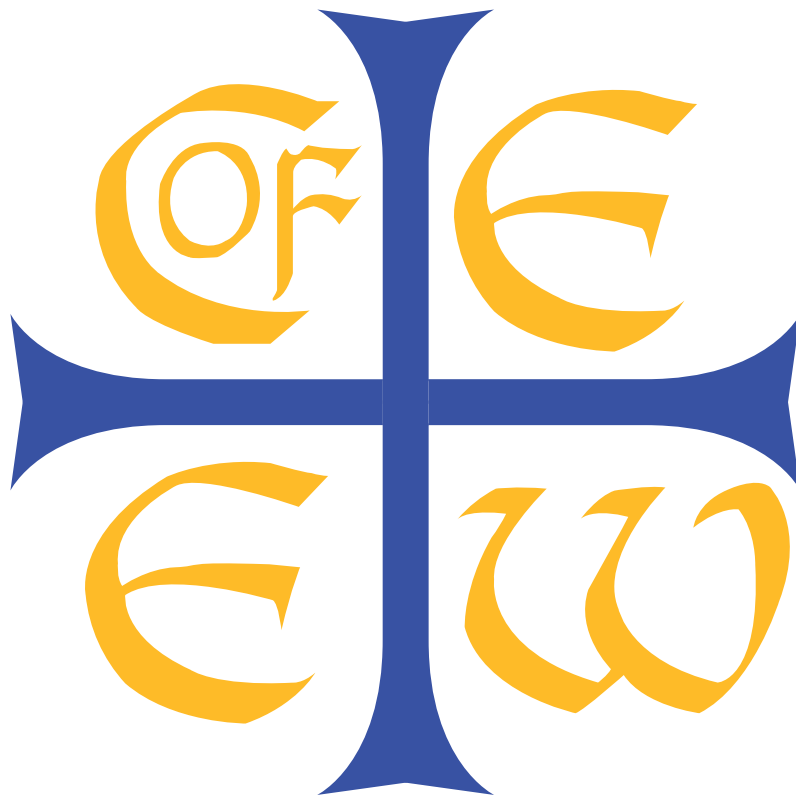


# BEHAVIOUR POLICY



---

DATE AGREED: 28/09/2022

BE REVIEWED: SEPT 2023

***"BY THE GRACE OF GOD, WE WANT TO GIVE OUR  
CHILDREN, ROOTS TO GROW AND WINGS TO FLY"***

**Loughborough C of E Primary School**

## Contents

1.	<a href="#"><u>Introduction</u></a>	3
	Core Beliefs	
	Aims Of This Policy	
2.	<a href="#"><u>Creating Behaviour for Learning</u></a>	4
	School Rules	
	Behaviour Plans	
	Visible Adult Consistencies	
3.	<a href="#"><u>Reinforcing Good Behaviour</u></a>	5
	Rewards	
	Relentless Routines	
4.	<a href="#"><u>Challenging Behaviour</u></a>	6
	Behaviour That Falls Below Expectations	
	Managing Behaviour	
	Sanctions	
	Our Behaviour Blueprint	
	Bullying	
5.	<a href="#"><u>Dealing with Serious Incidents</u></a>	9
6.	<a href="#"><u>Positive Handling and Use of Reasonable Force</u></a>	9
7.	<a href="#"><u>Suspension and Exclusion</u></a>	10
8.	<a href="#"><u>Prohibited and Banned Items In School</u></a>	10
	Prohibited Items	
	Banned Items	
9.	<a href="#"><u>Discipline Beyond The School Boundaries</u></a>	11
10.	<a href="#"><u>Monitoring, Evaluating and Reporting</u></a>	11

## Appendices

A	Relentless Routines
B	Positive Handling Plan
C	Expectations of Adults
D	Behaviour Blueprint

## 1. INTRODUCTION

At Loughborough C of E Primary School, we aim to create a safe and happy environment, where exemplary behaviour enables all to feel secure and respected within an atmosphere of learning without limits. Everyone in our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

We recognise that each individual child is at a different stage of social learning. Only through a **consistent approach to supporting their behaviour** will we be able to achieve an environment in which children can learn and develop as caring and responsible people.

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour and conduct at Loughborough C of E. It is a working document, designated to enhance the development of positive relationships between children, adults working in the school, parents and other members of the wider school community. It reflects developing practice within the school. The fair and consistent implementation of this Behaviour Policy is everyone's responsibility.

---

### CORE BELIEFS

- Behaviour can change and every child can be successful.
- Positive, targeted praise is more likely to change behaviour than blaming and punishing.
- Reinforcing appropriate behaviour helps children feel good about themselves.
- An effective reward system and celebrating success helps to further increase children's self-esteem, enabling them to achieve even more.
- Understanding that each child's needs and their individual circumstances helps us to act in the fairest way possible for that child, at that moment.
- When the adults change, everything changes.

