



Behaviour and Values Policy

Langford Village Academy

STATUS:	STATUTORY
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POSITIVE BEHAVIOUR THROUGH VALUES POLICY

SEPTEMBER 2025

Introduction:

Langford Village Academy is dedicated to ensuring that our school environment supports learning and the wellbeing of students and staff through a strong sense of community cohesion. As a values-based school, our chosen values are central to the way our school runs and the attitudes displayed by our children, staff and parents. The children learn what each value means, both to them and to the wider community and why it is important to display these values in all that we do and say. The aim of this policy is to create and maintain a secure environment where everyone within the school community can thrive, feel valued as individuals, develop confidence, be safe from physical and emotional harm and take responsibility for their own actions. We believe that by sharing our high expectations for behaviour with parents there will be a consistency between home and school and that this will have a positive impact on children's attitude to learning at home and at school.

Rationale and aims:

Children and adults in and around our school will present a caring attitude towards others. Children will respect the rules of the classroom and playground and will encourage others to obey these rules. Children will value the physical environment of our school and the resources within it. Staff and children will work together to present a positive image of our school in the wider community. Parents will be partners in the encouragement of **G.R.E.A.T.** behaviour, and will support the management of positive behavioural strategies. In short, the common goal is collaborative working to ensure that all our students leave the school with the key skills they need to continue to progress to the best of their ability in all areas of life.

Our children discuss expected behaviour in school at the beginning of each academic year and agreed rules are displayed in each classroom. We use a **G.R.E.A.T.** approach which is also on display in each classroom.

What do we mean by **G.R.E.A.T.** behaviour?

- Showing **gratitude** to establish good working relationships with staff and pupils alike
- Having mutual **respect** and consideration at all times for all members of the school community, offering friendship, sharing, tolerances of differences in appearance, race, ability, religion and gender
- Showing **empathy** to ensure others feel valued and cared for
- **Accepting** responsibility for our own actions and show awareness of right and wrong
- Demonstrating **teamwork** and co-operating with others

How do we encourage valued behaviour?

The school understands that the first step to modelling **G.R.E.A.T.** behaviour is to lead by example, which means that all staff, volunteers, and anyone else who comes to the school must act responsibly and professionally. We work hard to ensure that discipline is consistent across the school so that behaviour boundaries and consequences are clear to all and are applied fairly, proportionately and without discrimination. We consider SEN needs and disabilities as well as the

additional challenges that some vulnerable students may face. All members of the school community (including parents and carers) are encouraged to use preventative measures to avoid behaviour escalating. In addition, staff actively promote school values through using the whole school reward system- House Points- and in our values assemblies. In class, reward systems are in place which are led and managed by the class teachers and support staff. Across the whole school we apply a house points system. All children are allocated a house group when they join Langford Village Academy and earn points through positive behaviour choices and for effort and attainment. Each house has captains and vice captains from year 6 that motivate and encourage their house teams. We are a Therapeutic Thinking School and a number of staff have been trained in Therapeutic Thinking, a Bedfordshire wide ethos to promote positive and pro-social Behaviours.

Behaviour Curriculum

Langford Village Academy adopts a therapeutic approach to the management of behaviour. Valued behaviour will be taught to all students as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. standing quietly behind desks and being dismissed in silence by the teacher at the end of the lesson.

Routine will be used to teach and reinforce the expected behaviours of all students. Appropriate and reasonable adjustments to routines for students with additional needs, e.g. SEND will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing detrimental/dangerous behaviours.

Positive teacher-student relationships are key to combatting detrimental/dangerous behaviour. The school will focus on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their students and create a strong foundation from which behavioural change can take place.

Adaptations:

Reasonable adaptations and adjustments will be made when there is a need such as a SEND need, social, emotional or mental health need or a safeguarding need. Everyday reasonable adjustments are made by all staff as part of quality first teaching, for example the use of seating plans, movement in the classroom and time out cards. Further reasonable adjustments will be outlined in a students' EHCP or ISP. All staff will consider any reasonable adaptations when applying the Behaviour and Rewards Policy.

Where a student is identified as having a SEND need, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of detrimental/dangerous behaviour and put in place support to prevent these, considering the specific circumstances and requirements of the student.

Detrimental behavior:

Behaviour is monitored in all areas of the school at all times, by all staff members. Low-level behaviour incidents are dealt with by the class teacher or another member of staff in a caring, supportive and fair manner, with some flexibility regarding the age and Special Educational Needs of the child, as far as sanctions are concerned. Whilst each case is treated individually, we aim to ensure there is a consistent approach to behavior management. Children are made aware that they are responsible for their own actions and that inappropriate behaviour will lead to sanctions. At all times, all staff should encourage **G.R.E.A.T.** behaviour through praise and recognition of positive choices. Children are given the opportunity to reflect on an incident or their behaviour and also to discuss how they could have made different choices that would have resulted in a more positive outcome. An example chain of sanctions are listed in Appendix A and Appendix B.

