



Longacre School Behaviour Policy

This policy includes the Early Years Foundation Stage

**Policy updated: September 2025
Policy to be reviewed: September 2027**

1. Vision and Ethos

Rooted in tradition, yet forward thinking in approach, at Longacre, we know that happy hearts go all the way. As individuals, children are seen, heard, nurtured and challenged.

Our mission is to ensure that with a strong academic foundation, our children embrace their future with confidence, curiosity and a kind heart.

We aim for every child to be:

- Caring
- Committed
- Curious
- Creative and
- Collaborative

We are a school where children thrive and excel; where every heart matters.

After all, a happy heart goes all the way.

2. Rewards and Recognition

We celebrate positive behaviour through:

- Verbal praise
- House points (recorded in homework diaries)
- Recognition in assemblies and newsletters
- Certificates sent home for outstanding effort or kindness

3. Behaviour Management

When behaviour falls below expectations, staff follow a clear set of responses to support the pupil and restore standards.

Before entering into any behavioural guidelines all staff will highlight positive behaviours within the classroom, suggesting adaptations. Only if these do not improve behaviour do we then follow the stages outlined below.

- **Stage 1:** Verbal reminder → Time out.
- **Stage 2:** Continued poor behaviour → Miss 5 minutes of break → Recorded on tracking system.
- **Stage 3:** Repeat incidents → Reflection sheet and parent contact → Targets set
- **Stage 4:** Three reflections → School detention → Parent meeting → Report Card issued.
- **Stage 5:** Serious breaches (e.g. violence, swearing) → Immediate referral to Assistant Head. (Pastoral) or Head → Possible loss of trips/activities.
- **Stage 6:** Persistent or extreme behaviour → Possible suspension or exclusion.

4. Supporting Pupils with Additional Needs

We make reasonable adjustments for pupils with SEND, emotional, or behavioural needs. Support may include:

- Zones of Regulation and visual cues
- Safe spaces or movement breaks
- Positive behaviour charts
- Regular communication with all involved.

Staff work closely with the Head of Learning Support and Assistant Head (Pastoral) to ensure individual needs are recognised and met.

5. Roles and Responsibilities

- **All Staff:** Implement the policy fairly and consistently. Record incidents and praise appropriately. Ensure information is shared appropriately effectively.
- **Class Teachers:** Monitor daily behaviour, manage rewards and concerns.
- **Assistant Head (Pastoral):** Oversees behaviour tracking, supports staff and pupils, liaises with families.
- **Parents:** Support the behaviour policy as agreed upon in the Terms and Conditions of Entry.

6. Serious Incidents and Exclusion

The Head (or Assistant Head in their absence) may impose serious sanctions for extreme behaviour such as:

- Bullying or discriminatory language
- Violence
- Repeated defiance or disruption

This may include out-of-hours detention, temporary suspension, or permanent exclusion. All actions are recorded, and parents are fully informed.

7. Monitoring and Review

- Staff log incidents on school tracking system.
- Weekly staff briefings share pastoral updates
- Behaviour trends monitored by the Assistant Head (Pastoral)
- Policy reviewed every three years or sooner if needed

8. Appendices

Appendix A – Linked Policies

- Safeguarding and Child Protection
- Anti-Bullying Policy
- SEND Policy
- Online Safety Policy
- Exclusion and Expulsion Policy

This policy is written with reference to:

- Keeping Children Safe in Education (2025)
- Equality Act 2010
- Education and Inspectors Act 2006
- UNCRC Article 12
- Behaviour in Schools Guidance (2022)