***"Adult behaviours create children's responses and behaviours."***

---

### THE AIMS OF THIS POLICY

Through this policy we aim to:

- Ensure a consistent and calm approach to and use of language for managing behaviour;
- Ensure that agreed boundaries of acceptable behaviour are clearly understood by all pupils, staff and parents;
- Ensure that all adults take responsibility for behaviour and follow-up any issues personally;
- Promote the use of restorative approaches in place of punishments;
- Promote pupils' self-esteem by providing an effective system of rewards and praising effort in both work and behaviour;
- Ensure our pupils are polite and considerate of others' feelings;
- Encourage our pupils to respect their own and others' property;
- Foster good citizenship and self-discipline;
- Encourage a positive, calm and purposeful atmosphere where pupils can learn without limit.

As a school community, through the taught curriculum, as well as during all other opportunities e.g. lunchtimes, extended provision, extra-curricular activities, we aim to:

- Teach specific social skills e.g. sharing, turn-taking, listening to each other, how to address people politely etc..
- Teach strategies for children to resolve issues and conflicts peacefully;
- Teach specific co-operative and collaborative skills to enable children to work effectively as a member of a group;
- Agree boundaries of acceptable behaviour with all pupils and regularly remind children of these;
- Enable children to recognise, understand and respond to a range of feelings and emotions;
- Develop vocabulary to enable children to express feelings verbally rather than physically;
- Promote equal opportunities and instil a positive attitude towards differences;
- Promote an ethos of peer support;
- Ensure the atmosphere in the classroom environment is conducive to learning;
- Ensure children are aware of the consequences of their words and actions towards themselves and others.

## 2. CREATING BEHAVIOUR FOR LEARNING

***It is the everyday habits of adults that provoke a change in pupils' behaviour.***

At Loughborough C of E Primary School, adults apply the following principles in all interactions with pupils:

- **IDENTIFY** the behaviour we expect
- Explicitly **TEACH** behaviour
- **MODEL** the behaviour we are expecting
- **PRACTICE** behaviour
- **NOTICE** excellent behaviour
- **CREATE** conditions for excellent behaviour

---

### SCHOOL RULES

Our school has three simple rules – “Be **Ready**, Be **Respectful**, and Be **Safe**”. These rules are taught explicitly to children and modelled by all members of our school community. They are reinforced by our ‘Relentless Routines’ which are memorised by the children with the acronyms STEP, STAR and FAST. (See Section 3 below and Appendix A)

---

### POSITIVE BEHAVIOUR PLANS

We also understand that for some children, following our behaviour and conduct expectations are beyond their current developmental stage, may be hindered by special educational needs, influenced by historic trauma or other social and emotional barriers. In this case, these children will have access to individually tailored, positive behaviour plans, developed for them to meet their needs by Miss McKillop, the SENCO, which may include carefully targeted rewards and sanctions to reinforce positive behaviour. In extreme cases, a ‘Positive Handling Plan’ to ensure the safety of the child, all staff and other children may also be in place alongside the behaviour plan. These will be shared with the parents of the child and reviewed regularly. (See Appendix B)

**Be Ready, Be Respectful and Be Safe**

---

## VISIBLE ADULT CONSISTENCIES

These are the visible behaviours exhibited by all adults in school and which are consistent, and can be expected by children. Through these consistencies, adults will build respectful relationships with pupils.

- A) **Children are greeted at the classroom door** and/or in the classroom daily by their teacher and/or learning support assistant. This enables everyone to start the day positively and with a smile. This will also be modelled by other staff who meet and greet parents and children at the gate, office or any other area of the school.
- B) **Staff will be calm, consistent and fair** in their treatment of children, parents and colleagues. Adults in school will avoid shouting at children or becoming emotionally charged. They will model self-control through their calm approach and will deal with individuals fairly.
- C) **Staff will 'pay first attention to the best conduct'** and will endeavour to catch children 'doing the right thing' in order to praise and recognise desired behaviours. This encourages children to be role models and makes expectations on behaviour clear to all.

(Expectations for adults managing positive behaviour within the school are set out in Appendix C.)

## 3. REINFORCING GOOD BEHAVIOUR

---

### REWARDS

Children will be recognised for their good behaviour in the following ways:

- Teachers will use verbal **positive praise** frequently and may award stickers or dojo points if appropriate.
- **Children's names will be moved onto classroom 'recognition boards'** when they have exhibited the target behaviour for that day or week. The aim should always be for the whole class to get on the board in order to create the feeling of a team effort. A child's name will never be removed from a recognition board as a sanction or punishment.
- **'Above and Beyond' certificates, good news postcards, phonecalls to parents and other positive messages** will be sent home regularly by class teachers and members of the Senior Leadership Team to inform parents of good behaviour.
- From time to time, children with **exemplary behaviour** will be selected by staff to attend a **'Hot Chocolate Friday' or other special 'treat' event**.