Dangerous behaviour:

Serious breaches of behaviour include: physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, use of discriminatory (homophobic, racist or sexist) language, bullying (including cyber), refusal to work and disruptive behaviour in class. In the event of these rare incidents occurring, it is the responsibility of the Principal and Senior Leaders to decide on the appropriate consequence. In all cases, the individual circumstances of the child and the event will be considered. A record of serious incidents will be kept in school via CPOMs and ongoing Incidents form (see Appendix C).

Consequences of a major breach of discipline may include:

1. A verbal warning by the Principal, Vice Principal or Assistant Principal
2. Removal from the classroom
3. A meeting with parents
4. Meetings involving parents and support agencies where necessary
5. Internal exclusion
6. Suspension
7. Permanent exclusion, only used in extreme cases or after all other courses of action have failed;
8. The school follows the Central Bedfordshire guidelines for suspensions and permanent exclusions of pupils.

Racist Incidents:

Sanctions will be differentiated by age and each case will be decided individually, as some children may be very young.

1st instance- children will miss playtime and be educated on what is appropriate language. A meeting will be organised with parents.

2nd instance- internal reflection

3rd instance- suspension

Bullying:

All children have the right to be safe and secure at school regardless of race, gender, religion or disability. They have a right to expect not to be bullied. Please refer to our Anti-Bullying Policy.

Team Teach:

At Langford Village Academy we have staff who are trained in holding children. The hold system is known more specifically as Team Teach. In order to keep an individual child safe from harm or other children safe from being harmed, we may hold a child. This would only be the case when a child was in a state of crisis or going to cause harm to another. For more information, please visit <http://www.teamteach.co.uk/> Handling children is a very last resort and any additional needs will be considered before making the decision to hold a child however their safety is of upmost importance so where necessary staff will hold children.

Monitoring the policy:

To help identify the effectiveness of the policy we conduct:

- Pupil questionnaire
- Parent/carer questionnaire
- Feedback from school council
- Annual review of Positive Behaviour through our Values Policy by staff
- Feedback from governor visits

Evaluation:

As an indicator of the success of this policy, we hope to achieve the following: -

- CHILDREN ARE READY TO LEARN.
- CHILDREN ARE RESPECTFUL OF OTHERS AND THEIR ENVIRONMENT.
- CHILDREN MAKE SAFE CHOICES.

The above three simple rules will result in an all-inclusive, positive school setting that our pupils can thrive in.

APPENDIX A:

Sanctions during class and indoor based tasks

Step 1 - Tactical ignoring, deflecting inappropriate behaviour by drawing attention to appropriate behaviour. (Emphasise Code of Conduct)

Step 2 - Simple direction, reminder, explanation of positive behaviour desired, quiet word or reprimand, e.g. where should you be? Highlight the correct values.

Step 3 – Warning – Ask the child if they are making the **right choice**, are you thinking about your values?

Repeat of one and two with a clear choice to be given to the child. e.g. either you work without talking across the table or you will be asked to work on a table on your own. (Change of seat position in class)

Step 4 – Thinking time. Separation or timeout after agreed number of warnings, to be used progressively as below,

- within own classroom

- in another classroom (normally with KS leader)
- with Principal/Senior Teacher

It is the responsibility of the member of staff concerned to follow up 'thinking time' incidents with the child after a cooling off period in order to maintain pupil-teacher relations. Record on Ongoing Incident Form.

During playtimes (not lunch)

If the problem occurs during playtime, then the person on duty should carry out sanction.

- removal from main play area to a designated area with a designated member of staff on duty for a short time.
- if a child refuses to co-operate a designated member of staff should be consulted. (SLT)
- all playground incidents to be reported to a class teacher.

Step 5 - Loss of Privileges

Loss of 5-10 minutes' playtime/lunchtime. Repetition may result in increased loss of time and a session with the Senior Teacher/Principal.

Children should be allowed out for a part of each break to ensure that they get some fresh air and exercise.

Step 6 - Class teacher to contact parents to discuss concerns and work together to try and modify behaviour. Seek advice from the SENDCo. (See Appendix C-Behaviour Parent Meeting Form and Behaviour Support Plan-Targets)

Assembly: If a child is removed from their class group during assembly, they must sit beside a teacher. This is only to be used when a child is continually disruptive.

Guidelines for Using Sanctions Effectively

- Clear distinction between minor and more serious incidents.
- Indicate which sanctions are likely to be appropriate to particular behaviour/particular child.
- Clear about the precise behaviour being sanctioned.
- Planned and fair.
- Immediate.
- Applied calmly and consistently.
- Discourage sanction of whole group.
- Communicated to everyone.
- Respect pupils' self-esteem.

APPENDIX B

Sanctions during lunchtimes

The most effective way to manage lunchtime behaviour is to use positive reinforcement and to have strong communication between teacher and Midday supervisor. MDS will complete an Ongoing Incident Form or speak to the class Teacher for serious incidents.

