



# Loose

## Primary School

### Behaviour Policy

October 2025

Headteacher: Trevor North

Policy to be reviewed in October 2026

**Our Vision:** A school community where potential is limitless.

**Our Mission:** We care greatly and ensure the highest quality of learning, and character development so that our pupils achieve well and become responsible global citizens.

#### Loose Values

At Loose Primary School, we care greatly and are committed to encouraging excellent behaviour. We aim to foster a safe, respectful, and supportive learning environment for all pupils. Our Loose values are central to our environment and at the heart of our teaching and learning of character development.

Values		Why they are important.
	With <b>Compassion</b> we care	We want our children to advocate for others and live peacefully at Loose. Compassion helps children build empathy, support each other, and feel valued, enhancing their overall well-being and learning experience.
	With <b>Determination</b> we excel	We want our children to believe their potential is limitless and have the determination seek opportunity and succeed in their world.
	With <b>Respect</b> we serve	We want our children to grow up respecting relationships, equality, and differences, valuing others' rights, feelings, and belongings.
	With <b>Trust</b> we lead	We want our children to learn in a supportive environment where they feel valued and confident. Trust fosters active engagement and helps develop key skills like empathy and teamwork, preparing students to lead with integrity in the future.
	With <b>Pride</b> we act	Pride fosters a positive culture where identity and achievements are celebrated, boosting confidence and encouraging a strong sense of accomplishment and celebration.

#### Aims and Purpose of the Policy

- To create a safe and respectful environment that is in line with our school vision.
- To clearly communicate our values and the behaviours expected at Loose Primary School.
- To ensure that all members of the community understand their roles and responsibilities.
- To create a culture of safety, respect and accountability.
- To place character development at the heart of our vision.
- To ensure all children reach their full potential.

## **Responsibilities**

The staff are responsible for:

- Setting and maintaining high standards
- Communicating to parents their child's educational progress and their attitude to learning.
- Treating each member of the school community equally regardless of race, creed, gender or sexual orientation.
- Creating a safe, well-designed environment that is purposeful and well-organised to promote a sense of belonging.
- Calm, tidy and orderly environments.
- Actively praising the children for good behaviour and attitudes in every lesson, every day.
- Following the Loose behaviour policy and ensuring all children are ready, safe and respectful.
- Recording incidences of poor behaviour on school systems
- Managing interventions and consequences to promote good behaviour.

## **The Headteacher is responsible for:**

- Maintaining the highest standard of behaviour expected by pupils and staff at the school.
- Monitoring and evaluation of this policy
- Publishing this policy and making it available to staff, parents/carers and pupils at least once a year.
- Reporting to the Governing Body
- Ensuring the highest quality of CPD

## **The pupils are expected to:**

- Be ready, safe and respectful at all times.
- Behave respectfully and safely both inside school and out in the wider community, including within their online interactions.
- Following the school's expectations modelling the Loose values including respecting other's culture, race, gender, feelings, beliefs and values.
- Respect all adults and peers equally.
- Accept responsibility for the things that they do.
- Report any unacceptable behaviour, including bullying, to a member of staff and asking for help if they need it.
- Wear their uniform with pride.
- Hold doors open for any member of the community.
- Line up without talking.

- Move between lessons silently.
- Maintain tidy classrooms
- Keep the cloakroom tidy and orderly.

**Our expectations are simple.**

Simple is effective. Across the school every class will have the same three expectations: Be Ready, Be Safe and Be Respectful’.

These are taught and modelled explicitly by all members of our school community. Posters are displayed in every class and remind children of our school rules.



Class teachers will delve deeper into each of these rules by unpicking what they mean, modelling by example and holding children to account.

The following are examples of what Ready, Safe and Respectful may look like in practice. These are reviewed with staff and children.

We know pupils are ready by	We know pupils are safe by	We know pupils are respectful by
Looking at the speaker Believing in themselves Always giving everything their full attention Asking for help Being on time Being prepared and organised for lessons By taking pride in their uniform	Following and understanding British Values Thinking before they act Being patient and careful Asking for help Using compassionate words Using kind hands Modelling self control	How they treat each other Looking after school property Saying please and thank you Waiting for a turn Helping others Caring greatly about each other and our environment Opening doors for each other

**Routines**

We ask the children to ‘Show me you are ready’ throughout the day. This can be in class, in assembly, lining up in the corridor, in the lunch hall and at the end of play/lunchtime. The children will show that they are ready by standing/sitting silently, keeping still and folding their arms.

In class and assembly, we use non-verbal gestures when transitioning from one activity to another. The expectation is that the children will do this silently.

On the carpet- Non-verbal Visual prompts using fingers	At the table- Non-verbal Visual prompts using fingers
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1	Show me you are ready	1	Stand up
2	Stand up	2	Stand behind chair/Tuck under your chair
3	Walk to line	3	Walk to line

### **Playtime and Lunchtime Routines:**

At playtime and at lunchtime the adults will reinforce 'Show me you are ready' through the use of the bell.

