



Langley First School Relationships and Behaviour Policy

Date last reviewed – November 2024



Langley First School Relationships and Behaviour Policy:

School Ethos

Purpose

This policy aims to help children **learn**, build **friendships** and **shine** in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

Aims

It is a primary aim of Langley First School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's relationship and behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate and respectful way towards others. We treat all children fairly and apply this policy in a consistent way. We recognise that being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity) through appropriate support.

We are proud to be a Thrive school and we ensure that the centre of our positive relationship practice is an in-depth knowledge and understanding of all the children, their differences and similarities.

The school recognises and promotes good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to encourage good behaviour, rather than merely deter anti-social behaviour.

At Langley First School we:

- Have a holistic, rounded and engaging curriculum that is challenging and accessible for all
- Have a clear and consistent approach to meet the emotional and social needs of all children
- Have a clear set of rules and expectations to support our right to learn in a safe environment
- Have rewards to celebrate the right choices we make and our successes
- Have consequences to help us reflect and learn to take responsibility for our actions and to support us to make the right choices in future

- Have a Code of Conduct by which all children and staff demonstrate they are responsible members of our community and understand our expectations
- Build confidence among children to show empathy and understanding
- Use agreed methods of reporting incidents of positive and inappropriate behaviours
- Identify a clear system to deal with appropriate behaviour and refer children when necessary for additional support from our Thrive practitioner team and wider professionals
- Use our systems to improve the effectiveness of our positive relationships system and to target resources effectively to meet individual children's needs

Legal Framework

Langley First School recognises its duty under the Education and Inspections Act 2006 to establish and maintain a relationship policy for the school and to ensure that functions are carried out with a view to safeguarding and promoting the welfare of children in accordance with the Education Act 2011.

This policy has due regard to the Department for Education (DfE) guidance and government legislation including, but not limited to, the following:

- DfE (2024) [Keeping children safe in education 2024.pdf](#)
- DfE (2013) [Use of reasonable force in schools - GOV.UK](#)
- DfE (2022) [Behaviour in schools - GOV.UK](#)
- DfE (2017) [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Equality Act 2010](#)
- [Education and Inspections Act 2006](#)

Roles and Responsibilities

Governors:

It is the role of the governing body to ensure that the Relationship Behaviour Policy is in place and is reviewed and updated. It is also the responsibility of the governing body to ensure that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation. The governing body has the responsibility to handle complaints in regards to this policy, as outlined in the school's complaints procedures policy.

Role of the Headteacher:

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. They will ensure that all staff deal with behaviour in a calm and restorative manner ensuring that the relationship policy is active. The Headteacher keeps records of all reported serious incidents of misbehaviour including bullying and racism

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

Staff Responsibility:

Behaviour Management is the responsibility of **all** staff at Langley First School. All members of staff will be expected to model our school ethos in their interactions with children and with other staff. All staff, children and visitors are expected to treat each other with respect. It is the responsibility of staff to ensure that the school rules are embedded in the classroom and around school.

The staff in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability. Staff members will be a role model for the children and treat each child fairly, and embed the school's Golden rules consistently. The teachers treat all children in their classes with respect and understanding. Every effort is made to highlight the positive aspects of children's behaviour in order to raise self esteem and foster pride in themselves. The staff will support the children to make the right choices and take responsibility for their behaviour. The children and staff will also be clear about the logical consequences of unacceptable behaviour and why this behaviour is inappropriate. Staff will follow school policy and procedures using the Thrive approach and receive ongoing training to ensure they understand the principles and practices of Thrive. All staff understand that behaviour is a communication of an unmet need and received whole school Thrive training.

A Pastoral Team of staff; The Learning Mentor, thrive practitioners, school nurse, SENDCO, mental health lead, etc are employed by the school to **support** children who, for a variety of reasons, find the school environment challenging. The Senior Management Team agrees with staff, those children who need to be supported and the Learning Mentor /pastoral team reports progress to the class teachers and the Senior Management Team. The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The Role of Parents and Carers

Parents and Carers agree to a Home School Agreement when enrolling their child at the school. Parents are encouraged to inform the school of any changes in circumstances which may affect their child's behaviour. Parents are expected to adhere to the Home School Agreement and support the actions of the school but are able to address any queries firstly to the class teacher, then to the appropriate Key Stage Lead and Headteacher.

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. We expect parents and carers to support their child's learning, and to cooperate with the school.

Pupils:

Pupils are responsible for their own behaviour both inside school and out in the wider community. Pupils are encouraged to report any unacceptable behaviour to a member of staff. Staff encourage “student voice” through discussions and pupil surveys to develop and improve the school’s offer. Their feedback is valued and respected.

