Life in all its fullness – John 10:10

Personal Conduct and Relationships Policy

(Formerly *Behaviour* and Discipline)

1. Ethos

At Langar Church of England Primary School we believe every child has a right to learn, teachers have the right to teach and this will only happen if there is a culture of good behaviour.

We believe that everyone can live **life in its fullness** when they show positive behaviours. We believe that good behaviour is based on mutual respect between children and adults. Therefore, all staff, parent helpers, students and children must adopt this philosophy. Relationships between everyone at every level are vital. As a school we are committed to following a regular and consistent PSHE programme in order to improve behaviour and learning.

Whole School Values – Love, Take Care, Respect, Fairness, Thoughtfulness, Gratitude
Our school rules are to live out or school values. Put simply, our values are our rules. Class teachers will further define what each of these values means, at an age appropriate level for display in each classroom. All children and staff within school agree that the values are something that should run through the daily life of the school. As members of our school community, we expect parents to show the school values in the same way that we expect children and staff to.

Within this ethos, we expect that the school community will work hard, be proud of their achievements and value the achievements and rights of others.

Staff will actively teach the children who are being subjected to unwanted behaviour to say, “Please don’t do that, I don’t like it”. The expectation is that the offending behaviour will stop.

Absolute Consistencies in Adult Behaviour
Adults:

1. Model positive behaviours.
2. Meet and greet children every morning.
3. Display, model and teach our school values.
4. Will not shout at learners.
5. Will calmly and slowly deal with disruptive learners by ensuring they are stepped through the sanction steps.
6. Will follow up every time, personally and engage in reflective dialogue with learners.
7. Will teach children how to be responsible for their behaviour.

For teaching staff, the duty of care is set out in the School Teachers' Pay and Conditions Document:

- Teachers are required to maintain good order among the pupils and to safeguard their health and safety, both on the school premises and whilst engaged in authorised school activities elsewhere.

- Linked with this duty of care, teaching staff have a duty to act in loco parentis in the absence of pupils' parents.

- Use of Force Physical restraint may only be used if absolutely necessary (see Human Rights Act, October 2000 and LA Code of Practice on Physical Intervention Between Staff and Pupils) to prevent a child from injuring himself / herself or others, or from damaging property. Restraint should involve minimum force and should aim to avoid injury. Teachers will use their professional judgement, based, at the time, on the knowledge of the individual and the circumstances of the particular incident. Physical force will not constitute corporal punishment if its purpose is to avert an immediate danger of personal injury to, or an immediate danger to the property of, any person including the pupils.

2. Aims

- To provide a consistency of approach and practice to the care, control and well-being of pupils.
- To provide a behavioural framework for all members of the school community.
- To ensure the safety, security and happiness of the children within our care and to safeguard their environment.
- To encourage high standards of behaviour in our pupils.
- To establish and maintain an ethos of reciprocal respect between all work-partners.
- To teach an understanding of what constitutes appropriate and acceptable conduct.
- To establish systems that deal effectively with unacceptable and inappropriate behaviour, and to reinforce positive attitudes.
- To provide experiences which encourage the development of self-discipline and resilience in our children.
- To teach children that actions and choices have consequences and that children are responsible for their own behaviour.

3. Strategies

Attendance

Regular and punctual attendance enables children to feel the sense of belonging, which underpins our strategies for maintaining positive behaviour and conduct.

a) Regular attendance is expected and absence is acceptable only if due to illness or some other approved reason. If a child is absent the parent/carer should telephone the school on each day of absence.

b) Punctuality is expected at the start of the school day and indeed throughout it.

c) Family holidays. Holidays in term time are unable to be authorised.

d) Bereavement. Absence will be granted to attend funerals or associated events.

e) Other Absences. Guidance as laid down in 'DFE School Attendance Regulations' will be sought.

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Dress and Appearance
Children are expected to be clean and tidy in appearance. Hair should be of a natural style with long hair tied back at all times - extreme haircuts and dyed hair are not permitted. Nail varnish is also not permitted. Children should attend school wearing school uniform. Any exceptions to this rule are by prior agreement and are specified in the child's IPP (Individual Provision Profile). A PE uniform is worn on days when children have PE lessons.

