

LOUDWATER COMBINED SCHOOL

Behaviour for Learning and Positive Relationships Policy

“Loudwater Combined School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. Please refer to our Safeguarding Policy.”

This policy is structured around our core School Values:

Spiritual values	Cultural values	Moral values	Social values	Learning values
<ul style="list-style-type: none">• Love• Happiness• Thoughtfulness• Forgiveness• Individuality• Contentment• Kindness	<ul style="list-style-type: none">• Respect• Equality• Empathy• Creativity	<ul style="list-style-type: none">• Peace• Generosity• Honesty• Pride• Self- belief• Perseverance• Compassion	<ul style="list-style-type: none">• Collaboration• Friendship• Responsibility• Trust	<ul style="list-style-type: none">• Resilience• Reciprocity• Resourcefulness• Reflectiveness

Purpose

The prime purpose of our Behaviour for Learning and Positive Relationships Policy is for all to develop a sense of self control, respect and personal responsibility. We aim to maintain an environment in which all pupils feel safe and secure and can flourish as well-rounded individuals. We believe that everyone can learn to behave in socially acceptable ways to have their needs met.

This policy is dependent on absolute consistency of approach; everyone in the school’s community knows and follows the same rules and strives for the same goals. In that ordered and purposeful environment all pupils will feel safe and valued and able to invest themselves in learning.

Aims

- To create an environment that encourages and reinforces excellent behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To encourage a partnership between the home and the school in the implementation of this policy
- To develop in our pupils the ability to apply values to a range of situations outside of the school environment, enabling them to become good citizens and educators of others.
- To sustain an environment in which children and adults are encouraged to share their concerns and where all children and adults are listened to and taken seriously
- To recognise that within a climate of inclusion there will be children who need a personalised approach to their specific behavioural needs. In some cases this will mean that the sanctions, stages and rewards are not the most appropriate means of dealing with their behaviour and other programmes of intervention and support may be used in conjunction with external agencies.
- At all times, staff are expected to consistently model positive behaviour in their interactions with each other, with parents and with pupils.

Rewards.

We have a range of reward systems within school, which are used to positively encourage and motivate children to behave and learn at the highest level at all times; these include:

- **Simple Reward Systems** – these are often the most effective. Smiley faces, stickers, positive comments, specific praise, verbally and in books and house points, comments in reading record books. Most recently we have introduced a class marble jar where children can earn marbles to achieve a treat or reward.
- **Achievement Certificates** – awarded every week to one pupil in each class who has demonstrated a positive attitude, good work, effort etc.
- **Attendance Certificates** - awarded every week to the class with the highest attendance percentage. The class with the best attendance each month has their own non-uniform day.
- **Punctuality Certificate** – awarded weekly to any class with 100% punctuality for the whole week.
- **Lunchtime Superstar Award** – mid-day supervisors choose two children from each class weekly who have demonstrated model behaviour, kindness to others or good table manners. Certificates are received in achievement assembly.
- **Good Behaviour Award** – awarded weekly to at least two children in each class who have behaved well throughout the week.
- **Values Awards** – awarded monthly to a pupil in each class. This is voted for by other class members
- **Citizen Awards** - awarded monthly to a pupil in each class. This award is voted for by the pupils and recognises the achievements of one of their peers.
- **Friendly Fox Award** – awarded at the end of each term to one pupil from each class for caring, supportive and friendly behaviour.
- **Half-termly Attendance Certificates** – awarded each half term to all those pupils achieving more than 100% attendance and to those pupils who have made significant improvements. There are also annual awards for 100% attendance.
- **Building Learning Power Certificates** – awarded each term to four children in each class. These children have demonstrated their ability to apply one of the four Rs (resourcefulness, resilience, reciprocity or reflectiveness) in their learning or towards their peers.
- **Achievement Cup** – awarded each term to one pupil in the lower school and one pupil in the upper school who has demonstrated an exemplary attitude towards all areas of school life.
- **Service to the School Shield** – awarded annually to pupils in Year 6 who have contributed to the life of the school during his/her time at the school.