Our Unique Approach to Behaviour Management

At Langley First School, we use The PACE Approach, THRIVE Approach and The Zones of Regulation. Langley First School believes that it is important to aid students to develop skills so that they can manage their own behaviour to be ready to go out into the world and become successful and resilient members of our community. Langley First School is on a journey to understand the whole child so that staff can offer support using the right strategies to meet that individual child’s needs. Children have a physical response to distress as well as an emotional reaction and we are developing our understanding of how best to support a child so that they feel safe and calm. Once the child is settled and feels safe staff will review incidents and problem solve with the child to move behaviour responses into positive reactions.

We value our children and their families so the physical environment and curriculum is a high priority and maintained to the highest standards. We aim to deliver high quality interactions between adults and students and consistently highlight, praise, reward and celebrate appropriate behaviour, positive actions and achievements. External areas have been developed to provide stimulating and engaging places for our children to socialise and play. At Langley, we have developed “havens” within each classroom for children to use when they need to take time.

School - Golden Rules

At Langley First School we have high expectations for our behaviour. All children and staff are expected to follow the Golden School Rules at all times which have been agreed in consultation with the children and staff.

Our Golden Rules are underpinned by our core values of; Responsibility, Resilience and Respect. These are the values that Langley First School believes every child needs in order to become happy, successful and well-rounded learners.

We define these as:

Responsibility

*I strive to be **self reliant**, being able to **look after myself and others**, being able to **take ownership** of my own actions and recognise the impact (consequences) that these bring on myself and those around me. I take pride in myself, my school and my wider community, recognising what we need to do to support it.*

Resilience

*I recognise that **getting things wrong is a stepping stone to succeeding**. Challenging ourselves is part of learning and **I will always try to have a go, try things that are new or I find difficult, taking sensible risks** so that I can be **as successful as possible**.*

Respect

*I understand **my actions** have an **impact** on **myself and those around me** be that positive or negative. **I will always try to act and speak with others as I expect others to with me**. I recognise there are **rules and boundaries** that I have **to stay within** and will always try and keep myself and encourage others to stay within*

these. I understand that **adults in school** are there to support, teach and keep me safe and **will respect them by listening and acting on what I am asked to do.**

Golden Rules

Responsibility

- **We move around the school safely and quietly**
- **We care for our school environment**

Resilience

- **We always try our best**

Respect

- **We have good manners**
- **We show respect for ourselves and each other**

The school's Golden rules are displayed in every classroom and throughout the school building. They will be revisited with the children at the beginning of each term and reinforced throughout the academic year.

We have a whole-school approach for celebrating behaviour and this is then tailored to the age of the children. Across the school we use the same four behaviour points; -, **Stop & Think**, **Good to Be Green**, **Going for Gold**. 'Going for Gold' links to one of the school's motto words 'Shine'.

These four behaviour points are tailored to the age of the children for example in Nursery, children are rewarded when 'Going for Gold' with a sticker. Further up school children are rewarded by 'Going for Gold' cards and school team points. All children are referred back to the Golden Rules when celebrating behaviour.

Developing positive behaviour across the curriculum - Circle Time/Jigsaw/thriveonline/Communicate and Regulate

- All classes use Circle Time and Jigsaw PSHE sessions as a tool for promoting positive behaviour. Circle Time and Jigsaw PSHE sessions may be a combination of games and opportunities for children to respond positively to each other in a safe, friendly environment. They may also provide the class with an opportunity to discuss inappropriate behaviour and plan ways to improve the situation.
- Our core values will be discussed across curriculum subjects throughout the year
- Assemblies will reinforce positive behaviour
- Pupils are taught strategies to self-regulate emotions, talk about their feelings and make positive choices about the way they behave
- Thrive and shine time. Using thrive online to develop whole class actions plans, we have short 10 minute thrive circle times on a Friday afternoon working on whole class targets
- A safe space will be created in each classroom and a range of resources will be added to help support the children
- All staff use consistent language to develop and promote positive behaviour.

Promoting Positive Behaviour

We praise and reward children for good behaviour in a variety of ways

- All staff praise positive behaviour and celebrate it around school.
- Staff give children a variety of rewards - pupils will have a card in their pocket on the wall showing 'Good to be Green'. This shows that the child is ready to learn and is following the Golden Rules. If a

child's behaviour has exceeded the Golden Rules -showing respect, kindness and excellent behaviour for learning they will be given a 'Gold' card to add to the pocket.

- Pupils may be sent to another member of staff/ Key Stage lead or Headteacher to re-enforce the praise
- Each week we celebrate good behaviour, attitudes and achievement in our 'Golden Assembly'
- **Teams** - Each child is a member of a team named after local landmarks (St Mary's Lighthouse, Tynemouth Priory, The Dome, The Angel of the North & Langley Castle). Children earn team points throughout the week for displaying good behaviour. The team point totals are then shared as part of our Golden Assembly. At the end of each half term the winning team is rewarded with an extra playtime.