In order to comply with Health and Safety issues, jewellery should not be worn for school, with the exception of wristwatches and 'ear studs'. Ear studs and watches must be removed for all aspects of PE, including swimming. If a child is unable to remove their own studs, then they should not be worn. It is preferred that, if children are to have their ears pierced, this happens at the beginning of the summer holidays. This then allows them time to heal and then enable earrings to be removed for PE sessions.

Positive Behaviour Management: System of Reward
The most effective behaviour management systems are positive in their approach. Good behaviour is not only acknowledged but also rewarded. It should also be systematic, transparent and fair. Adults in school are expected to model the behaviour and actively teach learning behaviours we expect from our children. We reward children for making the right choices as well as developing the skills to be an effective learner.

Rewards

Individual rewards:

- Simple praise should not be underestimated. Simply smiling, saying well done, acknowledging effort and praising personal achievement, celebrating self-control or giving a thumbs up can is highly effective. Our school is full of praise.
- The school trinity is celebrated weekly during Friday collective worship. Children nominated in the highlighted are of the trinity by their teachers, are rewarded with Hot Chocolate time with the headteacher.
- Children can be awarded house points to celebrate times where they have shown the school values. They can also be used as a way of marking other desirable behaviour or personal achievements.
- The school also has various trophies which are awarded at the end of the year. The trophies are awarded for both attainment and or showing the school values. These trophies are displayed and celebrated around school.
- The school rewards children who have displayed consistently high standards of behaviour with role of responsibility. These roles are applied for in the autumn and last for the whole academic year.
- The school understands that many extra-curricular activities have limited numbers. Children are rewarded for showing the school values by being given the opportunity to represent the school in matches, tournaments, festivals and fixtures when they arise.

House rewards:

- House points are collated fortnightly by house captains. These are displayed in the hall during celebration collective worship. Each term, the house with the most points will receive the house point trophy.

Zones of regulation
All of the children in school learn about the *Zones of Regulation.* This is a common language for understanding how our emotions and feelings can lead to changes in our behaviour. All children are taught about this concept explicitly during weekly PSHE lessons. The zones are referred to continuously throughout the school day and are a fundamental part of how we manage behaviour and maintain a positive approach. Children are taught how to regulate themselves and how to ask for help when they need it. They are a useful language for discussing and learning from incidents of poor behaviour after the event.

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Classroom Behaviour Management
Emphasis is on choice. The children know that the rules will be consistently applied. Support staff and visitors should report all incidents to the class teacher for sanctioning

If children do not choose to behave appropriately then they can expect the following sequence of events to begin:

30 second intervention
1. Gentle approach, personal, non-threatening, side on, eye level or lower.
2. State the behaviour that was observed and which rule/expectation/routine it contravenes.
3. State the emotion in line with our *Zones of Regulation* framework. "I can see you are feeling…"
4. Tell the learner what the sanction is. Immediately refer to previous good behaviour/learning as a model for the desired behaviour.
5. Walk away; allow them time to decide what to do next. If there are comments as you walk away, write them down and follow up later.
6. Look around the room with a view to catch somebody following the rules.

How to land a difficult message, softly
- Remind the learner of their previous good behaviour
- Challenge their negative internal monologue 'You can do this, you are intelligent and able'
- Thank the child for listening
- Position yourself lower than eye level or side on if you are standing; don't demand sustained eye contact
- Use a soft, disappointed tone
- Remind yourself that the sanction is a consequence not personal retribution
- Walk away as soon you have finished speaking

Refocusing the conversation
When learners try to argue, shift the blame, or divert the conversation you can either:
Calmly and gently repeat the line you have been interrupted in - This encourages the learner to realise that you will not be diverted from the conversation you are leading. The more calmly assertive you are in delivering this repeat the more effective it will be. Try slowing down the request the second time you repeat it and using gentle eye contact to reinforce. Or…Use an appropriate refocusing line to bring the conversation back to the script. This allows that student to feel as though they are being listened to and avoids conversational cul-de-sacs.