First bell- Stop. Show me you are ready.

Second bell- Classes are called to line up when they are ready. Children line up without talking, reinforcing our school's policy on silent transitions.

### **Our approach:**

At Loose, we have taken inspiration from the work of Paul Dix. It is expected that all staff are:

1. Consistent and calm, in their behaviour.
2. Giving their attention for the best conduct first.
3. Maintaining Relentless Routines.
4. Scripting difficult conversations.
5. Restorative follow-up.

These 5 areas are as essential to the individual classroom plan as they are to the culture and climate at Loose.

### **Positive Reinforcement**

At Loose Primary we have brilliantly behaved pupils and encourage character development through nurturing resilient and responsible pupils.

- Staff sustain and maintain excellent behaviour through our positive reinforcement strategies.
- Phone calls home from teachers and phase leaders sharing the wow moments that have taken place.
- Email/Text notification on Arbor to praise children for modelling our Loose values.
- Class praise. This can be for an activity or learner specific, this is shared on our school social media sites.
- Achiever of the term. A letter is sent home each term to one child in each class who has excelled.
- Hot Chocolate Friday. A learner of the week who has modelled our Loose values is invited to have HCF with the Headteacher. They receive a certificate and this is shared in our school newsletter.
- Learner of the week that is praised in celebration assembly for the progress they have made in a curriculum area. The parents are invited in to watch the assembly.
- Class reward using postcards of praise.
- When a pupil receives 6 stamps, they get a bronze award which is presented in class.
- When a pupil receives 12 stamps, they get a silver award from the Phase DHT.
- When a pupil receives 18 stamps, they get a gold award from the Headteacher.
- The awards week is the last week of term to celebrate those who have achieved gold.
- When a child is praised for modelling one of our Loose values they receive a house point.

### **Communication:**

We believe communication is vital to ensure the best conduct, as it ensures consistent and effective responses to pupils' needs and supports safeguarding efforts. A well-structured behaviour policy with clear communication channels enables all staff members to understand, implement, and uphold shared expectations, creating a cohesive environment for both learning and safety.

Communication isn't only about conveying expectations but also about fostering trust and openness among pupils and staff. When staff and students feel comfortable sharing concerns or issues, potential safeguarding risks, such as bullying or emotional distress, are more likely to be identified and addressed swiftly.

By integrating behaviour management with safeguarding principles, Loose can adopt a proactive approach to pupil welfare. For instance, communicating effectively with pupils and parents around expectations builds an environment where behavioural issues are understood as signals rather than solely infractions. We believe that viewing our behaviour policy through a safeguarding lens enhances our ability to foster a safer and more supportive school culture.

### Stages of Escalation

At Loose, there are stages of escalation for staff to follow when managing incidences of inappropriate behaviour. This ensures clarity for pupils and a consistent approach from staff.

<p>Stage 1. Issue – Low level disruptive behaviour</p> <p><i>(Talking repeatedly, not completing work, answering back, poor productivity swinging on chair)</i> The lists are examples and are not exhaustive.</p>	
Action	Communication and who to?
<p>Clear expectations, constant reminders and consistency. Remind pupils of our school rules and Loose values.</p> <p>Quiet verbal reminder, 5 minutes at break, catch up missed work, etc.</p>	CT/TA - Parent if needed.
<p>Stage 2. Issue Challenging behaviour</p> <p><i>(Hitting or kicking others, throwing objects, harming themselves, persistent disruption to learning of others)</i></p>	
<p>De-escalation strategies to be used e.g. changing the face, space and the pace of activity.</p> <p>CT to talk to the child and unpick what is happening, find out what the triggers are.</p> <p>CT to inform phase leader, decision made if the behaviour requires a reflection (on the day during break/lunch if possible)</p> <p>Time away from class to re set supported by year group colleagues / SLT</p>	<p>CT – Tell parent on the day of the incident/call parent if child attends after school club.</p> <p>CT/DHT/SENCO- Review of provision needed for child.</p>

Stage 3. Issue- Repeated challenging behaviour which isn't improving	
Phone call to parent/Meeting with parent	CT- To inform parent that behaviour isn't improving and discuss next steps.
Stage 4. Issue- Persistent challenging behaviour and defiance which is escalating. Highly disruptive with high impact on self and others.	
Invite parents to meeting with CT/DHT.  Internal suspension from own class – working in partner year group class or where deemed appropriate by SLT.	CL and DHT to parent
Stage 5. Issue- Undesirable behaviour that leads to formal warning <i>(Serious unsafe behaviour, damaging school or other people's property, physical assault)</i>	
Internal suspension/suspension or an exclusion.  External Fixed-term Suspension - decision made by Headteacher  Formal plans in place using behaviour support plan.	HT/DHT – Face to face meeting.
Further Actions:	
<ul style="list-style-type: none"> <li>• Stages 2, 3 and 4 will be logged on Arbor as a behaviour incident</li> <li>• Stage 5 will be logged on Arbor as a formal suspension or exclusion</li> <li>• External Suspensions will be notified to Governors</li> </ul>	

