



The Federation of Longhorsley and Whalton C of E Schools

*Love your Neighbour as yourself so we can all aspire, believe and achieve
to be the very best that we can be...*

Hope - Honesty - Forgiveness - Friendship - Trust - Love



Good Behaviour Policy 2025-2026

The FEDERATION of LONGHORSLEY St HELEN'S and WHALTON C of E SCHOOLS

Reviewed by staff, considered by Governing Body Teaching, Learning and Assessment Committee,
approved at the Governors Meeting and implemented from that date.

Approved: Autumn term 2024

Review date: Spring term 2026

Rationale

We believe that school communities are most effective when their members have high self-esteem and respect for each other. This encourages the development of self-discipline enabling children to become responsible members of society and to be able to **make the right choices**. Rules need to be fully understood by staff, children, parents and governors and applied consistently and fairly. Good behaviour should be recognised and praised at all times to create a safe, calm, orderly and positive environment.

Our Federation Vision:

Our Church School Vision underpins our Behaviour Policy

Love your Neighbour as yourself so we can all aspire, believe and achieve to be the very best that we can be...

To love your neighbour as yourself means valuing the needs of others, fostering a culture of generosity through which children, staff and visitors to the school create a space of kindness, inclusivity and acceptance.

With Love at the centre of our core Christian values of Hope, Honesty, Forgiveness, Friendship and Trust, we aim to build a community ethos of lovingly serving one another, where everyone can aspire, believe and achieve to be the very best that they can be...

Aims

- To create the conditions for a happy, orderly school in which effective learning can take place and children can aspire, believe and achieve to be the very best that they can be, and to ensure the safety and well-being of all children as outlined in our school vision
- To foster a climate in which good behaviour and positive attitudes are expected, and which reinforce the school's Christian ethos of lovingly serving one another to show love, friendship and forgiveness to others - to love your neighbour as yourself
- To know that it is okay to make mistakes but that we need to learn from them and learn to forgive ourselves and others too

We will endeavour to achieve these aims by:

- Encouraging respect for self and others
- Developing self-discipline in the children
- Fostering co-operation among children and between children and adults
- Enabling children to *make sensible choices* about how they behave
- Teaching the children that actions have consequences
- Encouraging the children to be loving, honest and truthful
- Promoting care and pride in the school and its environment
- Encouraging children to accept responsibility for their own actions
- Showing the children that it is important to care for others (our neighbours) and to respect their property
- Ensuring that the child is aware that it is their behaviour which is not acceptable, it is not themselves as a person
- Having a clearly defined framework of expected behaviour, which is made known to everybody in the school
- Displaying the Federation Expectations in Classrooms and around School
- Reinforcing expectations from the 'Good Behaviour Policy' at regular intervals, emphasising why they are necessary

Federation Expectations for Everyday Good behaviour:

We have the following overarching expectations of what good behaviour looks like across our two schools:

- We look after our school and each other
- We are kind, polite and helpful to everyone
- We keep hands, feet and other objects to ourselves
- We always do as we are asked and always allow others to get on with their work
- We walk sensibly and quietly in school

See Appendix D

See Appendix F for Federation Expectations for Everyday Good behaviour - widget form

Playground Expectations for Good Behaviour:

At playtimes and lunchtimes

- We stand still when the first bell rings
- When the second bell rings we listen to the adults instruction (e.g. tidy toys away/walk sensibly into the line)
- We play on the grass/field when an adult has given us permission (LH - in wet weather children to wear wellingtons on field until it is too wet/muddy. WH year 4,5,6, to be on the field with wellies in the winter, younger children to stay on the yard with the exception of Monday/Tuesday when R, 1, 2 & 3 can go on the field) At Whalton, PE days, the outdoor climbing frame and trim trails will be used by the classes not doing PE at breaktime
- We use equipment on the playground that an adult has given us permission to use
- We follow the Federation Expectations and agreed playtime rules when we are outside too
- We tell an adult if someone does or says something unkind if this is something you **can not resolve** yourselves from the skills you have been taught, we do not retaliate, if this does happen we will be told to leave the playground and are sent to a member of the staff or the senior leadership team (Red card)

See Appendix E for child friendly playtime expectations



NB. Also see appendices A, B and C for Adventure Playground and Trim Trail personalised to each school

Consequences

Consequences are important because they:

- promote consistency and fairness
- help children to make sensible choices about the way they behave
- encourage parental support
- inform parents of unacceptable behaviour

The consequences of choosing not to follow the expectations of the school will usually be in the form of hierarchical warnings and movement down the Behaviour Display Ladder.