Learner	**Adult**
'It wasn't me'	'I hear what you are saying…'
'But they were doing the same thing'	'I understand…'
'I was only…'	'Maybe you were….and yet…'
'You are not being fair'	'Yes sometimes I may appear unfair…'
'It's boring'	'Be that as it may…'
You are a ……(name calling)	'I'm sorry that you are having a bad day but I cannot accept that'.

Out-line - If the conversation is becoming unproductive what line will you leave on? I use: "I am stopping this conversation now. I'm going to walk away and give you a chance to think about your behaviour. I know that when I come back we can have a polite, productive conversation".

Step by step approach
Step 1. Distraction – point out children doing the right thing and praise them loudly.

Step 2. Reminders – remind of the expectations, repeat as necessary, deescalate and redirect to keep things at this stage.

Step 3. Caution – a clear verbal caution, delivered privately where possible, make the learner aware of their behaviour and the consequences if they continue.

Step 4. Last chance – speak to the learner discretely, offer positive choice, remind of previous good behaviour. With younger learners this may include a visual token that represents them following the school values.

Step 5. Time out. This would take place wherever is appropriate for the child to regulate. The class teacher is to decide if pupil needs longer to refocus. At this point, sanctions may be issued. A short restorative conversation should take place afterwards.

Step 6. Refer to another member of staff or the head teacher. This is applied if the learner refuses to comply with time out or there is a serious breach that may result in a fixed term exclusion. Incidents of behaviour of this nature are recorded on CPOMS accordingly. Parents are notified.

Sanctions

When facing sanctions, children may feel a wide range of emotions. Whilst it is undesirable, it is perfectly normal for children to feel guilty or ashamed when they have done wrong, understanding this feeling is an important part of the learning experience. We never seek to shame children for their behaviour. Sanctions have a learning focus, build relationships and show learners how to take responsibility for their actions. This ensure that children feel empowered – that their behaviour has consequences and that in the future they should choose carefully. Emphasis is placed on the child to make good decisions as independently as possible.

- 'Catch up learning' may take place if a pupil has missed lessons/work.
- Restorative approaches through apologies and pledges are encouraged and supported.
- Children may be given quiet time to regulate and reflect on the choices that they have made, this may include the use of a visual aids where children need it.
- Where children's behaviour suggests that they are unsafe to be on the playground, they may need to stay inside during playtimes.
- Restorative conversations should always take place afterwards.

Restorative conversations

A reparation meeting with the pupil should take no longer than 5 minutes and cannot be delegated to a colleague. It isn't a prelude to the learner apologising. It should be a genuine conversation that re-chalks the lines of acceptable behaviour and repairs damage. The meeting is to discuss the poor behaviour or incident: not the child's character. The discussion is structured to address what happened, reinforce expectations and reset behaviours for the next lesson. Reparation does not give the instant satisfaction that comes from pure punishment. It gives a platform to build relationships that change and improve behaviour for the long term.

A good reparation meeting is often structured in 5 steps:

1. What's happened? How did you feel at the time?
2. What were your choices at the time?
3. Who else was affected by your behaviour?
4. What have you thought since?
5. How can we make this right now?

Reporting to Parents
In a thriving primary school, many children still need reminders to refocus or the help regulate themselves. It is not reasonable to expect that every time a child needs direction from a member of staff, their parents are informed.

In some cases, a child's misbehaviour must be reported to parents. This is due to either the high frequency or high severity of the behaviour. Such reporting may be done in a face to face meeting, over the phone, or by email. In these cases, parents will be informed of the nature of their child's behaviour, its impact and the support that they have already had within school. These conversations are to keep parents informed and to help the children involved develop their sense of personal responsibility. Records of these conversations are kept on CPOMS and tagged as *behaviour incidents/contact with parents.*