---

### RELENTLESS ROUTINES

These routines, consistently seen and heard around school, will ensure all pupils are clear about the behaviour expectations of all adults:

Pupils and adults will be expected to demonstrate the following conduct guidelines, which mirror our school rules – "Be Respectful, Be Ready, Be Safe"

STEP "Be Respectful"

S – Speak politely

T – (Always say) 'Thank you'

E – (Remember to say) ‘Excuse me’

P – (Start or end a request with) ‘Please’

STAR “Be Ready”

S – Show you are listening and ‘Sit up’

T – Track the speaker (with your eyes)

A – (Try hard to) Answer questions

R – Respect others

FAST “Be Safe”

F – Follow instructions carefully

A – Ask if not sure

S – Speak out don’t be a silent bystander

T – Tell an adult

Relentless Routine posters must be prominently displayed in every classroom, as well as in other places around the school, including the foyer, staff room, playground spaces and communal areas.

#### 4. CHALLENGING BEHAVIOUR

##### BEHAVIOUR THAT FALLS BELOW EXPECTATION

We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries and learning how to behave appropriately. Language such as ‘kicked off’ or ‘screaming fit’ are unhelpful at these times and should be avoided. Adults should above all else, remain professional and calm at all times. Conversations with children should follow a recognised script (sometimes referred to as a micro-script as they should be no longer than 30 seconds). Most conversations about poor behaviour would normally be conducted, in the first instance, by the class teacher. Incidents are then logged on CPOMS (An online recording system for pastoral and safeguarding concerns used widely by schools across the UK), at the staff member’s discretion.

##### MANAGING BEHAVIOUR

De-escalation of children’s inappropriate behaviour avoids low-level behaviours escalating and becoming more serious. When pupils are behaving in a way that is not appropriate, staff should use a range of strategies to support the pupil to get back on track, without giving attention to the negative behaviour. Engagement in learning is always the primary aim. For the vast majority of our children, a gentle reminder is all that is needed.

Children who behave inappropriately in class need a private word, a reminder, a warning or perhaps an immediate proportional response.

---

## SANCTIONS

Sanctions should always make it clear that unacceptable behaviour affects others and is a serious offence against the school community. Sanctions should never be applied to a whole group of children for the activities of individuals, and should always be consistently applied by all staff to help to ensure that everyone feels supported and secure at all times.

Sanctions should always be in proportion to the offence.

Adults should always be clear that it is the behaviour that is unacceptable, and any sanction should address the behaviour and not be made personal to the child.

---

## OUR BEHAVIOUR BLUEPRINT

Children are responsible for their behaviour. Staff will follow these practical steps (See also Appendix D).

Step 1	Encouragement	Gently encourage, or 'nudge' in the right direction. Use a small act of kindness.
Step 2	Reminder	Give a reminder of the expectations "Be Ready, Be Respectful and Be Safe", delivered privately wherever possible. Repeat reminders if necessary (no more than three times). De-escalate where reasonable and possible. Take the initiative to keep things at this stage.
Step 3	Final Warning	<p>A clear, verbal warning delivered privately (child's level) making the child aware of their behaviour (use 30 second micro-script) and clearly outline the consequence if they continue (time out – Step 4). A micro-script could be something like the following:</p> <ol style="list-style-type: none"><li>1. "I've noticed that... (you are not ready to learn etc and should reference previous good behaviour)</li><li>2. "I need you to ... (give pupil choices, phrase the choice so that whatever the choice the pupil makes will be the right choice)</li><li>3. "I know you can do this/ ...you are making a choice to behave like this/...thank you for listening"</li><li>4. This script should be well rehearsed and should never lead to a conversation longer than 30 seconds. Then walk away and give the pupil time to think and act positively.</li></ol>
Step 4	Time Out	Give the child a chance to reflect away from others (preferably within the classroom in the first instance). Speak to the child privately and give them a final opportunity to engage. Offer as a positive choice if they need to cool down and/or defuse a situation. In general 5 minutes should be enough.
Step 5	Repair	A restorative meeting between the child and member of staff should take place before the next lesson, with support from another member of staff where available and SLT when referred. (All referrals to HT/DHT should be recorded using the CPOMS system). This should take the form of a coaching conversation for the child. Follow this script below (or something similar) for these restorative conversations:

1. What happened?
2. What were you thinking about at the time?
3. How did this make people feel?
4. Who has been affected?
5. What should we do to put things right?
6. How can we do things differently in the future?

Step 6.....Referral to HT/DHT	A meeting with the child, referring staff member and HT/DHT takes place. A record of actions agreed at the meeting should be made by the staff member against the initial CPOMS referral entry.
Step 7 Meeting with parent/carers	A meeting with the child, referring staff member, HT/DHT and parent/carers is arranged at the earliest possible opportunity. The HT/DHT records agreed actions against the CPOMS referral. This could be an internal exclusion, a lunchtime exclusion, a referral to Early Help, Oakfield Behaviour Forum or other external agency. A tailored positive behaviour plan will be put in place and a follow up meeting with parents will be scheduled to review this approximately one month later.
Step 8 TAF meeting	If at the follow up meeting, progress towards agreed behaviour targets have not been achieved, a Team Around the Family (TAF) meeting will be arranged at school by the SENCO, Miss McKillop. Any professionals or external agencies already working with the family will be invited. Outcomes of a TAF meeting could include (but are not limited to):

***Referral to Oakfield Short Stay School or other appropriate pupil referral unit,***  
***A short fixed term suspension (1-2 days)***  
***A longer fixed term suspension (3 – 5 days)***  
***A short-term part time timetable (no more than six weeks maximum)***  
***A managed move to another school***  
***Permanent exclusion***

---

## BULLYING (SEE ANTI-BULLYING POLICY)

Bullying is the systematic, persistent, long-term mistreatment of one child by another or group of children. The mistreatment may be physical or emotional, often both. All members of staff must recognise that incidents of bullying occur in school, particularly in the playground. It is essential that all staff remain vigilant, as bullying is usually a covert activity causing tremendous distress to the victim and potential (psychological) damage to the perpetrators who need to understand that their behaviour is unacceptable.

