



Langney Primary Academy

Behaviour Policy

At the forefront of education, our vision is to provide opportunity and excellence in all branches of learning. By creating a flagship school that is a 'Centre of Excellence' in all scores of disciplines, academic and beyond, each unique child's potential is explored and natural talents discovered. At Langney Primary Academy our vision is to uphold the balance between EXCELLENCE (standards) and the ENJOYMENT of learning. Our school environment places emphasis on physical, social and emotional health to ensure a healthy body and mind for our pupils, parents and staff.

Approval Date	Policy Reviewer	Title	Chair of Governors
20.05.2025	Benjamin Bowles Tess Compton	Headteacher Assistant Head	Claire Taylor

Frequency of Policy Review	Annual
Model Policy	ESCC
Added to Staff Drive	21.05.2025

This policy is ratified by the Local Governing Body (LGB) as a school-based policy.

At Langney Primary Academy, we have high expectations and standards for pupil behaviour. We focus on a positive approach to behaviour management underpinned by explicit teaching of agreed core values and British Values.

Purpose

Langney Primary Academy seeks to create a caring and quality learning environment in the school by:

- ensuring every member of the school community feels valued and respected;
- promotion of our school values through our day-to-day actions and explicit teaching;
- encouraging and acknowledging good behaviour and discipline;
- promoting self-esteem by encouraging pupils to value and respect themselves and others;
- provision of a safe environment free from disruption, violence, bullying and any form of harassment;
- identification of early intervention;
- fair treatment of all children;
- consistency of response to both positive and negative behaviour;
- encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedure;
- enabling each child to understand that they are responsible for their own behaviour, that their behaviour has consequences for themselves and for others and that this knowledge should influence their actions.

Roles and Responsibilities

The Local Governing Body will establish in consultation with the Executive Headteacher, Headteacher, staff and parents/carers the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to pupils and parents, is non-discriminatory and the expectations are clear.

Governors will support Langney Primary Academy in maintaining high standards of behaviour.

The Headteacher will be responsible for the implementation and day-to-day management of the policy and procedures.

Staff (including teachers, support staff and student teachers) will be responsible for ensuring that the policy and procedures are followed consistently and fairly applied. Staff induction includes training on behaviour systems, rules and routines. Mutual support amongst all staff in the implementation of the policy is essential so that a high quality learning environment is created in which children develop self-discipline and personal responsibility.

The Local Governing Body, Headteacher and Staff will ensure there is no differential application of the policy on any grounds particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

Parents and Carers will take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with Langney Primary Academy in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.

Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Pupils also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported.

Equality Impact Statement

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of race equality, equality for disabled persons, gender equality and community cohesion using an appropriate Equality Impact Assessment. This policy may be amended as a result of this assessment.

Training

The Headteacher will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.

Monitoring, Evaluation and Review

Langney Primary Academy will review this policy and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Link With Other School Policies

This Positive Behaviour policy links with further school policies to be fully effective. These include

- Child Protection & Safeguarding Policy
- Anti-Bullying Policy
- Online Safety Policy
- Equality Objectives
- Suspensions and Permanent Exclusions Policy
- Mental Health and Wellbeing Policy

Langney Primary Academy works positively with external agencies (e.g. educational psychology, health services, Mental Health Support Team and Team Around School Service). It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support available.

Procedures

The Headteacher, in consultation with staff, will develop the procedures from this policy. The procedures will make clear to the pupils how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, pupils and parents. The procedures will be consistently and fairly applied and promote the idea of personal responsibility and treat every member of the school equally.

Approach To Behaviour

We want school to be enjoyable for every child. All children should be able to learn, appreciate their lessons, make friends and be enthusiastic about education. We want to encourage good behaviour and discourage behaviour that would undermine learning or confidence between pupils or pupils and staff. We will reward desirable behaviour with praise and tangible rewards and will impose consistent, clear and unavoidable sanctions for unacceptable behaviour.

It is extremely important that parents/carers understand and support the school's behaviour policy and help their children understand why respecting this policy is important for the well-being of every pupil and the smooth running of the school.

There may be rare times when parents/careers do not agree with the chosen consequence. In such cases, while the school will be willing to discuss the matter, we hope that parents will nonetheless support the school's decisions.

Mental Health and Well-being

At Langney Primary Academy, we aim to promote positive mental health for every member of our school community; staff members, pupils and parents alike. We pursue this aim using both universal,

whole school approaches and specialised, targeted approaches aimed at vulnerable students.