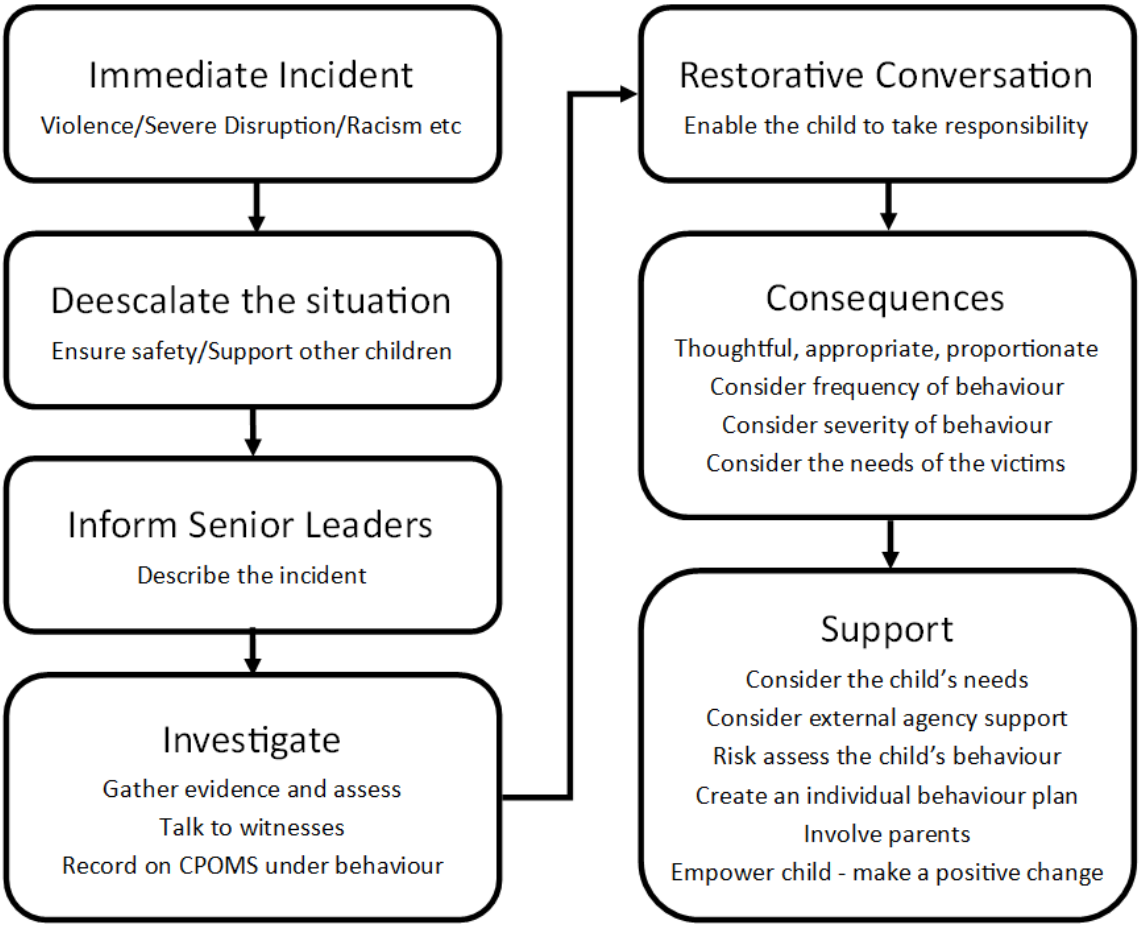
Bullying
Any *repeated action*, whether physical or verbal, which causes another person, either a child or adult, to be uncomfortable, unhappy or afraid, will be considered to be bullying. This school will not tolerate such behaviour and immediate action will be taken. In line with County Policy, any pupil, member of staff, or parent aware of such a situation is urged to contact the Headteacher.

Serious Misbehaviour
We acknowledge that some incidents of misbehaviour are serious enough to by-pass both the classroom and playground procedures. These incidents will be referred directly to a senior member of staff who will thoroughly investigate the situation and keep parents informed of outcomes. If necessary the situation will be escalated to the headteacher. Persistent incidents of serious misbehaviour such as rudeness, answering back, refusal to work or follow instructions, swearing, physical or verbal abuse of staff or peers could ultimately lead to a fixed term exclusion. The guidelines as set out in *Behaviour in Schools* published by the Department of Education in February 2024 will be followed for all exclusions. The plan for a successful re-entry into school will be discussed with parents.