Children are explicitly taught about bullying as part of the school's Personal, Social, Health Education (PSHE) curriculum. They are taught:

- What bullying is and isn't
- That bullying in any form is unacceptable
- To tell an adult if it is happening to them, or if seen happening to anyone else



Incidents of bullying should be dealt with immediately and reported to the HT/DHT, who will, when appropriate, inform the parents of all children involved. All children involved will be provided with ongoing support from school staff.

## 5. DEALING WITH SERIOUS INCIDENTS

Occasionally, some children may behave in an extreme way which is out of character for them. Approaches to deal with these behaviours may be escalated more quickly through the steps above, in order to be dealt with more quickly by the HT/DHT. However, it is important to maintain that all adults can and should address these types of behaviours immediately.

Serious Incidents may include:

- Violence (i.e. physical contact made with the intention to harm)
- Defiance / rudeness towards any adult / answering back
- All forms of bullying (defined as persistent harmful behaviour)
- Racist or homophobic comments
- Inappropriate name calling
- Spitting
- Abusive / Offensive language

## 6. POSITIVE HANDLING AND USE OF REASONABLE FORCE

At Loughborough C of E Primary School, we take incidents of violence towards staff very seriously. We also understand that staff are adults and therefore should use a 'common sense' approach to keep themselves, the child and other children safe should incidents of violence occur. Staff can use 'reasonable measures' to protect themselves in accordance with our Positive Handling Policy and call for additional support if needed. Staff who defend themselves will have the full support of the HT and Governing Body, as long as their actions are in line with our policy and do not use excessive force. Only staff who have been trained in physical restraint should restrain a child unless there is an immediate risk to that child or another person.

In line with DfE guidelines, schools may use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- Restrain a pupil at risk of harming themselves through physical outbursts.

All staff should report incidents directly to the HT and recorded on CPOMS. We appreciate that these incidents can cause distress for the adults involved, therefore a time away from the classroom will be offered to those staff involved for their well-being.

Whilst incidents of violence towards staff are wholly unacceptable, we hold this in tension with being a 'scandalously inclusive'<sup>1</sup> and nurturing school, that values each child under our care (Please refer to our Vision and Values Statement on the school website). It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for a range of complex and traumatic reasons. As adults we need to continue to demonstrate and model compassion and care for the child. Permanent exclusion will only happen when we have exhausted all other options.

## 7. SUSPENSION AND EXCLUSION

**Suspension (fixed-term)** will only be taken in cases where strategies in place within a child's Positive Behaviour Plan, fail to achieve improvement in the child's behaviour, within the specified time period of the Plan, and the learning and safety of others is being seriously hindered. The pupil may be considered to have Special Educational Needs and the procedures for meeting those needs are set out in the SEN policy.

**Suspension (fixed-term)** will only be taken in cases where:

The risk to staff and other children is too high and poses a threat to their safety;

The impact on staff, other children and their learning is too high.

**Permanent exclusion** will always be a last resort and the school will endeavour to work with the family to complete a managed move to a more suitable setting where possible. In all instances, what is best for the child will be at the heart of all decision making processes.

## 8. PROHIBITED AND BANNED ITEMS IN SCHOOL

School staff can search a child or their possessions for any item if the child agrees. Headteachers and staff authorised by them have a statutory power to search children or their possessions, without consent, where they have reasonable grounds for suspecting that the child may have a prohibited item.

---

### PROHIBITED ITEMS INCLUDE:

- Drugs or any items associated with their use;
- Guns including toy/mock/model ones;
- Knives, razor blades or any offensive weapon;
- Fireworks or any explosive or flammable items.

These items are to be given straight to the HT/DHT, who will deal with them. The school reserves the right to inform the police if dangerous items are brought onto the school premises.

---

## BANNED ITEMS INCLUDE:

Any product containing chemicals or solvents, such as vapes, aerosol sprays, matches, lighters and cigarettes;

- Electronic/digital/battery operated devices and gadgets;
- Excessive jewellery which is outside the School Uniform Policy;
- Energy drinks such as those with a high caffeine content such as Red Bull or Monster Boost;
- Mobile Phones or wearable technology that can send or receive messages and calls, or record video or take photographs.