Any child who receives an award in Achievement Assemblies is invited to remain in the hall after the assembly for squash and biscuits.

Communication and parental partnership

- We give high priority to clear communication within the school and to a positive partnership with parents, since these are crucial in promoting and maintaining high standards of behaviour.

- Where the behaviour of the child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps that are being taken in response.
- The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Therefore, parents should bring and information or concerns to the class teacher's attention initially.
- Early warning of concerns must be communicated to the Senior Leadership Team, so that strategies can be discussed and agreed before more formal steps are required.
- A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies.
- Parental participation in all aspects of school life is encouraged. This participation enables the development of positive relationships should the school require parents' support in promoting the development of positive behaviour for learning.
- There may be times when our Parenting Support Adviser works with parents to strengthen partnerships.

The attitudes and behaviours we are seeking to develop:

- to respect and value each other as individuals by developing mutual respect and supporting each other
- to value and acknowledge the efforts and achievements of others as well as our own
- to show sensitivity and empathy towards the feelings of others
- to be courteous and polite
- to be and forgiving
- to share with, and include each other
- to resolve problems through talk and negotiation

To help each child learn how to:

- show patience and perseverance
- develop independence
- be active listeners
- show initiative
- learn collaboratively
- help each child enjoy their learning and find in it, both satisfaction and a sense of achievement

To develop an attitude of care and concern for the environment, both locally and globally:

- to take responsibility for one's belongings and property
- to respect others' property
- to respect the school and local environment and to keep it tidy

Each class will work through the kinds of positive learning behaviours we are seeking to develop. We will discuss with all children the zones of regulation approach and talk about how to 'stay green'. In doing so we will always remember:

- to provide a positive climate that relies upon and promotes reward and praise

- to set high standards of speech, manner and dress
- to encourage pride in the school and be proud of each other
- that we are all different and that there is no 'best fit' model for a human being

Playground Behaviour Expectations

Children are reminded of the following rules and parameters:

- To play safely, fairly and responsibly
- To share the available space and have regard for others' needs
- To be kind, considerate and courteous
- To look after the play environment and equipment
- To use gentle touches in games, such as tag.
- Children must let an adult know if they need to go inside the building at playtime or lunchtime.

Supervising adults are reminded:

- When dealing with an incident remain calm, demonstrating this through open body language and a normal tone and volume of voice
- To aim to resolve issues as soon as possible, whilst recognising that some children may need time to calm down before doing so.
- To encourage appropriate behaviour and extend children's understanding of being kind; playing safely; looking after the playground equipment
- To monitor the play of games- be an arbitrator of fairness/justice
- To use positive language to explain what children should be doing
- To develop an understanding amongst the children of how some issues can be solved without recourse to an adult
- To remain vigilant so that preventable action to avoid potentially hazardous situations from arising is taken
- To ensure that an injured child receives immediate attention
- Ensure that class teachers are aware of any incidents so they can arrange for parents to be contacted if necessary
- If an incident is particularly serious or difficult to deal with seek help immediately during the break or lunchtime

Sanctions

- When considering sanctions, we should remember and emphasise the aims and ethos of our school and, in particular, the importance of self-discipline and the values that guide our behaviour.
- It is vital that we use a consistent framework for dealing with behaviour that does not promote learning or positive behaviours. All staff must apply the same criteria in dealing with issues following a simple step-by-step guide.
- Whilst consistency is of crucial importance, we also recognise that some pupils may have a particular challenge with behaving appropriately, in the same way another child may experience challenges with learning to read. In these cases, it may be necessary to approach the behaviour of such children in a different way, in effect modifying our policy. In cases

where this happens, parents will always be informed, and it is likely that external specialists will be working with the child, who will advise school staff regarding appropriate modifications to our approach.

- In these cases, a behaviour plan will be devised and shared with staff, parents and the pupil, as appropriate. A behaviour plan is likely to be written when a child has Special Educational Needs that impact on their ability to behave appropriately. Also, see the Inclusion Policy.

Classroom Sanctions

Please note bullet point three above when applying sanctions.