### **Inclusive Practices/SEND**

Loose is a highly inclusive school and as such recognises that all policies must be adapted in a reasonable manner where there is an underlying need or disability. For example, there may be pupils who have individual plans that support behaviour as a result of neuro diverse characteristics. These pupils may have identified needs that are not covered by this policy. In these cases, the pupil's individual plans could take precedent over this Behaviour Policy.

### **Positive Handling**

All staff will attempt to use de-escalation strategies before the use of physical intervention; however, we understand that intervention may be the only resolution in some incidents, such as violence or where there is an immediate risk of injury to self or others. The pupil will be safely removed from the situation, as soon as possible and if appropriate, to regulate, where a member of the Senior Leadership Team will take action and contact parents/carers. The DSL and/or SENCO will be contacted, if necessary.

In order to keep pupil safe, to prevent pupils from committing an offence, injuring themselves or others, damaging school property or the school environment and where all other reasonable strategies have been used, members of staff may use positive handling strategies.

Positive Handling training is provided and will only be used as a last resort or where this is an identified strategy advised by external professionals and staff will use their professional judgment of the incident to decide whether physical intervention is necessary.

Where the child cannot be safely and easily removed from an area, other pupils will be evacuated from the area in order to ensure their own safety, and to protect their physical and emotional wellbeing.

The Headteacher and/or members of the Senior Leadership Team will ensure staff involved with incidences of this nature are supported and offered an opportunity of a de-brief to support well-being.

### **Fixed-term Suspensions**

In the minority of cases following a severe incident, there may be a need to consider either a removal from class, suspension or permanent exclusion as a consequence. This may also be applied if interventions or consequences identified have not led to an improvement in a child's behaviour or incidents of severe recurring behaviour. This decision is made by the Headteacher, in conjunction with Senior Leaders.

Children's emotional wellbeing will be managed during any consequence given.

Parent/carers will be informed the same day if their child has been removed from class.

It is vitally important that the home/school link is strong in supporting the school's Behaviour policy and every effort will be made in engaging parents/carers throughout the process.

In all cases where an external fixed-term suspension has been put in place, a reintegration discussion meeting will take place to include the following:

The child will attend part or whole of the meeting where appropriate to gather their voice.

Consideration of what support might be put in place to support for the child.

Action will be considered to minimise the risk of future suspensions.

The behaviour expectations of the school will be reinforced.

### **Bullying**

The school does not tolerate bullying of any kind, including cyber-bullying, prejudice-based and discriminatory bullying. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. Our curriculum and restorative approaches aim to educate the children at Loose so that everyone feels safe and bullying is rare (See Anti-Bullying Policy).

The power to discipline beyond the school gate

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 and Behaviour and Discipline in Schools, 2022,

gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable".

When considering whether the school will implement a sanction for reported misbehaviour out of school, the Headteacher will take into account the context of the situation and the action that would have been taken if the offence had taken place on school premises. All criminal bad behaviour and bullying which occurs on or off the school premises may be reported to Social Services and/or the Police.

### **Staff Training**

At Loose we are committed to providing training for staff on implementing the behaviour policy, including strategies for managing classroom behaviour and fostering a positive environment. At any time, staff are able to seek support from members of SLT and/or Inclusion team.

### **Staff Induction**

All staff joining Loose undertake an induction with the Designated Senior Lead for Safeguarding. Effective induction highlights procedures, policies and factual information, induction discussions also provide a good opportunity to confirm the conduct expected of staff within the school, share and promote the school vision and values. The employee will be encouraged to raise any concerns he/she has about the new role, including highlighting training and development needs.

The precise elements of the induction may vary, depending on the role and whether the post holder has worked in a school before. Nevertheless, there are a number of key areas that will be covered by the senior leader doing the induction or DSL. These include the Behaviour Policy and The Staff Code of Conduct.

### **Monitoring and Review**

This policy will be reviewed by the SLT on an annual basis, who will make any necessary changes and communicate these to all members of staff, pupils and parents/carers.

This policy has been written in conjunction with the guidance issued from the DfE Behaviour in Schools Publication, February 2024. The SLT will ensure that they continue to stay up to date and adhere to latest guidance set by the DfE.

[https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour\\_in\\_schools\\_-\\_advice\\_for\\_headteachers\\_and\\_school\\_staff\\_Feb\\_2024.pdf](https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf)

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