class

In such cases any emotional/behavioural difficulties should be determined. Parents will be invited into school supported by staff completion of a safer and wellbeing grid. Meetings attended by parents and staff, and reviewed every 6 weeks. Pupils will be given the opportunity to express their thoughts and feelings with a chosen adult or individually or within a small group intervention e.g. Nurture Group. Our Learning Mentor may also take the decision to refer to an outside agency for additional emotional support.

Support Systems for staff

School will support all adults working with pupils to ensure they are achieving. It is school practice to discuss behavioural issues in order that the staff feel supported and the school is working together to provide a cohesive approach to supporting individual needs. This will be achieved following the school's safeguarding policy. All staff have copies of this policy in order that behaviour management is consistent throughout the school.

Support Systems for parents/carers

Long Row Primary School have an open door policy where parents and carers are encouraged to visit to discuss any relevant issues. However, it would be appreciated if appointments could be made where possible to ensure the availability of a member of staff and to give parents/carers

the time needed. Likewise, when school needs to discuss anything with parents/carers, they will be contacted to arrange an appointment.

Monitoring and Review

Behaviour management will be under constant review throughout the school on a class and individual basis and is discussed in Team around the school (TAS) meetings termly.

Governors review behaviour policy, regularly discussing pupil voice and responses to parent and pupil questionnaires. Governors support the school on managing pupil behaviour to ensure all pupils safe at school.

This document is freely available to the entire school community and is published on the school website.

This policy is linked to our antibullying policy, safeguarding policy, teaching and learning and prevent, exclusion and online safety.

It will be reviewed on an annual basis.

Review date September 2026