1. **Verbal warning** - naming the relevant school expectation which is not being met.
2. **Chance to reflect (time out)** on the school expectations with the opportunity to change their behaviour, again naming the relevant school expectation which is not being met. The child's name moves to 'Reflect' where they reflect upon their actions and correct them.
3. **Consequence (speak to a teacher)** with the resulting consequence of missing some time at playtime or possible thinking time in class if relevant. Behaviour will then be discussed and parents informed.
4. If behaviour fails to improve, The Executive Headteacher/Assistant headteachers will be notified and child's parents contacted to discuss ways forward and the possibility of further sanctions, including withdrawal of privileges, notes of apology etc

Hometime Expectations for Good Behaviour:

- We walk out of school in our classes with our teacher and line up. We then wait until our teacher tells us that we can go. We are always collected by an authorised adult - if in doubt, the teacher will ring the parents.

The Behaviour System ladder

- All Whalton and Longhorsley classrooms have a consistent Behaviour System in the form of a sequential display, such as a ladder
- The display will have 4 elements - 'Outstanding', 'Ready to Learn'; 'Reflect' and 'Consequence' **When the children are on Outstanding it is because they have done something exceptional, for this they are awarded with a golden sticker**
- The children's names are moved up and down to praise, support thinking time or an action for their conduct - either a move away, further time out **or a change of scenery - parents informed at this stage**
- The children always begin the day on Ready to learn as a clean slate/new start and it is adapted for children with SEND - see below.

Children with SEND and Behaviour Consequences

Children with special educational needs or emotional/behavioural difficulties may need to follow a specific/individual behaviour programme - This will be drawn up by the Class Teacher/SENDCo and/or Executive Headteacher. Parents/Carers will be consulted and informed of individual programmes and

targets. It will often be reset after each lesson so that in line with our core values: of love, trust and forgiveness, the child has a fresh start throughout the rest of the day.

In the event that a child has regular and/or significant episodes of dysregulated behaviour, school will create a risk assessment or a behaviour crisis management plan (usually with a member of the NCC Behaviour and Emotional Wellbeing team) or using the Thrive Based Approach.

Shared Language for children when they are dysregulated

We base our responses to the children using a shared language/script that is based on the 'Thrive approach.' It is important that we as adults wonder, imagine and notice and guide a child through these tricky times. The adult needs to be in control of their emotions and offer the children a narrative to support coregulation.

Shared Language and approach based on Thrive:

I can see that you are feeling and I'm wondering if and I know that so what we need to do is then when you are feeling calm and alright again we will as this behaviour is not acceptable but we really care about you and need to keep you safe. The adult needs to lend their thinking brain at this point, to help the child through their dysregulation by validating and attuning with them.

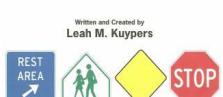
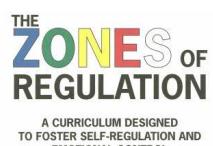
NB: For children with Special Educational Needs they may follow a more detailed and bespoke Behaviour Crisis Plan. This usually includes:

'when a staff identifies the child will and the staff member will be responsible for at this point. If needs help with this will be signalled by The resources that are needed are stored in and they will be retrieved by

Link between Behaviour and Emotions

Across our Federation, we encourage children to recognise their behaviour and learn how to deal with their feelings appropriately. We base our ideas on the 'Zones of Regulation'; different colours representing a range of feelings to help children have greater awareness of themselves and how to control and regulate themselves for optimum learning and ability to interact successfully with others.

This is an example of how a child may be feeling when they are in a certain zone. However, we encourage children to notice others and talk about how they might feel in certain situations. For one person when they are sad for example, they may want to be left alone, or another with the same feeling may want to seek comfort in someone else.



What Zone Are You In?

Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Mean Yelling/Hitting Disgusted Out of Control

Each class will personalise the language so that it meets the needs of the class members and age range. Although there is a common shared language and coloured zones, how one child may feel in one zone can be totally different to another individual. As the children develop through their different years, we expect them to become increasingly self-aware of their emotions and how to manage them, as well as being able to recognise others' feelings in order to make the right choices and to be a good neighbour, be able to help others in a positive and supportive way when they are struggling in a zone.

Physical Intervention

Positive personal and professional relationships between staff and pupils are vital to enable good learning and order in school. It is acknowledged that the majority of children at The Federation respond positively to our Federation Expectations.