In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. In an average classroom, three children will be suffering from a diagnosable mental health issue. By developing and implementing practical, relevant and effective mental health policies and procedures, we can promote a safe and stable environment for students affected both directly and indirectly by mental ill health.

All behaviour is communication and therefore, staff will try to unpick children's behaviour and look at what else may be affecting or impacting the child at that time. Sometimes, a change in behaviour can indicate that a child may be experiencing some mental health issues and may need emotional support. We have systems in place to support children who may need this support; our 5 Ways to Wellbeing, the Wellbeing Corners in the classrooms, the Wellbeing Warriors and trusted and safe adults. Together, with the child, parent and school adults, we would work to provide appropriate support to enable the child to feel supported, safe and able to access all areas of school life.

Shared Behaviour Systems - Our Behaviour Checklist

Based on work conducted by Government Expert Behaviour Advisor Charlie Taylor, a Behaviour Checklist has been developed. This checklist is to ensure consistency of approach to behaviour systems and acts as a daily reminder to teachers. Shared behaviour systems at Langney Primary Academy include:

Remember to:

- demonstrate your value of **each** child (e.g. through teacher/pupil interactions and responses);
- stay calm;
- use lots of positive praise (behaviour you want to see more of);
- use parallel praise (praise children doing the right thing more than criticising those who are doing the wrong thing);
- prominently display the school's 'Rainbow Rules' (School Code of Conduct) in the classroom;
- use 'attention grabbers' (e.g. clapping rhythm; counting down from 5, lowering of your voice);
- frequently award house points (each child should earn at least 15 house points per week);
- greet pupils from the playground after playtimes (at class/year group entrances) and insist on good behaviour when entering the school;
- walk pupils to the appropriate school exit at play / home time and insist on good behaviour when walking through the school;
- tackle all undesirable behaviour, including low level disruptions, by reminding the child about the Rainbow Rule broken and the need to 'make the *right choice* of behaviour.'
- be visible around the school and on the playground;
- consistently apply school policy sanctions;
- display a visual timetable and ensure it is updated daily / interactively used;
- use success criteria / steps to success in lessons;
- ensure all resources are stimulating and prepared in advance;
- ensure clear scaffolding in all lessons
- have clear routines for transitions and stopping the class;
- giving feedback to parents about their child's behaviour – let them know about the good days as well as the bad ones.

Policy Principles

We focus on a positive approach to behaviour management underpinned by explicit teaching of:

- i) emotion regulation
- ii) agreed core school values
- iii) British values.

EMOTION REGULATION

Emotion Regulation is defined as "the ability to monitor one's own and other people's emotions; to discriminate between different emotions and label them appropriately; and to use emotional information to guide thinking and behaviour."

Our aims for the children we work with are:

- To help them achieve their best, not only academically but emotionally as well.

- To help them learn how to effectively manage their emotions.
- To help them develop effective strategies for handling uncomfortable feelings such as anger, frustration or sadness.
- To help them learn how to develop positive relationships, how to be considerate towards one another and take each other's feelings into account.
- To help them learn how to cope with and resolve conflict in their lives.

BRITISH VALUES

British Values are explicitly taught through our collective acts of worship and followed up in the classroom through explicit teaching in PSHE/ SMSC lessons. Opportunities to reinforce these values are also identified in planning and taught throughout the curriculum.

The British Values are:

Democracy
Rule of Law
Tolerance
Mutual Respect
Individual Liberty

AGREED SCHOOL VALUES

The school community has identified a set of five school values. These are explicitly taught and contribute to the development of our positive school ethos and culture for teaching.

The five values are:

- Mutual Respect:** Treat others the way you want to be treated.
- Positivity:** Have a positive attitude and confront problems with a positive approach.
- Aspiration:** Aim high in all that you do.
- Forgiveness:** Stop feeling anger towards someone that has done wrong. Tell them how you feel to help them not repeat the action.
- Appreciation:** Being grateful for what we have rather than being unhappy or upset for what we don't have.

These school values then underpin our ethos by:

- creating a calm and purposeful environment in which everyone feels valued;
- creating a culture which is open, honest and harmonious;
- supporting the development of good quality relationships between all members of the school community;
- helping pupils to understand themselves, through an awareness of their inner selves;
- encouraging pupils to develop their positive dispositions and to choose their attitudes;
- developing emotional intelligence.