- Questioning based on: What is the expected behaviour? What were you not doing correctly?
- Listen to both sides of a problem. Each child giving his/her account with no interruptions.
- Reflect back on the expectation.
- Discuss what happened, how the children feel and who else has been affected.
- Discuss what do the children need/ need to do now so harm can be repaired.
- Children then choose the solution that is acceptable to them.

- Children then put solution into effect.

Time-out outside

If further problems occur or child/children need to be removed from the area-go to time-out Bench or stand with a member of staff.

Children placed on time-out with the lunchtime supervisor until they feel they can put the solution into operation and make changes to their behaviour.

Behaviour of the child is passed onto the Class Teacher via the Ongoing Incident Form. Class teachers to monitor.

- Time-out with a Midday Supervisor
- If problems persist child/children need to be sent to do Time-Out with the Class Teacher or Senior Teacher.
- Issues are passed to the class teacher.

General comments

These procedures have been set in specific order, understood and articulated by staff and children. The steps will bring about interaction between children and adults in a consistent ethos.

Appendix C

Action following an incident will be decided by the following guidelines in the School Escalation order as below

Implementation and Review

This policy will be made known to all staff, parents/carers and governors, and published on the academy's website. Copies are also available upon request from the Academy Office. This policy will be reviewed annually.

Written by: Gary Gotham

Date: 19.09.25

Agreed by Principal: Debbie Randall

Date: 19.09.25

Ratified by Governors

Date: 19.09.25

Escalation Order

				
Staff member	Key Stage Leader	Behaviour Lead	Principal	
<u>Typical Behaviours</u>	<u>Sanctions/Actions</u>	<u>Responsibility</u>	<u>C- Poms</u>	<u>Appendix</u>
Calling Out (Refer to ISP/ EHCPs if appropriate)	Tactical ignoring, Re-direction Moving to another area within the classroom Praise G.R.E.A.T. behaviours Continuous- Formal	Class Teacher	NA	A
Unkind comments to other pupils (Refer to ISP/EHCP if appropriate)	Reminder of our Values Use of RA Continuous- move to Formal	Class Teacher	NA	A
Inattentiveness	Target for questioning/ set work targets and completion times	Class Teacher	NA	
Swearing	Using inappropriate language Continuous- move to Formal	Class teacher	NA	A
	At peers/ adults Formal- reflection time or suspension if repeated	Behaviour Lead/ SLT	C- Poms	B
Sexual Language	Use of inappropriate words or discussing sexual actions Formal- reflection time or suspension if repeated	Safeguarding Lead - DSL	C- Poms	
Racist Language	Use of inappropriate words or discussing sexual actions Formal- reflection time or suspension if repeated	Safeguarding Lead - DSL	C- Poms	
Homophobic Language	Use of inappropriate words or discussing sexual actions Formal- reflection time or suspension if repeated	Safeguarding Lead - DSL	C- Poms	
Refusal to work (Refer to ISP/EHCP if appropriate)	Exploration of reasons Setting manageable targets – praising when achieved	Class Teacher	C- POMS	A

	Loss of social time to catch up on missed work.			
Disruptive behaviour in lessons	Reflection time. Separation or timeout after agreed number of warnings, within own classroom	Class teacher Buddy System Key Stage Lead	NA	A – minor or infrequent
Repeated disruptive behaviour	Step 4 – Appendix B – i.e leading to removal of rest of class from the room or lesson having to be abandoned Continuous- Formal	Behaviour Lead SLT Possible referral to SENDCo or FSW	C- Poms	B
Hitting other children (Depending on level of harm)	Minor – Use of RA	Class Teacher	NA	A
	Clear signs of injury or intent – bruising, bite marks etc Speak to parents Formal- reflection time or suspension if repeated	Key Stage Lead Behaviour Lead SLT	C- Poms	B
Hitting members of staff	Speak to parents (Consider if the hitting was accidental – i.e swinging arms or deliberate Formal- reflection time or suspension if repeated	Behaviour Lead SLT	C- Poms	B
Damage to school property	Throwing of furniture or equipment, Deliberate breaking Formal- reflection time or suspension if repeated	Behaviour Lead SLT	C- Poms	B

Langford Village Academy
Ongoing Incidents Form

Pupil:		Teacher:		Class:		Year:	
Date	Time	What happened?			Action taken		



Targets

Pupil:	Teacher:	Class:	Year:
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Action set by:

Targets:

-
-
-

Additional Notes:

Signed (Pupil):

Signed (Parent):

Behaviour Parent Meeting Form



1. Pupil: _____ Class: _____ Year: _____
2. Relationship to child: _____ Date: _____
3. Present: _____

Concern

Parents View

Action to be taken by the school

Action to be taken by the parent

Action to be taken by the child

Review Date _____ Completed by: _____

Next Steps