It is also acknowledged that in exceptional circumstances, staff may need to take actions where the use of restraint may be required. The Federation recognises that physical techniques are only a very small part of a whole school approach to behaviour management.

Positive handling should avert danger by preventing or deflecting a child's action or perhaps by removing a physical object, which could be used to harm him / herself or others. It is only likely to be needed if a child appears unable to exercise self-control of emotions and behaviour for example when they are dysregulated. We have a separate Positive Handling and Restraint Policy- click here: [Positive Handling and Restraint Policy](#) and follow the Department for Education's advice for Use of Reasonable Force [DfE advice template](#)

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- and • restrain a pupil at risk of harming themselves through physical outbursts.

Suspension

A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool (see DFE guidance: [Suspension and permanent exclusion guidance](https://www.gov.uk/government/publications/suspension-and-permanent-exclusion-guidance) ([publishing.service.gov.uk](https://www.gov.uk/government/publishing-service))).

It is used to provide a clear signal of what is unacceptable behaviour and to show a pupil that their current behaviour is putting them at risk of permanent exclusion. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period. It is never taken lightly.

Where suspensions are becoming a regular occurrence for a pupil, we will look at whether additional strategies need to be put in place to address behaviour. It is important that during a suspension, pupils still receive their education. We will ensure that work is set and marked for pupils during the first five school days of a suspension. A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period.

Permanent exclusion

Only the headteacher of a school can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school

Bullying

At Longhorsley and Whalton C of E Schools, we believe that every child has the right to learn in a safe, caring and nurturing environment. Each school takes bullying very seriously and has a zero tolerance policy in place. Our Anti -Bullying Policy outlines our strategies and procedures for dealing with this.

All reports of bullying will be investigated by a member of staff who should:

- inform the Executive Headteacher;
- ask other members of staff to be vigilant;
- respond quickly;
- reassure the victim and offer help and advice.

Please see separate Anti Bullying Policy which includes measures to prevent bullying (including cyberbullying, prejudice-based and discriminatory bullying).

Praise and Rewards

Praise and rewards are important because they:

- Reinforce good behaviour and the development of strength of character

- Allow children to monitor their progress
- Increase self esteem
- Encourage continued good behaviour
- Celebrate children's achievement within the school community

Praise and rewards must be fair and consistent and will be in the form of:

1. Spoken praise in classrooms, in PE lessons and on the yard/field by all staff
2. The Marble Jar - a physical reward system based on teamwork which consists of both class marble jars and a whole school marble jar where any child can be awarded a marble for meeting the Federation Expectations, for trying their best or for performing well in lessons/in their work. Class marble jars are emptied into the whole school jar on a weekly basis in Celebration worship.

Through the school council, each class (on an annual basis) will vote on and draw up a list/ menu of choice of 'treats' for the actual marble treat to be awarded once the whole school marble jar is full.

In our weekly celebration aspect of worship, children will also be chosen from across the school to be awarded with a golden marble and gold Headteacher's sticker for demonstrating successfully (or progress towards):

1. A particular character trait. These traits are based on our Commando Joe RESPECT curriculum (resilience, empathy, self-awareness, passion, excellence, communication and teamwork)
2. Or for demonstrating one or more of our CORE Christian values (love, honesty, forgiveness, friendship, trust and hope) and being a good neighbour to others.

The golden marbles join the whole school jar building towards a shared marble treat at the end of every half term and term.

Appendix A :



Adventure Playground Rules at Longhorsley C of E First School



- We look after our Adventure Playground
- We go across and through the climbing wall, but not over the top
- We have no more than three people on the bridge at the same time
- We always go **down** the slide
- We never sit on the very top of any piece of the Adventure Playground equipment

Appendix B: Trim Trail Rules

- Only 1 person on each piece of equipment
- Only use the Trim Trail if there is an adult supervising
- Give people space and time to cross
- Go one way only
- Only use hands on the top hand holds

Appendix C: Trim Trail Rules at Whalton Church of England Primary School

- Only use the Trim Trail if there is an adult supervising
- Give people space and time to cross
- Go one way only
- Only use hands on the top hand holds



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OUR FEDERATION EXPECTATIONS

1. We look after our school and each other
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5. We walk sensibly and quietly in school



Appendix E

To love our neighbours and ourselves at playtimes, we will:

- ★ Ask people to come and play
- ★ Include everyone in our games and listen to each other
- ★ Look after each other and take them to a teacher when hurt
- ★ Keep each other safe by playing kind games (Tag, Bug City, Basketball, multi-skills with playground equipment)

Appendix F



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OUR FEDERATION EXPECTATIONS