*NOTE: **Year 6 only** are allowed Mobile Phones as they are allowed to walk home by themselves, with parents' written consent. These must be handed into the school office at the beginning of the day and then collected at the end of the day.*

If a member of staff finds a child in possession of a banned (or other dangerous) item they should immediately confiscate it and bring it to the office for safekeeping. The office staff will call parents and advise them that the item is being held in safekeeping and request that the parent comes to the school office to collect the item. These items will not be handed back to children under any circumstances.

## 9. DISCIPLINE BEYOND THE SCHOOL BOUNDARIES

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such an extent as is reasonable".

The school will respond to any inappropriate behaviour which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school; such reports should be made to the Headteacher or Deputy Head, who will apply appropriate sanctions in relation to the general principles laid down in this Behaviour Policy.

In all circumstances, the Headteacher will consider whether it is appropriate to notify the police or anti-social behaviour co-ordinator in the Local Authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to the a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff will follow the school's Safeguarding Policy.

## 10. MONITORING, EVALUATING AND REPORTING

The HT and DHT will monitor the effectiveness of the policy at least once a year and report back to the Governing Body. The HT/DHT will also monitor the 'visible adult consistencies' and 'relentless routines' around the school and the use of language and personal follow up. The HT will report on behaviour at meetings of the Full Governing Body. Behaviour and Safeguarding are standing items at these meetings and at Staff (Business) Meetings.

