

KAT Schools Local Behaviour Protocol 2025/26

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' is displayed around the academy. This clearly identifies: expectations for green behaviour, examples of red behaviour, 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 to expectations and sanctions may be made where necessary.

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. Consistent routines are paramount, many of which are based on 'WalkThrus' strategies. Staff will follow the guidance within the Ready, Respectful, Safe Charter to assign a suitable sanction.

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

Managing behaviour outside of lessons (e.g. corridors, playground, academy hall)

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

Sanctions/Consequences

Depending on the severity of the behaviour, one of the following sanctions will be applied. When judging which sanction 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. Sanctions are applied as per the Charter, in conjunction with a Reflect, Restore, Repair approach.

Educational or Protective Consequences may be put into place, examples of which include:

- Verbal reminder – any member of staff
- Missing 5 minutes of play – teaching staff or SLT
- Complete work at break/lunchtime – teaching staff or SLT
- Communications with parents/carers – teaching staff or SLT
- Missing time at break and/or lunch – teaching staff or SLT
- Move to another classroom – teaching staff or SLT
- Parents/carers notified - teaching staff or SLT
- After-school payback – Core SLT
- Internal Seclusion – Core SLT
- Suspension - Headteacher
- Permanent Exclusion - Headteacher

Rewards

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

- giving verbal praise and positive feedback;
- communication with parents/carers to highlight pro-social behaviours;
- role modelling to peers throughout the academy;
- allocation of responsibilities and roles;
- acknowledgement of demonstrating academy values;
- incidental rewards and praise including the use of stickers, house points, certificates and phone calls/ emails home

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 academy community safe.

Bespoke Behaviour Plans

Where necessary a pupil may need their own Behaviour Record, which will be a daily reflection of their green and red behaviour. This will be shared with parents/carers in meetings, via SeeSaw and/or phone calls.