Assemblies are led around the relevant school value and/ or British Value and this is then followed up in the classroom by teachers. Staff, pupils, parents and governors engage with these values by:

- ❖ a home / school values display and interactive activities to stimulate discussion and reflection;
- ❖ discussing the focus value in class and School Council Meetings;
- ❖ presenting a School Value Award to individuals during our weekly 'Funky Friday' celebration, as a recognition of how students have demonstrated one of our values (e.g. forgiveness);
- ❖ using our school values as guides for the way we behave, perform and interact with each other.

Educational Needs and Disability (SEND) and vulnerable individuals:

We fully appreciate that some children will find it more difficult to respond to the rewards and consequences in this policy. In particular, pupils with SEND may require reasonable adjustments to be made in line with their primary and secondary needs. These individuals require a carefully planned and personalised response involving parents or carers and the inclusion team. We also understand that a child may require increased support and care when they experience trauma and loss in their lives. The school may use a number of different strategies and also consider how the involvement of external agencies can support a child with additional needs such as:

- Behaviour charts to enable celebration of good behaviour.
- Increased communication between home and school.
- Individual behaviour plans.
- Timetabled Thrive Practitioner intervention.
- Support from the special educational needs coordinator (SENCo) or identified teaching assistants.
- Lunchtime chill out club support.
- Additional literacy or mathematics support where this is identified as a barrier to learning and impacts on the pupil's behaviour.
- Adjusted curriculum provision.
- An adapted timetable with an agreed timescale.
- Pastoral support meeting with parents and carers
- Facilitate multi agency meetings to plan next steps for a child's SEND provision
- Strategies recommended by professionals are consistently implemented.
- Referral to outside agencies such as: TASS Front Door Education Support, LIFT, Team Around the School Support (TASS), the Educational Psychology Service, Child and Adolescent Mental Health Services (CAMHS), the local paediatric unit, (CLASS) or the Virtual School for Children in Care, Mental Health Support Teams (MHST).

Risk Assessments and Risk Reduction Plans:

- The leadership team may judge it to be necessary to construct a risk assessment or a risk reduction plan for identified children.
 - These will be constructed in collaboration with key members of staff and parents/carers. The information recorded will then be disseminated to staff.
 - The plan will be reviewed at the end of each seasonal term or sooner if circumstances change, eg as part of a reintegration meeting following a suspension.
- A whole school overview is updated to reflect the number of children on these plans and with their review dates.
- If the behaviour of a child escalates suddenly, then a member of the senior leadership team will carry out a dynamic risk assessment as stated in the individual risk assessment/risk reduction plan.
 - This is to ensure that alternative provision with specific supervision is agreed for the next session or the afternoon so that the child does not resume their scheduled, timetabled activities.
 - This is to allow a continued period of quiet reflection for the child in an alternative, safe space. Parents/carers will also be updated.

Equality Act 2010:

The governing body, the leadership team and staff will ensure there is no variation in the application of this positive behaviour policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of children are listened to and appropriately addressed.

Mobile Phones

Every school has a duty to create an environment that is calm, safe and free from distraction so all pupils, whatever their background, can learn and thrive.

Langney Primary Academy prohibits the use of mobile phones by pupils throughout the school day – not only during lessons but break and lunchtimes as well. We acknowledge that pupils walk to and from school, therefore would potentially need a mobile phone for safety purposes.

Mobile phones are handed in on arrival to school. On entry to the school each pupil hands in their device to school staff (usually class teacher) and these are then collected at the end of the school day. We are mindful that even if a pupil has handed in one mobile phone, they could have another mobile phone in their possession.

Langney Primary Academy can use sanctions for breaching their mobile phone rules appropriate to the context, including confiscation and contacting parents/carers.

Behaviour Policy Procedures

Our behaviour policy is based on positive rewards given for following our **RAINBOW** RULES:

The Rainbow Rules are displayed in every classroom and in communal areas. The main hall has a large Rainbow Rule display with each of the rules listed which is referred to in assemblies, lessons and at lunchtimes.



Positive Rewards for following the Rainbow Rules

House Points (Dojo Points)

House points can be given in lessons by any adult to a child, from Nursery to Year 6, when they make a special effort. Two points may be given at one time if the work or behaviour is particularly outstanding but this should *not* exceed two points. Children who earn forty points receive a special certificate in our bi-weekly celebration assembly (Funky Friday). Children who achieve this three, six or nine times are rewarded with a special certificate.

House Points are recorded using ClassDojo. ClassDojo is a classroom APP tool that is used to create a positive classroom culture and build positive behaviours with pupils.

House points are added up weekly and the total for each of our 4 Houses: Sovereign, Harbour, Priory and Martello (and the grand total) is announced in our weekly 'Funky Friday' celebration assembly. A whole school reward is earned if the total reaches the bi-termly school target of 55,000 points.

