



Longacre School Behaviour Management and Sanctions Policy

This policy includes the Early Years Foundation Stage

Policy updated: May 2025

Policy to be reviewed: May 2026

The Assistant Head (Pastoral), Mrs Pandey, is responsible for all matters concerning behaviour and discipline, supported by the Head of Pre-Prep Mrs Nicola Mould who is the named practitioner, responsible for the implementation of this policy in the Early Years Foundation Stage setting.

We believe that one of the chief strengths of Longacre is the cheerful, positive, supportive learning environment where each child is valued as an individual and whose happiness is of utmost importance. We believe that our consistent commitment to positive behaviour management plays an integral part in this.

Introduction:

At Longacre we recognise that all members of the school community have rights, but with these come responsibilities:

- It is the school's aim to ensure that all children share a common educational experience within the bounds of acceptable behaviour;
- We endeavour to create an ethos based on tolerance and mutual respect, which is conducive to the learning and social development of all children;
- The purpose of the policy is to state clearly what our expectations are, and how we will deal with inappropriate behaviour at school.

The policy needs to be continuously evaluated to ensure we are meeting the high standards that we set ourselves. The policy has regard for the Equality Act 2010, including issues related to pupils with special educational needs or disabilities and how reasonable adjustments are made for these pupils.

Behaviour Expectations at Longacre:

In our school we embrace the 'Longacre Way' our school rules, which incorporates the following:

- To treat others as we would like to be treated;
- To be honest;
- To listen;
- To do our best to be our best;
- To share;
- To be kind and helpful;
- To be forgiving.

We make sure that this happens through:

- A consistent approach to behaviour management;
- Strong school leadership;
- Excellent classroom management;

- Effective differentiation in the classroom so that all children have the opportunity to succeed.
- Effective systems of rewards and sanctions;
- Clear behaviour strategy and the teaching of good behaviour;
- Ongoing staff development and support;
- Suitable support systems for pupils through Form Teachers, School Council and other pastoral systems;
- Liaison with parents and other agencies;
- Managing pupils' transition effectively;
- Organisation and facility;
- Taking disciplinary action against pupils who make malicious allegations against staff;
- Support through key transition stages and effective preparation for the next stage of education.

Good Behaviour is taught through (for example):

- Form Time when pupils are provided with an opportunity to discuss their conduct and that of other pupils;
- Assemblies: school expectation is reiterated and discussed;
- Behavioural management structure: Golden Time;
- Effective rewards systems: use of housepoints and Blue Cards;
- PSHEE: moral ethics are understood and explored;
- P4C
- Inclusive sporting activities encouraging strong moral ethics;
- Effective role modelling by all staff;
- Support systems for pupils.

We never accept:

- bullying;
- racism;
- Sexism;
- violence.

Attendance:

We expect children to:

- attend school every day;
- arrive on time with all the appropriate equipment.

We expect parents to ensure that:

- children arrive at school and are prepared through punctuality and the appropriate equipment;
- children are collected punctually at the end of school by an appropriate and responsible adult;
- absences or reasons for lateness are reported to the School Office.

Parents can expect that:

- the school will keep a daily attendance record and will inform parents if the pattern of attendance of their child is causing concern;
- children arriving late will be monitored and parents informed if there is a concern;
- absences without authorisation will be checked with parents, and if no good reason is given will be recorded as unauthorised. Parents will be advised accordingly;
- persistent absences resulting in an unacceptable level of attendance will be discussed with parents, in line with the School's 'attendance policy'.

Behaviour in Lessons:

We expect children to:

- arrive promptly at the start of lessons;
- work sensibly in lessons to the best of their ability;
- not prevent other children from learning, or the teacher from teaching;
- complete homework on time and to the best of their ability.

Parents can expect:

- regular communication where issues of performance, well-being and behaviour in the classroom will be discussed;
- communication from school if their child's behaviour is causing concern and it would be helpful to share these concerns with parents;
- children's work, including homework, to be marked regularly;
- children to be praised for good work and effort;
- that if a child continues to be disruptive they will be dealt with according to the school's hierarchy of behaviour management (See Appendix 1).

Behaviour in the Playground and Grounds:

We expect:

- all children to be able to play peacefully and safely;
- all children to be able to follow the guidelines in the basic behaviour parameters set out above;
- no child to behave violently, or to bully others in any way.

Parents can expect:

- playgrounds to be supervised by members of staff at breaktimes and lunchtimes;
- communication from school if their child is finding it difficult to play safely or is disrupting other children's play;
- that if a child causes persistent problems they will be dealt with according to the school's hierarchy of behaviour management (See Appendix 1).

Behaviour at lunchtime:

We expect all children to follow:

- the guidelines in the basic behaviour parameters;
- the routines in the dining room safely, peacefully and quietly;
- to have good table manners and show courtesy to others on their table and around them.