*"Be Ready" Be a ...*

# STAR



**SIT UP**



**TRACK THE  
SPEAKER**



**ANSWER  
QUESTIONS**



**RESPECT OTHERS**



*"Be Respectful" from your first ...*

# STEP



**SPEAK POLITELY**



**THANK YOU**



**EXCUSE ME**



**PLEASE**



*"Be Safe" Act ...*

# FAST



**FOLLOW  
INSTRUCTIONS**



**ASK IF NOT SURE**



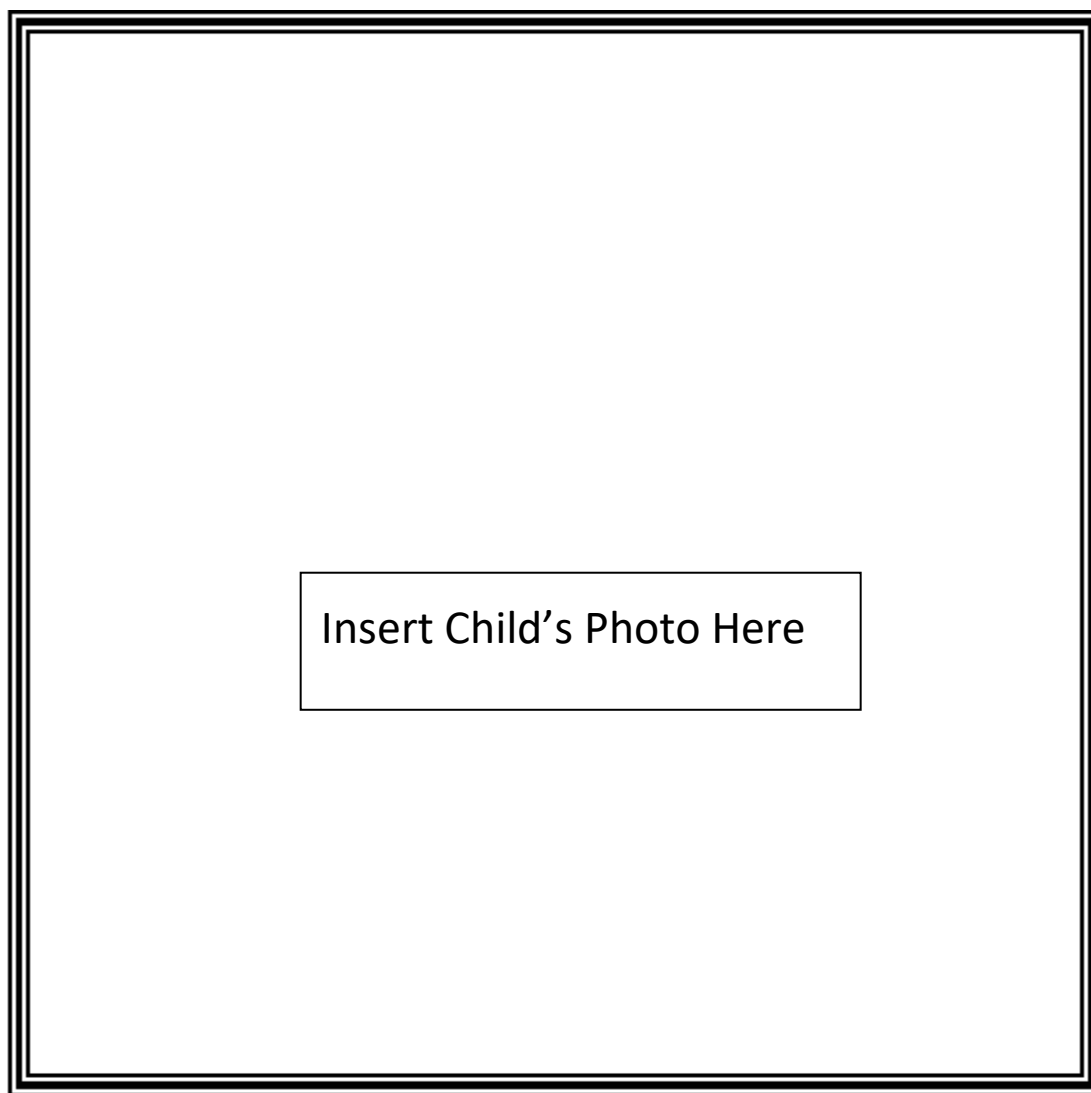
**SPEAK UP** *Don't stay silent*



**TELL AN ADULT**



## Positive Handling Plan and Risk Assessment



Insert Child's Photo Here

Name of Pupil:		Name of Teacher:	
Date of Birth:		Date of Plan:	
Class Group:		Review Date:	

<b>Class staff:</b>			
<b>Strengths and Interests:</b> •			
<b>Preferred De-escalation Strategies:</b>			
Verbal advice/Support     ✓	Distraction     ✓	Reassurance     ✓	
Planned Ignoring     ✓	Contingent Touch     ✓ only if known adult	CALM talking/stance     ✓	
Brain break Offer     ✓	Time out Directed	Transfer to another adult	
Reminder of Choices/Limits/Consequences     ✓	Humour     ✓	Success reminder     ✓	
<b>Trigger Behaviours</b> <i>(Describe common behaviours/situations which are known to have led to de-escalation techniques /positive handling being required. When is such behaviour likely to occur? E.g. Teasing from other students)</i> •			
<b>Warning Signs</b> <i>(Describe and behaviours that may be observed)</i> •			
<b>Description of Behaviour</b>	<b>How likely is the risk to happen?</b> High = daily / more than once a day Medium – weekly Low – less than once a week	<b>How great is the risk to others?</b> High = potential to serious injury to others, self and property Medium = some potential to injury and harm Low = prevents learning – no risk of injury	
<b>Are there any medical or emotional considerations?</b> •			
<b>Preferred handling strategies:</b> <i>(Describe the preferred staff responses /holds) Tick as appropriate</i>			
<b>Single person holds and escorts</b>		<b>Two person holds and escorts</b>	
Caring C guide	✓	Friendly hold	
Double elbow		Single elbow	
T wrap		Figure of four	

## Be Ready, Be Respectful and Be Safe



T wrap to chairs		Double elbow	
Help hug		Escort to chairs	
T wrap to ground		Single elbow in chairs	
Cradle hug		Small child escort	✓
Half shield			
Turn gather and guide ✓	<b>Other strategies:</b>	Manipulation of jaw	
		Clothing responses	
<b>De-briefing process following incident:</b>			
<b>Physical Condition:</b>		Monitored/checked by first aider	
<b>Advice on counselling:</b>		Refer to	
<b>Recording &amp; Notification required:</b>			
Behaviour diary - parents to be informed			
<b>The undersigned have been involved in the design of this plan and agree to its implementation:</b>			
<b>To be Signed by the following:</b>			
<b>Parents:</b> .....		<b>Student:</b> ..... (When required)	
<b>Teacher:</b> .....		<b>Others:</b> .....	
<b>Deputy Heads:</b> .....		<b>Head Teacher</b> .....	
<b>Review Date: September 2022</b>			
Copies to: All Signatories: SLT: Other Staff via Class teacher:			
<i>Team Teach techniques seek to avoid injury to the pupil, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect to attempts to keep people safe during a critical incident.</i>			



## APPENDIX C – EXPECTATIONS OF ADULTS

At Loughborough C of E, we expect **all adults** to demonstrate the following behaviours: calmness, consistency, positivity, kindness, gentleness, mutual support, respect.

Good conduct should be praised **publically**, and celebrated widely at every given opportunity.  
Poor conduct should be dealt with calmly, sensitively and, wherever possible, **privately**.

Adult behaviours that we **don't expect to see** are: aggression, shouting, negativity, humiliation and **reprimanding in public**.

### ALL STAFF

- Meet and greet at the classroom door/entrance door
- Refer frequently to 'Be Ready, Be Respectful, Be Safe'
- Model positive behaviours and build relationships
- Plan lessons that engage, challenge and meet the needs of all learners
- Use a visible recognition mechanism (e.g. Recognition Board) throughout every lesson
- Be calm and give 'take up time' when going through behaviour management steps. (Prevent before sanctions)
- Follow up every time, retain ownership and engage in reflective dialogue with children after an incident
- Never ignore or walk past when a child is behaving badly

### SCHOOL LEADERS (HEADTEACHER, DEPUTY HEADTEACHER, SENCO)

---

#### (HEADTEACHER, DEPUTY HEADTEACHER, SENCO)

Senior Leaders and other school leaders, are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the children.