Whole-Class Reward System

All classes have their own additional reward system in which effort and achievement can be recognised by the award of a marble, piece of pasta or similar token: the children work towards an agreed target and a class reward is granted as soon as that target is achieved (e.g. 50 marbles).

Rainbow Rule Rewards

Each classroom has three signs: sun and rainbow, grey cloud and thunder cloud. All pupils start each session (morning, after morning playtime and beginning of afternoon session) on the sun for following the Rainbow Rules. A few children, who demonstrate exceptional behaviour, will be placed on the Rainbow and verbally praised for the Rainbow Rule that was evidenced. At the end of the day their name and the rule they followed is written down and put into the class 'pot of gold.' On a Thursday two names are picked out of the pot of gold and these children will gain the weekly 'Rainbow Award' for their class in the celebration assembly.

Langney Oscars

At the 'Funky Friday' celebration assembly, the Headteacher awards up to two Oscar Awards to children who have demonstrated consistently high standards of behaviour and / or effort in school. Often these children are nominated by teachers and other members of staff for this award and their photographs are displayed on the Celebration Wall in the school reception, to celebrate their achievements. The children are able to keep this prestigious Oscar Trophy.

Sports Personality of the Week

Also at the 'Funky Friday' celebration assembly a child may be awarded a Sports Personality award for effort, determination or achievement in sport. This award primarily celebrates success in Physical Education lessons or school-based sports.

Super Spanish Speaker of the Week

A child is nominated for a Spanish award and is draped in the Spanish flag for the day. The child is nominated by the specialist MFL teacher who will alert the Headteacher.

Handwriting Hero Award

Excellent handwriting and presentation, including excellent progress is rewarded with certificate and presentation of green cased Handwriting Hero pen. Teachers send examples to the Headteacher and these are displayed on the big screen during Funky Friday assembly.

Weekly Curriculum Class Awards

The school's dedication to excellence and focus on raising standards in core subjects is reflected in curriculum awards in the Funky Friday Assembly: TT Rockstar, Eureka Scientist and Reader Award.

Author's Chair Award

With a focus on excellence in attainment and / or effort in writing composition, a child is given an 'Author's Chair' award. The children's names are shared in the 'Funky Friday' celebration and each child is given the spotlight by reading their work aloud from the lectern.

Computing Award

The Computing Lead Teacher nominates and gives a KS1 and KS2 award for children who show promise in Computing lessons.

Music Rock n' Roll Star Award

The Music Teacher nominates and gives an award for children who show promise in Music lessons.

Behaviour Outside of Classroom Lessons

Rainbow Stickers may be given to pupils for following the Rainbow Rules in and around the school, outside of classroom lessons.

At playtimes and lunchtimes, adults on duty may distribute these Rainbow Stickers. When the pupil returns to class they will earn two house points (Dojo) for receiving one of these Rainbow stickers.

Attendance Awards

Good attendance is monitored regularly and promoted at the school.

Attendance Award – One child may be awarded this in our celebration assembly. The Attendance Officer chooses the child based on either a long term attendance record or an improvement that has been sustained in attendance.

Termly Award – We have a large number of children who achieve 100% attendance throughout every term and we do not want their efforts to go unrecognised. Pupils who achieve 100% attendance throughout the entire term will receive a special collectable Langney item. Unfortunately, sometimes children do get ill but if they don't receive 100% one term they are still able to strive towards receiving one the following term! Reasonable adjustments are made in special circumstances.

Final Year Award – Many children achieve 100% attendance for the entire year and this is a significant achievement. Therefore, children with excellent annual attendance (97%+) for the entire year can be rewarded as a group e.g. trip to the local park, picnic on the playing field.

We are very much aware and sensitive towards children within the school that have complex medical needs and are therefore unable to achieve 100% attendance due to health ailments. These individual children are therefore rewarded with an alternative termly and end-of-year attendance certificate.

Classroom Sanctions and Intervention

Classroom Sanctions

Each class has a three-tier behaviour system: Sun / Rainbow, Cloud and Thundercloud.

All pupils start each session (morning / after morning play / afternoon) with their named peg on the Sun.

If a child chooses not to follow a Rainbow Rule, a verbal warning is given. They are i) reminded about the Rainbow Rule they have chosen not to follow and ii) given the opportunity to make the correct choice. If this verbal warning is not heeded and the child continues to make the incorrect choice of behaviour, their named peg is moved to the 'cloud'. The purpose of this is to ensure the pupil turns their behaviour around. The peg therefore should be moved back on witnessing an improvement within five or so minutes.

