

Longmeadow Behaviour guide for parents and carers

The following information can be accessed in more detail in the behaviour policy for the school.



Our vision is:

To be at the forefront of the highest quality education.

Without consistently upheld expectations, rewards and consequences, we cannot achieve our vision.

We believe **no child at this school should have their learning disrupted** by the poor behaviour choices of someone else.

We believe these values will drive each child's success academically and, on the journey, to becoming a grown-up.

In our school we teach children to be **Longmeadow Learners**.

This has 5 easy to understand and follow expectations that children are reminded of every day.

The Longmeadow Learners reminds children of what is **kind, respectful** and **safe** behaviour.



We understand that many children make positive choices about their behaviour and at Longmeadow we aim to reward and recognise positive behaviour in all children. Children are rewarded when they follow **The Longmeadow Learner** by achieving dojo points awarded to their onscreen monster.

(www.classdojo.com) Teachers allocate 'dojos' to children based on a 3-tier system.



For daily, expected behaviours = 1 Dojo.

e.g. completion of homework, engaged learning, showing a Longmeadow value

For above and beyond the daily expectations = 2 Dojos.

e.g. Increased effort in lesson, supporting their peers, or assisting an adult in school.

For exceptional, standout examples = 3 Dojos.




Representing the school positively, dealing with a difficult situation positively, recognition by the wider school community or SLT.



- At the end of each week the class teacher presents a **'Dojo champion'** certificate to the child with the most Dojos that week. They are then **reset** for a fresh start the following week.
- We also reward children who show positive examples of the school values with **recognition stickers** so others can see they are exemplar models of our values.
- A weekly reward assembly is held where, for each class, one **shining example of exceptional behaviour** linked to our values is awarded with a certificate in celebration assembly and recognition in the weekly newsletter to stakeholders.



We understand that children are still developing, and they won't always make the right behaviour choices. Children must be shown that choices have consequences, and these are sometimes necessary to help make better choices in the future. For this reason, Longmeadow also has a consequences ladder to explain what actions could be taken when such poor choices are made.

<p>Stage 1: Disruptive or unsocial behaviour. (General) disruption to the learning in class and/or not following The Longmeadow Learner.</p>	First time	<ul style="list-style-type: none"> - Positive reinforcement of peer good behaviours - Non-verbal warning, (a pause, a look, gentle acknowledgement) - Quiet conversation - Reminder of The Longmeadow Learner expectations
	Second time	<ul style="list-style-type: none"> - Verbal warning: 1:1 where possible. - Reminder of The Longmeadow Learner expectations
	Third time	 <ul style="list-style-type: none"> Restorative conversation Missed work to be completed break time Missed time from break time to discuss impact of disruption. Meeting with parent to share concerns
<p>Stage 2: Difficult (anti-social) behaviour</p>	First time	<ul style="list-style-type: none"> - Verbal warning: 1:1 where possible. - Reminder of The Longmeadow Learner expectations - Opportunity for reflection to understand impact of action
	Second time	 <ul style="list-style-type: none"> Limited/reduced access to free play Learning in an alternative space. Class report (1 week) SLT report (1 week) Head teacher report (1 week) Increased staff ratio
<p>Stage 3: Dangerous behaviour</p>	<p>These are judged individually by severity on each occurrence. Repeated behaviours would be escalated swiftly.</p>	 <ul style="list-style-type: none"> Afterschool reflection (4pm or 4.30pm) Internal exclusion Suspension Risk reduction plan Alternative free play arrangements Learning in alternative spaces Referral to DSPL2 triage for advice Referral to <i>The Willow Centre</i> Behaviour Hub Managed move Permanent exclusion

Consequences are used alongside the strategies outlined in the table at the end of this document (also in the behaviour policy) so that there is the opportunity to **support the child** in making better choices in the future. Longmeadow is fully aware of the **additional needs** children may have and how these impact on their behaviour choices, and responses to expectations placed upon them. All staff are made aware of **behaviour plans, support plans or reasonable adjustments** that are in place for specific children.

Stage I – Disruptive (unsocial) behaviour

Reactions to these behaviours are calm, consistent and kind. A conversation must be had with the child to explain why the behaviour was not appropriate. The expectation is that any disruptive behaviour is attempted to be resolved by the adult responsible at the time or the class teacher.