- Meet and greet families at the beginning of the day on the school gate
- Be a visible presence around the school, particularly at transition times
- Introduce and reinforce 'Relentless Routines' in whole school assembly time
- Support staff in returning children to learning by sitting in on restorative conversations
- Celebrate staff and children whose effort goes above and beyond expectations
- Encourage use of positive notes and positive phone calls to parents
- Support staff in managing children with more complex or entrenched negative behaviours
- Regularly review provision for children who fall beyond the range of acceptable behaviour
- Carry out regular learning walks to support, coach and model expectations

---

#### (GOVERNORS)

- Hold the Headteacher to account by receiving a report about any behaviour problems at school, at least once per term
- Expect this policy to be reviewed at least annually
- Take an active interest in the behaviour and well-being of staff and children

## PARENTS AND CARERS

At Loughborough C of E Primary School, active parental involvement is welcomed, appreciated and deliberately encouraged in order to:

- Ensure that children attend school regularly, arriving on time, ready for engagement with learning
- Ensure that children are collected promptly at the end of the school day
- Understand and reinforce school expectations of children's behaviour and conduct
- Share in the general concern about standards of behaviour
- Support the work of the school

Parents and Carers are expected to **treat members of staff with respect** when engaging in conversations about their child's behaviour.

We will always aim to contact parents quickly when there are concerns about deteriorating levels of acceptable behaviour. However, staff will not be expected to routinely contact or inform parents of minor incidents.

**Where parents/carers have a concern about the behaviour of their child or of another child they should:**

- 1) **Speak to their child's class teacher. This could be by calling the school office and requesting a call back from the teacher when available, or by sending a message on Class Dojo.**
- 2) **If the unwanted behaviour continues, arrange to meet with the class teacher.**
- 3) **If the issue remains unresolved, contact the school office, by phone or email and ask to speak with the Headteacher, Deputy Headteacher or SENCO).**
- 4) **If, after discussion with a Senior/School Leader, the issue remains unresolved, follow the school's Complaints Policy, which can be found on the school website, or requested as a printed copy from the school office.**

**PARENTS AND CARERS** should **ALWAYS** bring their concerns to the attention of school staff and are **strongly discouraged** from reaching out directly to parents of any other children involved.

**PARENTS AND CARERS SHOULD NOT** use social media or messaging apps to contact other parents about behaviour concerns. If you are contacted by another parent in this way, please **DO NOT RESPOND** and bring the matter to the attention of the Headteacher or Deputy Headteacher at the earliest possible opportunity.

*“Be Ready, Be Respectful and Be Safe”*

# OUR BEHAVIOUR BLUEPRINT



<b>Step 1</b>	<b>Encouragement</b>	Gently encourage, or ‘nudge’ in the right direction. Use a small act of kindness.
<b>Step 2</b>	<b>Reminder</b>	Give a reminder of the expectations “Be Ready, Be Respectful and Be Safe”, delivered privately wherever possible. Repeat reminders if necessary (no more than three times). De-escalate where reasonable and possible. Take the initiative to keep things at this stage.
<b>Step 3</b>	<b>Final Warning</b>	A clear, verbal warning delivered privately (child’s level) making the child aware of their behaviour (use 30 second micro-script) and clearly outline the consequence if they continue (time out – Step 4). A micro-script could be something like the following:
	<ol style="list-style-type: none"> <li>I. “I’ve noticed that... (you are not ready to learn etc and should reference previous good behaviour)</li> <li>II. “I need you to ... (give pupil choices, phrase the choice so that whatever the choice the pupil makes will be the right choice)</li> <li>III. “I know you can do this/ ...you are making a choice to behave like this/...thank you for listening”</li> <li>IV. This script should be well rehearsed and should never lead to a conversation longer than 30 seconds. Then walk away and give the pupil time to think and act positively.</li> </ol>	
<b>Step 4</b>	<b>Reflection Time</b>	Give the child a chance to reflect away from others (preferably within the classroom in the first instance). Speak to the child privately and give them a final opportunity to engage. Offer as a positive choice if they need to cool down and/or defuse a situation. In general, 5 minutes should be enough.
<b>Step 5</b>	<b>Repair</b>	A restorative meeting between the child and member of staff should take place before the next lesson, with support from another member of staff where available and SLT when referred. (All referrals to HT/DHT should be recorded using the CPOMS system). This should take the form of a coaching conversation for the child. Follow this script below (or something similar) for these restorative conversations:
	<ol style="list-style-type: none"> <li>I. What happened?</li> <li>II. What were you thinking about at the time?</li> <li>III. How did this make people feel?</li> <li>IV. Who has been affected?</li> <li>V. What should we do to put things right?</li> <li>VI. How can we do things differently in the future?</li> </ol>	