If a child's named peg is on the cloud and they continue to make the wrong choice of behaviour, their peg is moved to the thundercloud. Again it is made explicit i) which Rainbow Rule they have chosen not to follow and ii) the opportunity to make the correct choice.

If the final sanction of being on the thunder cloud proves to be unsuccessful and the child continues to make the incorrect choice of behaviour (and no positive behaviours are displayed to move them back to the cloud) then a 'Yellow Slip' is given and the child is sent to the Assistant Headteacher (Mrs. Compton).

The 'Yellow Slip' lists misdemeanours relating to the Rainbow rules. Adults should indicate with a tick which Rainbow Rule has been broken before sending them to the Assistant Headteacher.

Classroom Intervention

If a child is repeatedly moving onto the cloud and / or thundercloud, despite the policy being applied consistently by the class teacher, then the child will require some form of class based intervention such as a daily chart with a simple reward.

If a child is at this stage, the teacher will set up a meeting with the parents to voice concerns and engage parents with the class based-intervention (e.g. Daily Behaviour Chart, Home / School Book, ClassDojo Messaging). This record will be sent home daily to keep the parents informed and help them to reinforce the intervention. This should help to modify their behaviour and is a short term intervention. The Assistant Headteacher (in charge of behaviour) will be able to assist with ideas (e.g. ClassDojo) if necessary.

Beyond Classroom Intervention - 'Turn Around'

Although rare, few pupils may not respond to implemented classroom interventions. When children have been through the entire process of sanctions without noticeable improvement then they are considered for a more bespoke intervention. In these circumstances the cloud system will not apply.

These children will have a chart with a total of five two minute time slots that can be taken away if the verbal warning is not heeded. This will result in a child attending the 'Turn Around' space at playtime, lunchtime or at the end of the school day (3:00pm). Teachers will inform the Assistant Headteacher who will then be responsible for ensuring time is undertaken. The staff member responsible for ensuring Turn Around takes place is the Thrive Assistant Headteacher. For children on Turn Around there is no opportunity for pupils to earn their time back and sanction is immediate.

The child and behaviour management strategies deployed by the class teacher / other adults will be observed by the Inclusion Manager, Thrive Practitioner, SENCO and/or Headteacher depending on the concern. The next stage, including involvement from external agencies, will be informed by these observations and in some cases a Pastoral Support Plan will be developed. It is expected that the parent / carer of the child is fully engaged with the content of the Pastoral Support Plan and required meetings.



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Behaviour Log

When a child is given a yellow slip, this will be recorded electronically on a Behaviour Log, using Google Docs, by a member of XSLT. The Behaviour Log is accessible to teachers, Leaders of Learning, Assistant & Deputy Head Teacher, Headteacher for monitoring purposes.

When a child receives a 'Yellow Slip' it will be fully investigated by the Assistant Headteacher or other members of SLT, including whether the Positive Behaviour Policy was consistently and fairly applied. A yellow slip can be given at lunchtime, as can a Rainbow Sticker reward. In the event that the Yellow Slip is warranted, the following procedure will take place:

First warranted Yellow Slip (within a large term e.g. Autumn, Spring, Summer)
The child will be given a verbal warning and be reminded of the Rainbow Rules.

Second warranted Yellow Slip (within a large term e.g. Autumn, Spring, Summer)

A '**Green Letter**' will be issued to parents explaining the circumstances (antecedent and behaviour). The letter will explain that the child has already been given a verbal warning for previous unacceptable behaviour and has also previously been reminded of the Rainbow Rules.

The class teacher will personally deliver this letter to the parent / carer of the child at the end of the school day and verbally explain the contents of the letter. If a parent / carer is not available at the end of the school day the letter will be followed up with parents /carers at the earliest opportunity.

Third warranted Yellow Slip (within a large term e.g. Autumn, Spring, Summer)

An '**Amber Letter**' will be issued to parents explaining the circumstances (antecedent and behaviour) and to request a meeting between the class teacher, Assistant Head Teacher and parent / carer.

The 'Classroom Intervention' Stage will be triggered (as above). The teacher will need to consult with the Assistant Headteacher, if necessary, to develop a class-based intervention to support the needs of the child.

The purpose of the meeting with the parent will be to i) share the child's positive behaviours related to the Rainbow Rules ii) voice behaviour concerns related to the Rainbow Rules iii) share the proposed class based intervention. This may be in the form of a daily reward chart with a stated target and each daily record will be sent home to parents iv) to gain support by the parent for reinforcing the outcomes of the intervention at home.