Step 1

- A child causing a distraction will receive a green card or an emoji card, this is to indicate that their behaviour was inappropriate or causing a disruption to learning. At an appropriate time the class teacher or teaching assistant will speak to the child about the positive behaviour that we want to see.
- If after a number of reminders behaviour for learning is not improved this will result in the child being asked to leave the classroom-and will be spoken to by the head teacher. The work missed should be completed at lunchtime or taken home to complete.
- Three incidents of behaviour that is not conducive to learning or results in unkindness to others will result in the child being asked to leave the classroom.
- Parents will be advised if a child has not responded to reminders.
- The head teacher will monitor behaviour using the class behaviour log on a weekly basis.
- Serious misconduct in the classroom, such as violence towards others, threatening behaviour, swearing or racism will result in an immediate exclusion, which may be internal or external. A member of the SLT should manage this step.

In Foundation Stage positive behaviour for learning will be promoted through praise and recognition of this. A marble jar will be used to enable the class to work towards a treat or reward. Marbles could be awarded for a range of reasons and there may be a focus at a certain time e.g. sitting quietly on the carpet. If children are finding it challenging to meet expectations they may be given 'time out' from an activity or at the start of a playtime. If children are still experiencing challenges parents will be contacted promptly so that together we can develop strategies to resolve the situation.

Step 2 – Meeting with class teacher and parents. The purpose of this meeting will be to explore the reasons why behaviour is not positive and to work together to identify additional strategies or support that may be needed.

Step 3 – Meeting with key stage leader and parents to review the effectiveness of any initiatives introduced at step 2.

Step 4 – Meeting with head teacher and parents. After this daily feedback will be given to parents.

Step 5 - Internal Pastoral Support Programme first for half a term agreed with parents, class teacher, Special Educational Needs Co-ordinator, head teacher and the child in an age appropriate way. Targets will be set to support the child to develop positive behaviours and progress monitored and celebrated.

Step 6– External Pastoral Support Programme which will include a member of staff from Woodlands Pupil Referral Unit as well as school staff. At this stage the representative from Woodlands may work with the child in school for part of the week.

Step 7 – Exclusion.

Class rewards

Each class will have a marble jar which will be used to reward whole class behaviour for learning and positivity. When the class has earned 40 marbles there will be a whole class treat; this should last for no more than 30 minutes. It should take the class approximately half a term to earn their reward. Whilst it is up to each class teacher what they will reward with a marble it should be a whole class behaviour. It may be the case that a particular behaviour will be a focus for a certain period of time. Some things that might earn marbles could include:

- Walking quietly to assembly and sitting silently in assembly.
- Lining up and moving around the school quietly.
- Placing or collecting belongings from the cloakroom in an orderly way.
- Walking safely and sensibly on the stairs.
- Inclusive play at play times
- Good whole class focus during a lesson.

Whole School Playground Charter

- Use kind hands, feet, voices and words.
- Listen to others, let everyone's voice be heard.
- Let others join in.
- Look after the environment and any equipment.
- Be honest.
- Line up quietly and quickly.

Playtime Sanctions

Please note bullet point three in the SANCTIONS section when applying sanctions (pg. 4)

- **Step 1** – As long as the incident does not involve a child being hurt, an initial reminder will be given about the behaviour we expect to see.
- **Step 2** – Walking with an adult on duty, for a period of approximately 5 minutes. If a child is particularly agitated they must be sent in to the office area to “calm down”, prior to an incident being dealt with, they should be given a blue card to take with them.
- **Step 3** – Time off the playground will be result if a child is not following the playground charter and/or steps 1 & 2 have not brought about an improvement.
- Children should sit on the blue bench under the walkway (KS2 playground) or on a seat under the shelter (KS1 playground) and wait there for the remainder of the break. During this time an adult should speak with the child to emphasise the positive behaviours we want to see.
- **Step 4** – A red card will be given instantly for any deliberate physical behaviour for example punching or kicking, swearing or racism. This will be followed by a restorative conversation with a member of the senior leadership team. The incident will be fully investigated and parents informed.