Exclusion is a final resort but could occur if:

- A child's behaviour continues to effect the education of others;
- Children's safety cannot be guaranteed;
- A serious incident involving physical/verbal abuse has arisen

If fixed term exclusions fail to modify a child's behaviour the school will work with outside agencies to support the child being given a fresh start in a new school to avoid permanent exclusion. This is known as a managed move.



Reporting and Recording Exclusions

- teachers and support staff report incidents using CPOMS.
- forms are submitted to the headteacher
- Headteacher/ Senior Teacher informs parents / carers;
- an Exclusion Report file is kept and examined at each termly meeting of the full Governing Body;

Differentiation and provision for children with SEND.

Good relationships between staff and children enable effective differentiation. Some children, such as those with special education needs or disabilities, may need an additional level of differentiation or support in managing their own behaviour. They may need support in their understanding of how their behaviour has consequences. All children including those with SEND have the right to learn how to manage their own behaviour. Children with additional needs may have an IPP (Individual Provision Profile) which details specific adaptations as appropriate. Support from Jo Richardson as school SENCO, from behaviour specialists or other outside agencies may be sought.

Behaviour outside of school

The school may take action in response to behaviour that takes place outside of the school premises, including online behaviour, where this behaviour is reported to the school and is deemed to have a negative impact on the

wellbeing or safety of members of the school community, brings the school into disrepute, or undermines the school's values. This includes behaviour when children are identifiable as members of the school, such as when wearing school uniform or when behaviour relates to other children or staff. Any action taken will be reasonable, proportionate, and in line with this policy and relevant safeguarding guidance.

Child-on-child sexual harassment and inappropriate behaviour
Langar Church of England Primary School is clear that any form of sexual harassment or inappropriate sexualised behaviour between children is not acceptable. This includes sexualised language, gestures, or unwanted physical contact. Children are encouraged to speak to a trusted adult if something makes them feel uncomfortable. All incidents will be taken seriously and responded to in an age-appropriate and proportionate way, in line with the school's safeguarding procedures and Keeping Children Safe in Education (KCSIE).

Searching, screening and confiscation
School staff may search for and confiscate items that are banned by the school or that disrupt learning or safety, including mobile phones. Any search will be carried out by authorised staff in a respectful and proportionate way, in line with statutory guidance.

Mobile Phones
Children are not permitted to bring mobile phones onto the school premises. The school has the right to confiscate such devices – see our separate *Mobile Phone Policy.*

Working in partnership
The best outcomes for children occur where parents support the school in the way that they manage behaviour. In certain circumstances, teaching staff may update parents on their child's behaviour during school as a way to help the child learn to take responsibility for their actions.

4. Commitment to Continuous Professional Development.

The school is committed to ongoing professional development to ensure that all staff are equipped to manage behaviour effectively, consistently and in line with the school's values. Staff training is informed by current research and best practice, including the principles outlined by When the Adults Change, Everything Changes by Paul Dix, which emphasises the importance of adult consistency and calm, relational approaches to behaviour. Staff also receive training in the use of the Zones of Regulation to support children in recognising, understanding and managing their emotions. Regular staff meetings are used as a forum for professional learning, where staff develop their understanding of behaviour management strategies, share effective practice and discuss personalised approaches for individual children. This ensures that behaviour support across the school remains reflective, informed and responsive to the needs of the children in our care.

5. Disputes and Discrepancies

Disputes and discrepancies may be discussed with the Head Teacher and / or any relevant member of the staff, or governing body.

6. Roles and Responsibilities of Governors

- the role of the governing body in the policy will be to ensure that school policy is compatible with national and LA policy;
- the role of the governors will be to monitor the standards of behaviour and discipline in the school, and to make known to the headteacher any concerns they may have.

7. Review

This policy will be reviewed bi-annually by the headteacher and the governing body. Any alterations that come from this review will be discussed and ratified by the governing body.

Ratified by the staff and governing body on:

The policy is due for review in:- Spring 2027