

KAT Schools Local Behaviour Protocol 2026/27.

Name of Academy: Longthorpe Primary Academy (LPA)

This should be read in conjunction with the Trust's Behaviour Policy which can be accessed [here](#).

At LPA, we have high expectations for all members of our academy community and believe that everyone has the right to learn and feel safe at all times. We recognise the importance of creating positive relationships and knowing our pupils as individuals, in order to unlock their potential and support them to develop academically, socially and emotionally.

In order to achieve this everyone should be: READY, RESPECTFUL, SAFE. 'Longthorpe's Ready, Respectful and Safe Charter' which outlines expectations, rewards and consequences, is displayed around the academy.

We follow a therapeutic approach to supporting valued behaviours and convey to children that whatever their behaviour, we do not reject them. Pupils with SEND and additional needs will be considered and appropriate adaptations may be made.

Managing behaviour in lessons

Consistent established routines are at the heart of quality first teaching and behaviour management. All staff will use a calm and measured tone of voice and positive phrasing when interacting with pupils and each other. Staff will follow the guidance within the Ready, Respectful, Safe Charter to assign a suitable sanction.

All teaching staff implement proactive behaviour management strategies throughout the day. For example, using positive affirmations and praise towards children (notice the good), seating plans and reminding children about expectations. Everything is built around consistent routines.

Managing behaviour outside of lessons (eg corridors, playground, school hall)

The same expectations of children's behaviour and staff's management of this are in place throughout the school day, regardless of whether the children are in class or it is their playtime or lunchtime.

Should children not adhere to our positive charter, the following steps will be taken to provide opportunities for children to reset:

General behaviour management, e.g. SHINE, a look, embedding routines, refer to expectations etc.

- **Reminder** – any member of staff. Explicit reminder of desired behaviours.
- **Re-direct** child away from situation, e.g. different a table, group in PE etc.
- **Red Card** – the impact of the child's negative behaviour is explained and desired behaviours are made explicit.
- **Reflection** - restorative conversation with an adult (five minutes) during break time (morning or lunch time). This will be recorded by class teacher.
- **Removal** - To minimise disruption for other learners, child will be removed from class (different classroom). Teacher will record and inform parents verbally in person or by phone call.
- **SLT** – Intervention by member of SLT.

Consequences

When judging which consequence will be applied, the relevant staff will look at: the nature of the incident including what happened just before the incident itself; the past behaviour record of the learner; conduct during the investigation (if applicable); any pertinent mitigation.

Consequences are applied as per the Charter, in conjunction with a Reflect, Restore, Repair approach. Depending on the severity of the behaviour (this could include repeated occurrences of negative behaviours), one of the following examples of Educational or Protective consequences may be applied:

- To ensure child does not fall behind in learning, work may need to be completed during break/lunchtime – supervised by a member of staff
- Communications with parents/carers – teaching staff or SLT

- To minimise disruption for other learners, child may need to work in a different classroom.
- Formal meeting with parents/carers and SLT member – behaviour/risk reduction action plan put in place to support to enable child to better understand and use positive behaviours.
- To keep themselves/others safe - Internal Seclusion
- Suspension - Headteacher
- Permanent Exclusion – Headteacher

Removal

Removal means that a child will be removed from the setting they are in and placed in a similar setting / year group for an identified period of time.

The length of a removal will depend upon the severity and frequency of the behaviour involved.

A first removal will usually last for the remainder of the lesson.

A secondary removal will usually last for the sectioned part of the school day ie between break and lunchtime.

A third removal will usually last for the entirety of a morning or afternoon session.

Removals will usually be reset at the start of each day. Where necessary, removal periods can be carried to the following day if agreed by SLT members.

Where a child reaches the removal stage of frequent or consecutive days, SLT members will consider appropriate next steps.

Two removals in a week will result in a phone call home or meeting with the Assistant Head Teacher. If the behaviour continues, this will be escalated to the Deputy Head Teacher and finally the Head Teacher.

Serious behaviours, such as extreme violence, racism, bullying and child on child abuse will be dealt with by SLT in line with our safeguarding and anti-bullying policies.

Rewards

We believe in rewarding good conduct and showing the school's values as follows:

- giving verbal praise and positive feedback;
- awarding of class tokens
- communication with parents/carers to highlight pro-social behaviours
- role modelling to peers throughout the school
- allocation of responsibilities and roles
- acknowledgement of demonstrating school values
- praise including the use of stickers, house points, certificates and phone calls/ emails home
- well done postcards/letters from SLT

Discretion

No behaviour protocol can cover all eventualities. The Headteacher reserves the right to use discretion to help Longthorpe Primary Academy learners make better choices and to keep the school community safe.