



# Langley Green Primary School

# Behaviour Policy

**Reviewed July 2025**  
**Next review date - July 2026**



# Langley Green Primary School

## Behaviour Policy

### **PRINCIPLES**

We expect **all** staff working at Langley Green Primary School to actively promote and continually model our five key principles in their everyday work no matter what their role in the school.

- Our five values, Working together, Kindness, Independence, Respect and Excellence are at the heart of our work.
- The high priority given to reading and love of literature is not a narrowing of the curriculum but the key to children's success in all subjects. In all lessons we expect to see a focus on reading.
- Vocabulary work is especially key for our pupils and is a major focus in all lessons supported by visual materials wherever possible. All staff play a key role in developing vocabulary. (See below\*)
- Co-operative learning underpins work in every curriculum subject.
- We place high emphasis on oracy. All adults are expected to be an excellent role model and provide sentence stems for pupils. All pupils are expected to give answers in full sentences. (See below\*)

\*We strongly believe that all staff working in our school need to understand that the development of children's spoken language underpins all learning and everyone in school plays a crucial part in this.

Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations children have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added staff will build children's language effectively.

### **Our School Vision, Aims and Values**

Vision - Working Together, Learning Together, to achieve the best we can.

### **At Langley Green Primary School we aim for pupils to ...**

Develop a love for lifelong learning

Become effective communicators

Be friendly, respect and work well with others

Develop as confident individuals ready for any challenge

Develop the skills and knowledge for the 21<sup>st</sup> Century

**Our five values**, Working Together, Kindness, Independence, Respect and Excellence are at the heart of our work.

## **PURPOSE**

All members of Langley Green Primary School have a right to work in a consistent, calm, purposeful and safe environment.

Our behaviour policy enables teachers to teach, children to learn and all members of staff to carry out their duties within, and adhering to, the vision, ethos and aims of the school.

The behaviour policy extends to clubs and off site visits.

## **LEADERSHIP AND MANAGEMENT**

SLT are highly visible around the school and regularly engage with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.

High expectations of behaviour are expected from **all** pupils and staff. (Read in conjunction with the Code of Conduct for staff). These high expectations should include all areas of the school including, physical education lessons and moving around the school in groups or as a whole class.

The Governing Board are responsible for monitoring behaviour through termly Head Teacher reports.

The Deputy Head Teacher (Behaviour) is responsible for monitoring behaviour in the school on a weekly basis and maintains a behaviour log.

SLT monitor behaviour through a half-termly meeting and review the behaviour log.

The Inclusion Administrator is responsible for preparing behaviour reports on a weekly basis and when requested.

Resources are allocated as necessary.

## **SCHOOL SYSTEMS AND SOCIAL NORMS**

At Langley Green Primary School we promote a calm, well-ordered and safe environment through our five core values:

- Working Together
- Kindness
- Independence
- Respect
- Excellence

These values are promoted through the use of the following systems:

- Conduct behaviours (Appendix 1)
- Classroom management signals (Appendix 2)
- Cooperative learning standards (Appendix 3)

To promote excellent standards of behaviour, staff must always be ready to greet pupils in the classroom at the beginning of the day and after every break so that children **do not line up outside the classroom**. This will maximise use of time in the school day and prevent any lapse in our expectations of excellent conduct. The only time pupils need to line up is

when they are moving around the school as a class. In these circumstances, the teacher should be at the front of the line and wait at intervals so that the class keeps together and behaviour is monitored as they move through the school.

### **Class Charts**

Class Charts is the vehicle used to record behaviour for all pupils in the school. Points are awarded for positive behaviour and deducted for misbehaviour. Behaviour will be tracked through this system and points will convert to behaviour awards each term.

All staff in the school are encouraged to award Class Charts points. There is no limit to the number of points a member of staff can award. It is expected that Class Charts is open and easily accessible when a staff member is in the classroom. We aim towards equity in the number of points awarded between classes across the school.

### **Behaviour Management and Consequences**

Our primary approach is a positive one where we recognise and reward good behaviour (Appendix 4).

The Sun and Cloud system is used by teachers to manage behaviour for all children (Appendix 5). The expectation is that all children start the week on the sun. Children's names should be moved up to the golden sun to reward positive behaviour and down as a consequence for unacceptable behaviour. Children should always receive a verbal warning before their name is moved down.

The Deputy Head (behaviour) will only be called in an **extreme situation** where staff and pupils are at risk or there is **severe disruption** to the learning. If any pupil is causing concern they should be brought to the attention of the behaviour lead so that advice/support can be given.