The success of the Classroom Intervention will be carefully monitored by the class teacher and Assistant Headteacher and adapted as required.

Fourth warranted Yellow Slip (within a large term e.g. Autumn, Spring, Summer)

In the event that the Assistant Headteacher warrants a fourth yellow slip, a '**Red Letter**' will be issued to parents explaining the circumstances (antecedent and behaviour) and consequence. The Assistant Headteacher will speak to the parent at the end of the school day or follow up the letter with a telephone call.

The Assistant Headteacher will investigate the success of the classroom-based intervention(s) including observing the child in class or on the playground, depending on where main issues occur (see beyond classroom intervention beyond as above). This will determine if the class-based intervention should continue or an alternative consequence is required, based on the personalised needs of the individual child. The alternative consequence will usually take the form of a one-day 'internal seclusion'.

Internal Seclusion – A child's play times and lunchtime will be spent in isolation supervised by a member of SLT. During this seclusion the child will be asked to reflect on their behaviour and the repercussions of it. They will complete a 'Reflective Practice Think Sheet'.

Serious undesirable behaviour is rare at Langney Primary Academy. However, the following **unacceptable** and intentional behaviours will result in automatically being sent to the Headteacher who will determine whether an internal seclusion or possible suspension applies. If suspension or permanent exclusion is warranted, the Headteacher will make this final decision. The Headteacher will then ensure all necessary paperwork is put in place.

- Serious acts of violence towards other children or adults
- Acts of Prejudice, including Racism
- Fighting
- Bullying
- Swearing
- Stealing
- Being verbally abusive or rude to a member of staff
- Deliberate act of vandalism

This automatic sanction will be applied to all children, including those considered 'pupils beyond' who commit any of the above behaviours.

Behaviour Outside of School Premises

Schools have the power to sanction pupils for misbehaviour outside the school premises.

Conduct outside the school premises, including online conduct, that school may sanction pupils for include misbehaviour:

- When taking part in any school-organised or school-related activity;
- When travelling to or from school;
- When wearing school uniform;
- When in some other way identifiable as a pupil at the school;
- That could have repercussions for the orderly running of the school;
- That poses a threat to another pupil;
- That could adversely affect the reputation of the school.

Child-on-Child Harmful Sexual Behaviour

Following any report of child-on-child HSB offline or online, schools should follow the general safeguarding principles set out in Keeping children safe in education (KCSIE) - especially Part 5. The designated safeguarding lead (or deputy) is the most appropriate person to advise on the school's initial response. Each incident should be considered on a case-by-case basis. We have a Trust protocol for such incidents and this is consulted. [Swale Academies Trust Protocol for Managing Child on Child Harmfu...](#)

Bullying

The Assistant Headteacher, who is also a Thrive practitioner and the Safeguarding Lead (Mrs. Tess Compton), fully investigates any alleged bullying. A bullying log is kept that records the investigation and its outcomes (please see separate Anti-Bullying Policy). Any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.

Suspension and Exclusion

A child may be given a suspension or permanent exclusion from school at the discretion of the Headteacher. Any suspension or permanent exclusion from school should be used as a last resort in response to serious or persistent breaches of a school's behaviour policy and when allowing the pupil to remain in school would seriously harm the education or welfare of the pupil and others in the school.

The school follows the DfE statutory guidance when making all decisions regarding exclusion, "Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement" September 2022. Reference will also be made to the supplementary guidance from East Sussex County Council: Exclusion Guidance for Schools and Academies, September

Positive Handling

In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force, restrictive physical intervention or make physical contact when it is necessary to protect themselves, colleagues or children from danger or harm, as permitted by law. This is only to be used when all possible options for giving the child time and space to regain self-control have been exhausted.

The school refers to the non-statutory advice provided by the DfE - Use of reasonable force: advice for head teachers, staff and governing bodies, July 2013 and the school's public sector equality duty set out in section 149 of the Equality Act 2010. The school refers to East Sussex County Council Restrictive Physical Intervention November 2023 guidance. Key members of staff have also received training for positive handling. Please read the ESCC Positive Handling/Use of Reasonable Force Guidance for more information.

Occasionally, a child may receive an appropriate level of comfort through carrying, in an age/stage appropriate manner eg a Nursery child who may be struggling with attachment. This will be for a short time and to a safe space such as a chair. No staff will ever be alone when carrying a child and we do not construe this as restrictive physical intervention. If this is needed long term for a child then a risk reduction plan should be written and regularly reviewed.