Parents can expect:

- lunchtimes to be supervised by an appropriate number of staff;
- sanctions and reward systems to be operated consistently by staff supervising lunch;
- supervisory staff to discuss individual children's behaviour with their class teacher and where necessary the Assistant Head (Pastoral);
- if their child causes persistent problems they will be dealt with according to the school's hierarchy of behaviour management (See Appendix 1).

Violence and Bullying:

We expect that:

- there will be no physical violence between any members of the school community;
- verbal bullying will be treated as seriously as physical violence;
- persistent teasing will be treated seriously;
- no discriminatory language will be used;

- nobody at school will by their actions distress other members of the school community;
- children will be able to move about the school and its grounds safely;
- they will be able to move to and from school safely;
- they will maintain proper standards of behaviour on their way to and from school and when representing the school on trips or at matches

Parents can expect that:

- they will be informed if their child is a victim of violence or bullying;
- they will be informed if their child is being violent or is victimising others;
- there will be a full investigation of any serious incident, and all those involved will be informed of the outcome;
- the school staff will be a listening staff, and a child's allegation of any kind related to violence and/or bullying will be treated as a serious incident until proved otherwise;
- a meeting will be arranged to discuss any parental concerns, so that they too can be listened to seriously and professionally;
- all incidents of violence and/or bullying (see Anti Bullying Policy) will be dealt with according to the hierarchy of behaviour management (See Appendix 1).

Staff Training and Induction:

All staff undertake a full induction when employed by Longacre School which includes expectations regarding behaviour and the supervision of children. In the 'Staff Handbook' these expectations and guidelines are clarified but specifically state that:

- The use of corporal punishment is not used or permitted or the threat of corporal punishment;
- That physical intervention is allowable under circumstances such as when there is a need to avert immediate danger of personal injury;
- All sanctions imposed for misbehaviour are recorded via CPOMS. This includes the pupils name, year group, nature and date of the offence and sanction imposed. The record is monitored by the Assistant Head (Pastoral), to enable the identification of patterns;
- Staff are also reminded of the requirement in informing parents on the same day or as soon as reasonably possible thereafter.

Monitoring and Evaluation:

The policy will be monitored regularly through staff meetings, briefings, and Senior Leadership Team (SLT) Meetings to determine whether there are any areas of concern which might necessitate changes in the way we approach a particular aspect of behaviour management.

Similarly, if the number of behaviour incidents at Level 3 [see Appendix 1] causes concern, changes will have to be considered both to the policy and to the strategies detailed in the hierarchy of behaviour management.

This policy pays heed to following policy documents:

- Anti-Bullying Policy and Cyber Bullying;
- Attendance Policy
- Safeguarding Policy;
- Online Safety Policy;
- IT Acceptable Use Policy.

APPENDIX 1: Hierarchy of Behaviour Management

Rewards at Longacre:

Children must be made aware that they will be rewarded for good work and good behaviour in a consistent manner appropriate to their development needs.

The rewards employed at Longacre are listed below:

- Housepoints
- Blue Cards
- Bear Paws

House Points:

House Points are given for winning competitions, taking part in activities and most of all working hard in all school activities, as hard work and resilience are key factors in being successful. The children strive to win as many points as they can, working towards winning the coveted termly House Point Winners treat. Children also receive individual recognition by way of a Bronze (150 HP), Silver (250 HP) and Gold (350 HP) Certificate. Children in Forms V & VI are given an additional incentive of being able to 'cash in' their Housepoints for additional rewards such as; Breaktime Hot Chocolate, a 'Front of Lunch Queue Pass, and 'Top Table' treats.

Allocation of House Points (examples include):

- *1 House Point:*
 - A good verbal contribution in class
 - Volunteering to help without being asked
 - Good effort in written work
 - Good effort in 'purple pen of progress' response
- *2 House Points:*
 - Accessing higher level 'chilli challenges'
 - Good effort and presentation in written work
 - Redrafts/rewrites/reworks without being prompted.
 - A fantastic verbal contribution that applies key terminology or concept/skills learnt
 - Shuts doors/turns off lights when leaving a room without prompting
- *3 House Points:*
 - Exemplary work – going above and beyond normal standard of work.
- *5 House Points:*
 - Assisting in a School event (running a stall, selling refreshments etc)
 - Presenting or performing in Assembly
 - Open Morning Tour Guide

Sanctions at Longacre

With high behaviour expectations that all staff instill in the children the use of sanctions:

- follows the ethos of the school;
- are carried out fairly;
- have a consistent approach;
- are recorded on CPOMS;
- are monitored by the Heads of Year and Assistant Head (Pastoral).

It is expected that children's' behaviour outside the classroom is on par with behaviour inside the classroom, and the same rules apply.