The following may be used:

- General reminders
- Individual reminders (e.g. a quiet word)
- Thinking time (time to regulate) in a space in the classroom.
- Reflection time for conversation about behaviour (break times)

Disruptive behaviour examples

- Leaving their desk without permission
- Leaving the carpet during input/story without permission
- Refusing to complete the work set
- Refusing to get changed for PE
- Refusal to carry out an adult's request
- Choosing to do another activity than the one the class are doing (reading/drawing on whiteboard etc.)
- Rocking on their chair
- Calling out/talking to a friend
- Not listening to instructions
- Distracting and/or disrupting others' learning by shouting, banging, making noises
- Playing/fiddling with equipment
- Bickering/falling out on the playground

Possible consequences (escalating)

Educational

- Differentiated learning space/workstation
- Fiddle toy
- Wobble cushion
- Whiteboard to write
- Timers
- Task planner
- Learning broken down
- Scaffolds
- Additional resources
- Individualised timetable
- Now and next board
- Limited choice
- Brain breaks
- Positive experience
- Task differentiation
- Adult support/Peer support
- Learning intervention
- Small group/paired learning

Protective

- Restorative conversation
- Missed work to be completed break time
- Missed time from break time.
- Meeting with parent to share concerns

Stage 2 difficult (anti-social) behaviour

De-escalation strategies should be used to support the wellbeing of the child. The class teacher will decide on any short-term restorative consequences during a reflection time (playtime or lunchtime). This should be for a limited amount of time. With the child, an appropriate consequence should be agreed. Parents/carers should be informed by class teacher.

These behaviour incidents should be discussed with SLT. The behaviour incident, consequence and outcome of conversation with parent must be recorded on CPOMS.

The SLT may also be called upon to cover lesson time so that immediate restorative conversations can be led by the class teacher.

Antisocial or difficult behaviour

Possible consequences/strategies

- Repeated/persistent stage 1 behaviour
- Aggressive shouting/calling out disruptively
- Continued interruptions
- Swearing
- Answering back, mimicking
- Lying
- Throwing small equipment
- Leaving the classroom without permission
- Damage to property/pushing over furniture

Educational:

- Monitoring and reporting system for free play
- Alternative free play arrangements e.g. supporting as a play leader in another playground
- Conversation, restoration and reflection with adults including those involved in incident
- Assisting with tidying/clearing related to behaviour
- Meetings with parents/carers

Protective:

- Limited/reduced access to playtime/lunchtime free play
- Time away from peers/learning in an alternative space.
- Class report (1 week)
- SLT report (1 week)
- Head teacher report (1 week)
- Increased staff ratio

Stage 3 – Dangerous behaviour

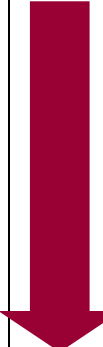
This is behaviour that could result in injury to self or others or behaviour that would be considered criminal if the person was the age of criminal responsibility. SLT should be informed immediately and involved in dealing with consequences.

Parents/carers must be informed by the member of staff dealing with the incident and. All notes of the incident, consequences and follow up actions (including conversation with parents) must be recorded on CPOMS. Time should be taken to check on the welfare of any pupils impacted by the behaviour and their parents/carers informed.

An after-school reflection/restorative time (to 4pm or 4.30pm) for key stage 2 children may be used in agreement with parents as a consequence.

If stage 3 behaviours are persistent and signs of improvement are not seen, the SLT will consider next steps which may include a risk reduction plan being written and a referral to the DSPL2 triage to seek external support.

Internal exclusion, suspension or permanent exclusion may be used as a last resort.

Dangerous behaviour	Possible consequences (escalating)
<ul style="list-style-type: none">• Stealing• Leaving the school building/hiding in school grounds• Leaving the premises• Spitting (directly at another)• Physical abuse of peer or staff members including scratching/hair pulling/ Hitting/kicking/punching/biting• Physical or verbal bullying/discriminatory behaviour including homophobic or racist.• Sexual violence/sexual harassment towards a peer• Misuse of technology on school property, including the use of social media.• Persistent stage 2 behaviour.	<p>Educational:</p> <ul style="list-style-type: none">• After school reflection time• Reintegration meeting with Head teacher/deputy• Restorative apology conversations• Assisting with tidying/clearing related to behaviour• Good citizenship work• Potential payment for damage/replacement• Support from additional adult attuned to need. <p>Protective:</p>  <ul style="list-style-type: none">Internal exclusionSuspensionRisk reduction planAlternative free play arrangementsLearning in alternative spacesReferral to DSPL2 triage for adviceReferral to <i>The Willow Centre</i> Behaviour HubManaged movePermanent exclusion