Searching, Screening and Confiscation

The school refers to the DfE advice for searching, screening and confiscation. The school can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff will consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

Headteachers and the staff they authorise have a statutory power to search a child or their possessions where they have reasonable grounds to suspect that the child may have a banned item.

These banned items are;

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or cause personal injury to, or damage to property of; any person (including the child)
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images

Preventative Measures

As part of good inclusive practice and meeting the needs of our most vulnerable pupils, many preventative measures are taken to support children's successes to avoid yellow slips being received. 'Pupils Causing Concern' is a standing agenda item at safeguarding meetings and senior leadership team meetings. Pupils who may benefit from additional support are highlighted and nurture / intervention sessions based on the personalised needs of the child are provided by members of our highly skilled pastoral team.

The Thrive Approach

Thrive addresses the needs of children with emotional gaps in their development.

We have members of staff who have undergone intensive training to become Thrive Practitioners.

Children are assessed and those that we feel would benefit most from this approach are identified. The Thrive practitioners then meet with them at a designated time as a formal 1:1 or small group intervention; as well as when the need arises.

To ensure all staff are kept aware, the Assistant Headteacher (Mrs. Teresa Compton) provides regular updates at weekly staff professional development meetings and support staff meetings.

Lunchtime Club - 'Chill Club'

Some pupils find unstructured times, such as playtimes and lunchtimes difficult. These children may be referred to attend the school's Chill Club. This club provides for KS1 and KS2 pupils in separate locations.

It is by invitation only and supports any pupil, who for a variety of reasons, might be finding lunchtimes difficult and would benefit from supervised indoor play.

Individual Needs Assistant (INA) / Higher Level Teaching Assistant (HLTA)

Where a need is identified named children are supervised by a INA/ Thrive HLTA over break and lunchtimes

Playleaders

Playleaders are made aware of concerns regarding specific children through meetings. In some circumstances a playleader will be assigned to be the 'go to' person for a child and will keep a special eye on them.

Appendix 1 – Parental Letters

All Letter templates are found on the Whole School Google Drive Behaviour Folder

Headteacher: Benjamin Bowles
Deputy Head: Lauren Post
Assistant Head: Tess Compton



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TRUST

Langney Primary Academy
& Bright Sparks Nursery

Langney Primary Academy, Chailey Close, Eastbourne, East Sussex, BN23 7EA, 01323 762177, www.langneyprimary.co.uk
Swale Academies Trust, Ashdown House, Johnson Road, Sittingbourne, Kent, ME10 1JS, 01795 426091, www.swale.at

GREEN LETTER

Date _____

Dear Parent/Carer,

I am writing to let you know that your child was sent to see me because he/she made the wrong 'choice' of behaviour. Please see below details of the antecedent (what happened before the incident) and then your child's behaviour which has broken our school rules / code of conduct.

Antecedent:

Your Child's Behaviour:

I can assure you that the incident was initially dealt with by one of our fully trained staff and then passed on to a member of the School Leadership Team. I have investigated the event and have spoken to all pupils involved in the matter.

This is the second time this term we have had to speak to ----- about their behaviour and a verbal warning has been given for a prior unacceptable behaviour. We will therefore be monitoring his/her actions carefully and will contact you again if any other matters arise.





To help you, please find our Rainbow Rules below. We would appreciate it if you could discuss the importance of these with your child:

We are honest.
We listen.
We have good manners and walk sensibly around the school.
We look after property.
We are gentle and calm at all times.
We are kind and helpful.
We work hard.

Please do not hesitate to contact me if you have any queries. I greatly appreciate your continuing support as Langney Primary Academy commits to making the school a safe and happy environment for all its pupils.

Many thanks,

Mrs. Compton
Assistant Headteacher



Headteacher: Benjamin Bowles
Deputy Head: Lauren Post
Assistant Head: Tess Compton



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AMBER LETTER

Date:

Dear Parent/Carer,

I am writing to let you know that your child was sent to see me again today because he made another wrong 'choice' of behaviour. Please see below details of the antecedent (what happened before the incident) and then your child's behaviour which has broken our school rules / code of conduct.

Antecedent:

Your Child's Behaviour:

I can assure you that the incident was initially dealt with by one of our fully trained staff and then passed on to a member of the School Leadership Team. I have investigated the event and have spoken to all pupils involved in the matter, until I am happy that I have the full and true version of events.