Stage 1 Prep:

- Teachers implement a '3 strikes' warning thus giving the children time to rectify their behaviour.
- When '3 strikes' are reached, the children will attend 'reflection' with the Assistant Head (Pastoral).
- During this time, children will discuss;
 - why they think they are in reflection
 - which part of the Longacre Way their behaviour did not adhere to
 - what they could do differently next time
- The child will complete a 'Reflection Sheet' which will be uploaded to CPOMS.
- 'Reflection Sessions' will take place on a Tuesday and Thursday Breaktime in P4.
- Examples of what constitutes 'a strike':
 - Constant calling out
 - Distracting other children
 - Stopping others learning
 - Lack of effort in lessons
 - Ignoring instructions
 - Not following uniform expectations
 - Lateness to class
 - Unsatisfactory work
 - Not completing homework
 - Not having the right equipment for the lesson
 - Not following school policy
 - Planner not signed
- All 'strikes' and attendance at a 'reflection session' is recorded on CPOMS.
- Assistant Head (Pastoral) supported by the Heads of Year will monitor '3 Strikes'.

Stage 1 Pre-Prep:

Every child starts their day with their name on a picture of the sun. After being given an initial warning for unwanted behaviour if the behaviour was repeated then the child would have their name moved down to the Rainbow with another warning. If the child continues the behaviour then they move their name to the rain cloud and parents are spoken to at the end of the day and the following sanctions are followed.

If any child's behaviour has meant that they have been placed onto the raincloud then the child will miss 5 minutes from their morning break. During this time the form teacher will have discussions about the behaviour and ensure that the child apologises to the child or member of staff concerned.

Stage 2 Prep:

- Examples of what constitutes a 'Stage 2 Offence':
 - Attending a 'Reflection Session' twice in a fortnight, or three times in half a term.
 - A pattern of behavior based on one or more of the Stage 1 offences
 - Unkindness towards another child
 - Rudeness to staff
 - Name calling
 - Lying
 - Inappropriate language
- It is recorded in their homework diary and parents are informed by the Form Tutor.
- In this instance a lunchtime detention, consisting of a twenty-minute detention at the beginning of lunch will be given. The Assistant Head (Pastoral) will supervise the detention with apology letters being written to any children and staff concerned.
- Detentions will be held each Tuesday and Thursday (where necessary) to ensure issues are dealt with in an appropriate time-frame.
- The detention would be logged on CPOMS.

Stage 2 Pre-Prep:

If a child has amassed three morning break time behavioural discussions in a term or where serious offences are committed. Parents will be informed and the child will have a 10-minute lunchtime detention with the Head of Pre-Prep or Key-Stage Coordinator. Following on from this detention the child will have a behaviour monitoring chart that will be completed every day and sent home for the parents to sign. The Head of Pre-Prep or Key-Stage Coordinator will monitor and provide additional pastoral support where needed.

Stage 3 Prep:

- Examples of what constitutes a 'Stage 3 Offence':
 - Continued breach of Stage 2 (three times in a term).
 - Acts of physical violence.
 - Discrimination against protected characteristics
 - Vandalism
 - Theft
- An after-school detention will last for forty-five minutes and will be taken by the Assistant Head (Pastoral) (or a member of SLT in the Assistant Head's absence).
- The Assistant Head (Pastoral) will meet with parents.
- The child will be placed on a Target Card, for a week, in which all staff will comment on behaviour and effort during lessons and at break and lunchtimes.
- The child will meet with the Assistant Head (Pastoral) on a daily basis to evaluate and discuss the day's behaviour, inclusive of potential reasoning and catalysts noted on the Target Card.
- The card will be taken home and the parents asked to sign and comment where applicable.
- At this stage the child may also be provided with additional pastoral support.

Stage 3 Pre-Prep:

Three Lunch time detentions will lead to the parents being called in to a meeting with the Head of Pre-Prep and/or the Assistant Head (Pastoral). At the end of each term the morning break discussions reset but the lunchtime detentions do not.

Further actions may be that the child is unable to attend clubs, activity or event. The child will be put on a monitoring form for an agreed period of time that will be signed daily by the Form teacher and the parents. If by this point there is no improvement in behaviour this is when the matter will be referred to the head master.

Stage 4 Prep & Pre-Prep:

- Examples of what constitutes a 'Stage 4 Offence':
 - Continued breach of Stage 3 (three after-school detentions).
 - Bullying
- An investigation will be carried out, by the Assistant Head (Pastoral), in accordance with the 'Expulsion, Removal and Review Policy'
- Head meets with parents;
- Sanctions may include:
 - Withdrawal of privileges such as playing in a match or participating in another club, activity or event, which is a non-essential part of the curriculum
 - The child will be placed on a Target Card, for a week, in which all staff will comment on behaviour and effort during lessons and at break and lunchtimes.
 - The child will meet with the Assistant Head (Pastoral) on a daily basis to evaluate and discuss the day's behaviour, inclusive of potential reasoning and catalysts noted on the Target Card.
 - The card will be taken home and the parents asked to sign and comment where applicable.
 - At this stage the child may also be provided with additional pastoral support.
 - Temporary external exclusion
 - Permanent exclusion.

Equality

- The School will make reasonable adjustments for managing behaviour which is related to a pupil's disability.