Golden Assembly

During our Golden Assembly we present;

- **Team Points**

We use team points as a way to encourage and recognise when children are following our school rules and showing an understanding of one or more of our core values. Team points are colour coded to help show which area the child has shown a good example in. The colours are represented as follows;

Grey - following school rules

Red - Responsibility

Yellow - Resilience

Blue - Respect

When a child is awarded a team point they place it into the team point collector and the totals are shared with the children during each Golden Assembly.

- **Respect, Responsibility and Resilience certificates**

Each class teacher will award certificates for each of these 3 areas

- **Achievement Certificates**

Staff award these to children who have worked exceptionally hard in lessons during the week.

- **The Golden Book**

We treasure the opportunity for children to be named in the Golden Book and deem it to be an exceptional reward which is kept for children who members of staff deem to have consistently gone above and beyond the Golden School Rules / exceptional improved behaviour..

- **Class Cup**

The class cup is presented to the class who have shown the lunchtime staff throughout the week that they can come in from the yard/field and walk down the corridors to the dinner hall following the school rules at all times.

Behaviour and Learning Expectations:

- Langley First School expects school rules to be followed to ensure a safe and positive learning environment and we review each situation on an individual basis.
- Ensure individual's Personal Provision Plan are adhered to
- Follow the stages of dealing with behaviour incidents
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. The teacher may at this point seek further support from the Key Stage Leads or Headteacher.

- The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.
- Racist, homophobic and incidents of hateful incidents will not be tolerated in any form. Any bullying or racist incidents will be recorded

Stage	Staff action	Consistent Language	Langley Approach
1 Stop and think verbal warning warnings	If a child is not following the code of conduct or school's Golden rules the child will be asked to 'Stop and think' about their behaviour with support to amend actions Reference to Zones of Regulation	I wonder I notice I understand <i>I can see</i> <i>Can you tell me... ?</i> Ensure child has the opportunity to restore / repair	Zones of regulation PACE (trauma informed approach) Thrive
2 Warning with visual prompt	After a child breaks a rule after 2 verbal warnings a 'Stop and Think card' is shown. If the behaviour continues then a child will be asked to go to their parallel classroom for a short period of time	I wonder I notice I understand Ensure child has the opportunity to restore / repair	Understand which stage the child is at Supporting child to make the right choices Reflecting on the Zones of Regulation
3 Consequence	If the behaviour continues the teacher will inform a member of SLT to work with the child to reflect on their behaviour 'Reflection Time'	I wonder I notice I understand Ensure child has the opportunity to restore / repair	Behaviour incidents which require a member of SLT (reflection time) will be recorded in our school's online recording system by staff members
4. Parental involvement	If the child has been to 'Reflection Time' 3 times in a half term parents will be informed and a discussion about how parents and school will work together on a behaviour plan (2 weeks)/consistent approach	I wonder I notice I understand Ensure child has the opportunity to restore / repair	The Pastoral team would work with the class teacher to support and identify a plan of next steps. Thrive Learning Mentor School Nurse
5 Visit headteacher	SLT sends child to Headteacher Headteacher may have informal conversation with parents about support in school	I wonder I notice I understand Ensure child has the opportunity to restore / repair	The Pastoral team would work with the class teacher to support and identify a plan of next steps using Thrive Learning Mentor School Nurse Recorded in our School's online recording system.
6 Internal exclusion	Parents to be informed. Child will be internally excluded. Children will lose break times / lunch times during this period.		Early Identification 'Behaviour' plan verbal/written with parents input

	Child will report to DHT/HT with work.		Recorded on our School's online recording by Headteacher
7 Fixed term suspension	Headteacher follows North Tyneside Exclusion policy and Procedures		Early Identification 'Behaviour' plan verbal/written with parents input Recorded on our School's online recording by Headteacher
8 Permanent Exclusion	Headteacher follows North Tyneside Exclusion policy and Procedures		Headteacher follows North Tyneside Exclusion policy and Procedures

Exclusions

All efforts will be made and proactive steps will be taken to prevent an exclusion. However, in extreme circumstances or if behaviour continues to raise serious concerns, a fixed term or permanent exclusion will be applied. These will be issued by the Headteacher, who will notify the Governing Board and LA. Our aim is to provide a happy and secure environment where all children can learn, build friendships and shine and where their achievements are always valued by everyone. However, in circumstances where behaviour is unacceptable, we reserve the right to take all the necessary steps to ensure that the required high standards of behaviour are maintained throughout the school.