Following a green coded letter sent to you earlier this term your child's behaviour is now becoming a greater concern. It would be helpful if we could meet and talk about _____'s behaviour jointly with the classteacher. Please make an appointment with your child's class teacher at your earliest convenience.

I greatly appreciate your continuing support as Langney Primary Academy commits to making the school a safe and happy environment for all its pupils.

Many Thanks,

Mrs. Compton
Assistant Headteacher



Headteacher: Benjamin Bowles
Deputy Head: Lauren Post
Assistant Head: Tess Compton



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RED LETTER

Date:

Dear Parent/Carer,

I am writing to let you know that your child, was sent to me today because of further unacceptable behaviour.

Please see below details of the antecedent (what happened before the incident) and then your child's behaviour which has broken our school rules / code of conduct.

Antecedent:

Your Child's Behaviour:

I can assure you that the incident was initially dealt with by one of our staff and then passed on to a member of the School Leadership Team. This event has been investigated. Sadly, _____ has made the wrong choice of behaviour and for this he/she will receive an internal seclusion at lunch and break time(s) on the following day(s):

Please do not hesitate to contact me if you have any queries. I greatly appreciate your continuing support as Langney Primary Academy commits to making the school a safe and happy environment for all its pupils.

Many thanks,

Mrs. Compton
Assistant Headteacher





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AUTOMATIC RED LETTER

Date:

Dear Parent/Carer,

I am writing to let you know that your child was sent to me today because of serious unacceptable behaviour.

As stated in our policy if any of the following unacceptable and intentional behaviours occur this will result in automatically being sent to the Head of School who will determine whether an internal seclusion or temporary fixed term exclusion applies:

- Serious acts of violence towards other children or adults
- Acts of prejudice, including racism
- Fighting
- Bullying
- Swearing
- Stealing
- Being verbally abusive or rude to a member of staff.

Today your child _____ which will result in an internal seclusion / fixed term exclusion for the period of ___ days (*delete as necessary)

Please see below details of the antecedent (what happened before the incident) and then your child's behaviour which the school does not accept.

Antecedent:

Your Child's Behaviour:

I can assure you that the incident was initially dealt with by one of our staff and then passed on to a member of the School Leadership Team. This event has been fully investigated.

As stated in the school's Behaviour Policy, we expect parents will take responsibility for the behaviour of their child both inside and outside the school, working in partnership with the school to maintain high standards of behaviour and safety/welfare of all pupils

Your child's internal seclusion / fixed term exclusion (*delete as necessary) will take place on the following days:




Appendix 2 - Turnaround Chart


Name				
2	4	6	8	10

Active Body, Healthy Mind

Appendix 3 – Reflecting on Behaviour Sheet

Reflective Practice Think Sheet





Trackit Lights

1) What happened? (Circle all the correct pictures)

wasn't following instructions	talking	wasn't on task	was disrespectful/silly	had a negative attitude	distracted others	wasn't ready/late	made a mess
was dangerous	bullying	was aggressive	was violent	damaged property	persistent negative	was inappropriate	other

Want to tell us more?

2. Why did it happen?
How were you feeling? (Circle the correct feelings)

bored / impatient	silly / giddy	angry	frustrated	sad	confused	troubled / a lot on my mind	embarrassed
guilty	tired	anxious	stressed	jealous	hungry	scared	other

What did you need/want? (Circle the correct needs)

















fun / humour entertainment/ friendship	more to do/ a challenge	freedom / choice	to be listened to and understood	respect	justice/ fairness/ equality	help/ support	consistency/ stability
self-expression	physical wellbeing food/water/ safety	cooperation/ consideration	rest/ sleep/ a break / space	peace / quiet / focus	ease / harmony / comfort	order / control	other

Reflective Practice Think Sheet















3. Is there anything else you could have done to meet your needs?

4. What do you think other people might have needed (teachers/class etc...)

 fun / humour entertainment/ friendship	 more to do/ a challenge	 freedom / choice	 to be listened to and understood	 respect	 justice/ fairness/ equality	 help/ support	 consistency/ stability
 self-expression	 physical wellbeing food/water/ safety	 cooperation/ consideration	 rest/ sleep/ a break / space	 peace / quiet / focus	 ease / harmony / comfort	 order / control	 other

5. How might they have been feeling after what happened?

 bored / impatient	 silly / giddy	 angry	 frustrated	 sad	 confused	 troubled / a lot on my mind	 embarrassed
 guilty	 tired	 anxious	 stressed	 jealous	 hungry	 scared	 other

5. What have you learnt?