Pupils must never be sent to the Atrium/outside the classroom or to another class without the prior agreement of the Deputy Head (behaviour).

### **Responding to misbehaviour - pupils on the storm cloud**

- Pupils will be reminded of expected behaviour
- Pupils on the storm cloud will lose all or part of golden time and the expectation is that they will write an account of their behaviour (during golden time) and how it can be improved the following week. (Drawings in KS1)

In addition, pupils on the storm cloud **may**:-

- Receive a verbal reprimand - deputy head behaviour
- Have a phone call home to parents  
(This is likely if the child is flagged up regularly during the weekly monitoring.)

EYFS pupils on the storm cloud will have time out immediately for an allocated amount of time using a sand timer. Age appropriate timings e.g. 3 minutes for 3 year olds etc.

Pupils who are persistently on the storm cloud are discussed at regular intervals at SLT meetings and appropriate action will be taken.

Sanctions for these pupils may include:

- Loss of privileges
- Behaviour report card

Each child will be considered as an individual case and an appropriate sanction will be carefully applied.

Annual behaviour training is provided for all staff. Additional support and coaching for individual teachers is provided as identified through the monitoring process.

### **Pupil Support**

The Behaviour Lead and SENDco work closely together to design a programme of support for pupils with additional needs where those needs might affect behaviour.

Pupil support may also include:

- Frequent and open engagement with parents.
- Mentoring and coaching
- Short term behaviour cards
- Longer term behaviour plans
- Reduced timetables
- Engagement with other agencies e.g. Learning and Behaviour Advisory Team

The school will consider whether any reasonable adjustments need to be made to the sanction in response to any additional need or disability the pupil may have.

### **Child-on-child Abuse**

Following any reports of child-on-child abuse, the DSL or deputy DSL will follow the safeguarding principles set out in Keeping Children Safe in Education 2024 part 5.

This will be recorded on CPOMs.

### **Bullying**

Following any reports of bullying, the Behaviour Lead will consult with the other DSLs in the school and follow procedures in the Anti-Bullying Policy and this will be recorded on CPOMS.

### **Use of Reasonable Force (See policy)**

All members of school staff have a legal power to use reasonable force. 'Reasonable in the circumstances' means using no more force than is needed.

Team Teach trained staff should be called upon when required.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

- Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

### **Mobile phones**

Our school operates a 'no mobile phones on school premises policy'. Phones should be left at home or with parents.

Any mobile phone found in school will be in breach of the policy. Mobile phones are included in the banned items list.

In exceptional circumstances the Head Teacher may allow a pupil to bring a mobile phone to school. In this case, the phone will be handed in and collected from the school office.

### **Banned Items**

Langley Green Primary School does not permit the following items in school. A search can be made of bags and lockers if a pupil is suspected of having these items in school.

Lollipops, chewing gum and bubble gum, vapes, cigarettes, drugs, knives, matches or lighters, imitation weapons, mobile phones.

### **Appendix 1 - Conduct Behaviour Focus**

Each conduct behaviour will be the focus for two consecutive weeks.

However, it does not mean that other aspects of learning or conduct should be ignored. Please continue to praise these at all times.

**ALL** school staff are expected to reward this behaviour by awarding Class Charts points and stickers. Stickers for the conduct behaviour of the week are available in the staff room.

	<b>Conduct Behaviour</b>
<b>Week 1 and 2</b>	<b>Walking quietly around the school</b>
<b>Week 3 and 4</b>	<b>Walking on the left</b>
<b>Week 5 and 6</b>	<b>Holding doors open for each other</b>
<b>Week 7 and 8</b>	<b>Picking up items without being asked</b>

Week 9 and 10

Using polite language and greeting each other politely, saying please, thank you and excuse me etc.

e.g.



## Classroom Management Signals



Stop Signal



Active Listening



Thumbs on Chest



My Turn - Your Turn



1-2-3 Move



Cheers



Toilet

### Appendix 3

#### Cooperative Learning Standards

Children will be grouped into teams in all English, Maths and Curriculum lessons. They will be awarded points for following the five cooperative Learning Behaviours (Active Listening, Help and Encourage Others, Explain your Ideas, Everyone Participates, Complete Tasks). All staff are responsible for encouraging children to follow the standards and awarding points.

## Co-operative Learning Points

Team Name \_\_\_\_\_

Date \_\_\_\_\_

	<u>Practise</u> Active Listening 	Help and Encourage Each Other 	Everyone Participates 	Explain Your Ideas and Tell Why 	Complete Tasks 	Total
Day 1						
Day 2						
Day 3						
Day 4						
Day 5						

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All staff will display the team names and have the points displayed on the table using the correct points sheet (Yellow English, Blue Maths, Green Curriculum.)

