



Behaviour on a page

An overview of our aims & behaviour strategies at Langley Mill Academy



Our Aims

At Langley Mill Academy our aim is to promote a culture where everyone feels safe, respected & happy in a school. Through positive relationships we recognise and grow pupils' intrinsic values & develop core learning behaviours through creative habits.

Our Values:
growing intrinsic behaviours for life in our children.



Respect

Aspiration

Confidence

Kindness

Enthusiasm

Determination

The Creative Habits:

How teachers develop core learning behaviours.



Our Awards:
recognising our values and learning behaviours in action.

By staff giving positive praise and feedback verbally and through awarding value & habit stickers.

By awarding Dojo Dollars for the 'Dojo Shop' for values and creative habits.

By showing and sharing work and success with other members of staff, other classes & whole school assemblies, including classroom and home-learning success.

By sharing success stories & messages on Class Dojo with families through direct messages and 'Class Story'.

By awarding a weekly 'Golden Ticket' draw for 100% attendance & giving recognition through the school newsletter.

'Fine Dining' awarded for good manners and school values with a certificate awarded.

Recognising intrinsic school values in Friday's assembly, with parent / carer invite.



Celebrating home success through the school newsletter recognising pupil achievement in extra-curricular activities e.g. gym, sport, music gradings.

Our Routines

We are here on time every day and ready to learn as soon as we enter the classroom.

We walk respectfully in school, lined up, on the left & we use set seats in class and in the school hall.

We line up at the end of breaktimes promptly in line order ready for our teacher.

Our Rules

1) Be smart, silent & speaker focussed.

2) Be kind, collaborative & contribute.

3) Be the best you can you be & show it.

Consequences:
5 Stages
to help you get back on track.



When things get tricky, we are all here to help.

We all understand that there are times when behaviour displayed is not a conscious choice but a way of communicating an emotional need: we will aim to support the child by displaying our values.

We seek support from our Learning Mentor, Emotional Literacy Support Assistants, Family Support Worker, and our Pastoral Assistant Head. Pupils will be supported by an expanding team, including parents, and will have a bespoke behaviour plan.

The whole school community should be assured that poor behaviour is not tolerated, there are consequences and that we will help those who need support.