<b>Step 6</b>	<b>Referral to HT/DHT</b>	A meeting with the child, referring staff member and HT/DHT takes place. A record of actions agreed at the meeting should be made by the staff member against the initial CPOMS referral entry.
<b>Step 7</b>	<b>Meeting with parent/carer</b>	A meeting with the child, referring staff member, HT/DHT and parent/carer is arranged at the earliest possible opportunity. The HT/DHT records agreed actions against the CPOMS referral. This could be an internal exclusion, a lunchtime exclusion, a referral to Early Help, Oakfield Behaviour Forum or external agency. A tailored positive behaviour plan will be put in place and a follow up meeting with parents will be scheduled to review this approximately one month later.
<b>Step 8</b>	<b>TAF meeting</b>	If at the follow up meeting, progress towards agreed behaviour targets have not been achieved, a Team Around the Family (TAF) meeting will be arranged at school by the SENCO, Miss McKillop. Any professionals or external agencies already working with the family will be invited. Outcomes of a TAF meeting could include (but are not limited to):
<p><i>I. Referral to Oakfield Short Stay School or appropriate pupil referral unit,</i></p> <p><i>II. A short fixed-term suspension (1-2 days)</i></p> <p><i>III. A longer fixed-term suspension (3 – 5 days)</i></p> <p><i>IV. A short-term part time timetable (no more than six weeks maximum)</i></p> <p><i>V. A managed move to another school</i></p> <p><i>VI. Permanent exclusion</i></p>		
<p>Occasionally, some children may behave in an extreme way which is out of character for them. Approaches to deal with these behaviours may be escalated more quickly through the steps above, <u>in order to</u> be dealt with more quickly by the HT/DHT. However, it is important to maintain that all adults can and should address these types of behaviours immediately. Consequences may include:</p>		
<b>Violence (i.e. physical contact made with the intention to harm)</b>  <b>Spitting</b>  <b>Defiance / rudeness towards any adult / answering back</b>  <b>Abusive / Offensive language</b>	<p>Follow step 6 &amp; 7</p> <p>Child will miss outdoor play with peers at break and lunch the following day/s depending on whether it is a first-time incident or not). Possible internal exclusion or suspension.</p>	<p>Log on CPOMS.</p> <p>Arrange a meeting with parents/carers and set actions. During missed playtime, children will work with an adult to complete the following:</p> <ol style="list-style-type: none"> <li>1) Agree to do something to 'make up' with others affected by behaviour</li> <li>2) Research age-appropriate topics (e.g. friendships, dealing with conflict, recognising emotions etc).</li> <li>3) Further pastoral support if required.</li> </ol>
<b>All forms of bullying (defined as persistent harmful behaviour)</b>	As above	<p>Log on CPOMS.</p> <p>As above</p> <p>Further actions will follow Bullying Policy</p>
<b>Racist or homophobic comments</b>	<p>As above</p> <p>Details which emerge from restorative conversation will determine next steps.</p>	<p>Log on CPOMS.</p> <p>As above</p>



***“Be Ready, Be Respectful and Be Safe”***

## **OUR BEHAVIOUR BLUEPRINT**

### **“30 Second Scripted Intervention”**

- *Carried out discreetly with the pupil*
- “I noticed you have chosen to ... (refused to begin the task/not use respectful words/shouted out)”
- “That means that you have broken one of our rules (Be Ready, Be Respectful, Be Safe).”
- “You have chosen to ... (name the behaviour again).”
- “Do you remember when you were brilliant ... (last week, lesson)” or “Look at the others/class who are (name what you want them to do).”
- “That is the (name) I want to see today!”
- “Thank you for listening.”
- Then WALK AWAY and don’t look back.
- It is VERY IMPORTANT to finish by bringing their attention to past positive behaviour or the current



***“Be Ready, Be Respectful and Be Safe”***

## **OUR BEHAVIOUR BLUEPRINT**

**“Behaviour Policy – Power of the 3”**

### **3 SCHOOL RULES**

- **Be Ready**
- **Be Respectful**
- **Be Safe**

3 ways to recognise conduct that is ‘over and above’

- Positive Recognition Boards
- Above and Beyond certificates / Post cards / calls home
- Hot Chocolate Friday

3 adult behaviours we don’t want to see:

- Inconsistency
- Reprimanding in public
- Shouting

3 adult behaviours we do want to see:

- Calm and composed
- Kind
- Fair

3 restorative questions for follow up:

- What’s happened?
- Who’s been affected?
- What can we do to make things right / better?

3 ways of dealing with unwanted behaviour:

- Use “I’ve noticed that...” consistently
- Refer to ‘the script’
- Time out - Repair





# Behaviour Policy Overview



## Staff

1. Calm, consistent and fair
2. Relentlessly bothered
3. Meet and greet with a smile
4. First response is kindness
5. First attention is best conduct
6. Recognise over and above

## Microscript – 30 second intervention

1. I noticed you are ...
2. You know the school rules – ready, respectful, safe
3. You are choosing to ...
4. Can you remember ... when I phoned home ... how that made you feel ...
5. I will expect you to ...
6. I will come back in a minute and hope to see ...

## Restorative Chat

(if unwanted behaviour continues after warning)

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. How can do things differently in the future?

## School Rules

Be Ready

☐

Be Respectful

☐

Be Safe

☐

## Rewards

1. Plenty of public praise
2. Personal greetings
3. Recognition Board
4. 'Above and Beyond' awards
5. Postcard home
6. Phone call home
7. Hot Chocolate Friday



**Be Ready, Be Respectful and Be Safe**