The EYFS will award coloured balls in jars. (One jar for each behaviour.) 'Balls' are awarded to the whole class.

In Nursery the class will focus on one learning behaviour per half term and add a new behaviour each half term, building up to all five by the end of the academic year.

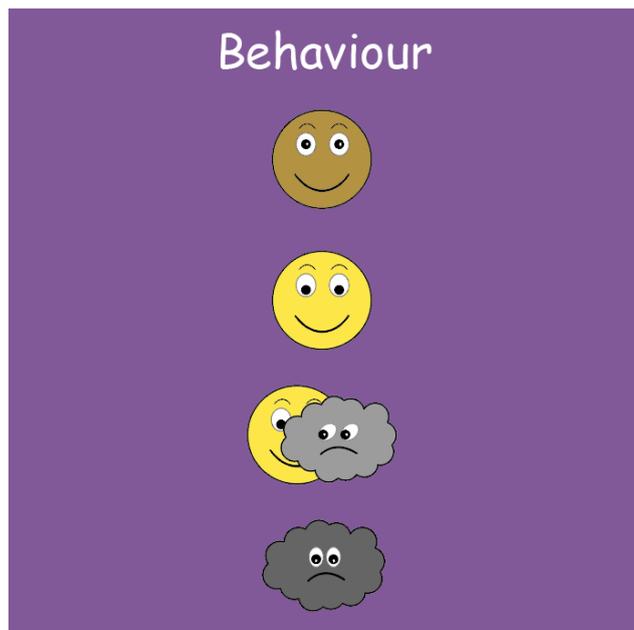
## Appendix 4

### Recognition through rewards

Award	Issued by	Description
<b>Stickers / Stamps</b> <b>Comments</b> 	All adults	All children will collect their stickers on achievement cards. Once the card is filled the child will take it to the head teacher who will issue an achievement certificate that will be awarded in assembly.
<b>Cooperative Learning Team Points</b>	All adults	Teams will be awarded points. All children will be part of a team for English, Maths and Curriculum. Points will be calculated weekly and the team of the week will be recognised.
<b>Values Board</b>	All adults and children can nominate members of the school for demonstrating any of our school values. Names are recorded on Class Charts.	The child's name will be added to the values board and be celebrated in assembly. If children have been nominated 3 times for a specific value, they will receive a wristband and go on to the values superhero board.
<b>School Bears</b> 	Head or Deputies in Friday Assembly	Awarded to one class in the Lower School and one class in the Upper School for the best behaviour in Assembly that week. Class Charts points will also be awarded.
<b>Golden Ticket</b> 	All staff	Issued to children for <b>outstanding</b> effort, achievement or behaviour. All tickets are entered into a half termly draw for a small prize.
<b>Star of the week</b> 	Class teacher	2 children from each class are named in our Friday Assembly and the child receives a Star of the Week sticker and certificate.
<b>Golden time</b> 	Class teacher	Each class will have Golden time for 20 minutes on Friday afternoon as recognition that they have maintained the expected behaviour standard throughout the week. <b>Golden time must not take place outside.</b>

<p>Golden Sun/Exemplary Behaviour</p> 	<p>Class teacher Deputy Head - Behaviour</p>	<p>Children can be moved to the golden sun and will receive an exemplary behaviour sticker. Learning Ambassadors will assist in distributing these.</p>
<p>Headteacher/Deputy Headteacher Awards</p> 	<p>SLT</p>	<p>Special note and/or sticker issued to children for various reasons as rewards for significant achievements and exemplary work. Class teachers can send children to the SLT when they deem it to be appropriate.</p>

## Appendix 5



**Stage 1** The child is warned that they may have to move their name and reminded of how they should be behaving. This can be visually displayed on the whiteboard using the unhappy face.

**Stage 2** If a second reminder is given, the child's name will be moved to the grey cloud. A third reminder and the child's name is moved on to the storm cloud. This will result in the child losing part of their golden time. A child should be given every opportunity and encouragement to move back up to the sun during the lesson.

**Stage 3** Pupils on the storm cloud will be reminded of expected behaviour

- They will lose all or part of golden time and the expectation is that they will write an account of their behaviour (during golden time) and how it can be improved the following week. (Drawings in KS1)

**(Years 1 - 6)**

**EYFS** - all names return to the sun at the end of each day. However, staff need to make a record of any children on the storm cloud that day to feedback to the Behaviour Lead. If they are on the storm cloud, they will get an immediate time out with a timer.