Children in Foundation Stage will need to walk with a member of staff on duty or mid-day supervisor for 5 minutes. If the behaviour is repeated, they will walk with a member of staff again for 5 minutes. If a similar incident occurs again within the same break or lunchtime, the child should be brought to the office so they can be spoken to immediately. At the end of break or lunchtime, a member of the Foundation Stage staff should be made aware of the incident and will then decide whether parents should be informed.

At the beginning of every term, each child starts afresh.

When will sanctions be applied?

Classroom sanctions will be applied when the behaviour of a child disrupts the learning of other children in the class. This may be due to persistent calling out, moving around the classroom inappropriately and distracting others, using mean or disparaging language to talk about other children or adults or a refusal to follow instructions given by an adult.

Playground sanctions will be applied when the behaviour of a child has a negative impact on the play of others which will mean that they are not following the Playground Behaviour Charter. Sanctions will also apply to children who speak inappropriately to other children or adults on the playground. This may be disparaging or disrespectful language or swearing.

Suspensions policy

- Before an external suspension is given, it is likely that a child will first receive an internal suspension.
- An internal suspension is when a child will spend half a day or a full day in a different class. It is also likely that they will not have normal playtimes with their peers.
- An internal suspension is given to demonstrate the seriousness of an incident.
- Parents will always be informed that an internal suspension has taken place and that if similar behaviour occurs within a half term an external suspension will result.
- External suspension, whether fixed or permanent, is the very last resort.
- By ensuring that the whole school community is aware of the Behaviour for Learning and Positive Relationships Policy, suspensions should be rare.
- If a child's behaviour is likely to result in a suspension, wherever possible parents will be contacted by phone to make them aware of the situation. They will be invited to intervene at this stage to prevent a suspension being given.
- A permanent suspension may result from a very serious incident or it may come about after a series of fixed term suspensions that have had a limited or no impact in improving a child's behaviour.

For further information please see our Exclusions and Suspensions Policy.

The role of Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour. The governors support the head teacher in adhering to these guidelines. Governors must ensure that all those working in school are familiar with and follow this policy.

The head teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

Governors must ensure that copies of the policy are available to parents and that the policy is published on the school website. Governors must ensure that the policy, its application and effectiveness is reviewed annually. Where it may be necessary to restrain pupils or implement a behaviour plan governors should ensure that risk assessments are regularly reviewed and updated.

Policy review

This policy will be shared with pupils and parents and will be published on the school website. It will be reviewed annually in line with the governors' policy review schedule

September 2023

Appendix one

The use of reasonable force to restrain pupils.

Introduction

This guidance should be read in conjunction with, the recommendations in the DfE Document The Use of Reasonable Force in Schools (July 2013).

Objectives and Principles

The head teacher and Governors have a responsibility to maintain the safety of pupils and staff.

All members of school staff are authorised by law to use force as the school does not have a no-contact policy. We are committed to the principle that control or restraint should only be used if the child in question is likely to harm themselves or to harm others.

We recognise that control and restraint is generally used for two different purposes:

- a) To control: control can mean either passive physical contact (e.g. standing between pupils or blocking a pupil's path) or active physical contact (e.g. leading a pupil by the hand or arm, or ushering a pupil away by placing a hand in the centre of the back).

- b) To Restrain: When members of staff use “restraint” they physically prevent a pupil from continuing what they were doing after they have been told to stop. The use of restraint techniques is usually used in more extreme circumstances, such as when two pupils are involved in a fight and physical intervention is needed to separate them.

Minimising the Use of Force:

At Loudwater School, we aim to create a calm and orderly environment that minimises the risk of incidents arising that might require the use of force. This is done in a number of ways:

- Our values led approach is used to teach pupils how to manage conflicts and strong feelings
- Ensuring staff are aware of de-escalation techniques to manage conflict if it does arise
- Having up to date and regularly reviewed risk assessments and positive handling plans for individual pupils

Staff Authorised to Use Force

Permanent Authorisation:

A list of those staff that have authority and training to use force to control or restrain pupils is available from the school office on request. This list is reviewed each year and includes an up to date record of appropriate training.

Temporary Authorisation:

In some circumstances, staff whose jobs do not normally involve supervising pupils and volunteers working with pupils will be authorised to be in control or charge of pupils, will have statutory power to use force. This might include:

- School trips
- Offsite learning activities
- After school activities

The names of these staff will be recorded in the risk assessment and plans for these activities and signed off by the head teacher.

Deciding Whether to Use Force:

Staff should only use force when

- The potential consequences of not intervening are sufficiently serious to justify considering use of force
- The chances of achieving the desired result by other means are low
- The risks associated with not using force outweigh those of using force.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Situations where reasonable force might be used are:

- To prevent a pupil from attacking a member of staff, or another pupil, or to stop a fight between two or more pupils
- To restrain a pupil at risk of harming themselves through physical outbursts

It is unlawful to use force as a punishment and staff should not do this under any circumstances.

Staff will be kept informed about, and advised how to deal with, pupils who present particular risks to themselves. These pupils will have an individual risk assessment and individual behaviour plan that determines the likely triggers for behaviour and the effective ways to manage such pupils.

If a pupil is suspected of having a weapon or any other dangerous object and is likely to resist a search, staff should alert the office staff and call the police to deal with the situation.

Using Force

Any staff using force or restraint to control a pupil should only use the minimum force necessary to achieve the desired result.

It is our policy that:

- In any situation, a child will be given an oral warning that force may have to be used if the situation or behaviour persists. This must be done clearly and calmly in language the child can understand.
- Wherever possible, staff should not use force unless or until another responsible adult is present to support, observe and call for assistance.
- Any force used should aim to bring about a swift conclusion to a situation but also ensure there is minimal risk of any injury to the child. Staff should be aware that any use of restraint does bring the risk of an injury to the child. Staff must ensure that any use of force that may constrict breathing is not used.

Staff Training

The head teacher will ensure that all staff, as part of their induction to the school, are aware of their responsibilities in relation to the School Policy on the Use of Reasonable Force.

At Loudwater School, we will ensure the following training is in place:

- Relevant teaching staff and support assistants, where necessary will have received training by expert accredited providers in physical intervention and restraint techniques. This will be reviewed as roles change and children move through the school. Training will be updated at least every three years.
- These staff are made aware of the policy on the use of reasonable force and restraint with a particular focus on when, where and how force and restraint may reasonably be used and the way such incidents should be recorded.

Recording Incidents

Any use of force or restraint must be recorded on the format in the bound and numbered book in the head teacher's office. This book must be completed as soon as practicable after the incident and by the end of the working day on which the incident occurred.

Reporting Incidents

The school acknowledges it has a duty to report to parents if there has been a significant incident where a member of staff has used force or restraint on a pupil.

Once an incident is recorded and passed to the head teacher parents will be informed. This will be by telephone or in a face-to-face meeting and will occur as soon as possible after the incident.

Families will have access to a copy of this policy. If there is any concern that reporting the incident could lead the child being put at risk of harm, the incident should be passed immediately to the designated safeguarding lead who will liaise with relevant agencies.

Post Incident Support

If there is any injury to the child because of the use of restraint or force, first aid and medical assistance should be sought immediately. Staff and pupils should be given appropriate emotional support.

Any member of staff who has been assaulted may decide to report the incident to the police or seek advice from their professional association

We will ensure that there is clear follow up and use of sanctions, in line with the behaviour policy, to the behaviour of the pupil concerned.

We will work to help the pupil and staff involved to rebuild a productive working relationship so, where appropriate, they may resume professional contact.

Complaints and Allegations

If a specific allegation is made against a member of staff the school will follow the guidance set out in *Safeguarding Children and Safer Recruitment in Education*.

Other complaints will be dealt with according to the school complaints procedure.

Monitoring and Review

The head teacher will give a termly report to the Governing Body on the use of force and restraint.

This policy will be reviewed alongside the School Behaviour for Learning and Positive Relationships Policy annually.

Date of Approval and Adoption by the Governing Body: September 2021

Last review September 2023